SAHE 5381.501 Summer I 2021
Interviewing and Helping Skills
Class Meets Online Through Brightspace
Credits: 3 Hours

Instructor: Michael Walker, Ph.D.
Office: Mckibben, Rm. 215H
Phone: (936) 468-1483 (If no answer leave a message)
Email: mwalker@sfasu.edu (all email Subject Line should begin SAHE 5381)
Course Credits: 3 hours
Course time: TBD via survey for synchronous meetings
Course Location: https://sfasu.zoom.us/j/94435205990?pwd=d3hLMTFMS1h2L3J6VGQxRERwM0JNUT09
Meeting ID: 944 3520 5990 Passcode: 161211

Office Hours:

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<tr>
<td>Monday</td>
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<tr>
<td>Tuesday</td>
<td>9:30 am to 11:00 am</td>
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https://sfasu.zoom.us/j/92658115948?pwd=ZSt5bTRCN2NDskxpVTJpZFEzMkxFdz09
Meeting ID: 926 5811 5948 Passcode: 192443

Required Text/Readings: This course will use open educational resources, journal articles and relevant news articles. All materials will be provided by the instructor through email, content modules or class discussions.

COURSE DESCRIPTION:

This course will teach the student the art of interacting with people both verbally and nonverbally. The skills learned in class can help not only in student affairs but also in personal communication with friends. Emphasis will be placed on the understanding of the principles of interviewing and on the demonstrated application of these skills by the student.

This course meets for four hours for 5 weeks with a presentation and paper due during week 5. Students have significant weekly reading assignments, are expected to participate in class discussions and small group activities. In order to prepare for class, students spend on average at a minimum 6 hours of work each week to prepare outside of classroom hours. In this course, students have assignments that allow them to explore interviewing and helping skills in student affairs. They are required to present on course topics as well as both participate and lead case discussions.

PROGRAM LEARNING OUTCOMES:

1. Students will develop and apply assessment, evaluation, and research skills, and critically assess literature related to the Student Affairs profession.
2. Students will demonstrate an understanding of the need for effective intrapersonal development related to self-appraisal and understanding, identity development, and personal and professional ethics.

3. Students will demonstrate effective interpersonal competence related to developing meaningful relationships, collegiality, collaboration, and effective leadership.

4. Students will acquire the leadership skills and knowledge necessary to work with a diverse population and support social and civic responsibility.

5. Students will demonstrate practical and technical competence necessary to be an effective Student Affairs professional.

**REQUIRED:**
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about obtaining or registering your LiveText account, call ext. 7050 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

**COURSE EXPECTATIONS:**

- **In class participation and attendance:** Attendance is required at each class meeting. Because of the importance of classroom interaction for this course, it is imperative that students attend class. Attendance failures may be given for students who have 1 or more absences (excused or unexcused) in the course. Students are expected to actively participate in class discussion. If you miss class, it is your responsibility to contact the instructor for information/readings missed.

- **Classroom behavior:** Disruptive, distracting or disrespectful behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.

**COURSE REQUIREMENTS:**
Grades will be assigned based on the quality of each student’s fulfillment of the following requirements. Grading rubrics will be provided for theories presentation.

1. **Introduction Interview and partner introduction (40 points):** Students will pair up to interview their partner via Zoom (recorded and submitted via Dropbox, 20pts) and then will record a separate introduction of the other student to be submitted via the introduction discussion post (20 pts). The introduction should include at minimum the following information (as long as the Interviewee is comfortable with this information being shared): Basic Demographics, chosen/preferred name, hometown, undergraduate degree, why did they choose the student affairs master’s program, and future goals. Introduction videos should not be over 2 minutes.

2. **Participation and attendance (50 points):** Each student is expected to actively participate and contribute to the learning process within the course (discussion of text/topics, demonstration and experiential activities). Because of the importance of classroom interaction for this course, it is imperative that students attend class. Attendance failures may be given for students who have one or more absences (excused or unexcused) in the course. Students are expected to actively participate in class discussion. Class attendance will be taken during ZOOM meetings online. It is strongly recommended that you
arrange for a backup location with access to the internet in the event that your primary location experiences technical problems. Internet access is available on campus.

3. Weekly Learning Activity Journal entries (75 points): Each student will need to submit a summary of the week learning actives assigned for weeks one to three. These journal entries should be self-reflective regarding each of the assigned activities. Feel free to combine your discussion of related learning activities when appropriate. This assignment is for you to reflect on your strengths and weakness and how you can capitalize on your strengths and strategies to improve your content. To earn full credit your responses should be thoughtful and well organized.

4. Role Play Videos (120 points): Students will be assigned to small groups to role play various skills associated with various skills and topics. Each student will need to play the role of Interviewer to practice the various skills for the week. Other group members will serve as the “interviewee” and should try to give a realistic response that one might expect based on the current situation. While your grade will be primarily based on your role as the interviewer, points will be deducted for “interviewees” if their behavior during the role play is disruptive and unrealistic (in other words be nice to each other).

5. Final Paper (75 points): Each student will be responsible for identifying a topic of interest related to their future goals in Student Affairs and submit a 8-10 page paper addressing the current issues related to that topic and what interviewing and helping skills are critical to that particular area. The paper should follow APA style and have a minimum of six (5) scholarly (peer reviewed) references. This paper should help the reader understand the importance of this topic and provide them with basic information and resources to become more prepared to address the issue if they were placed in that situation.

6. Presentation and resource Guide (75 points): Students will be required to present (via video posted to discussion forum) their papers in no more than 10 minutes (50 pts). The presentation should highlight key information and provide basic instructional information on any related interviewing skills specific to that topic area. The videos will be posted via the discussion forum and will include an attached resource document (25 pts) summarizing the key points and provided references to resources. Resources guides should not be over 2 pages and should have working links to resources and references.

7. Discussion Leader Summaries (100 points): Each student will be responsible for leading two class discussions. Students must present a summary of topic/case with discussion prompts/questions. A minimum of 2-3 questions must be used for discussion.

### Evaluation & Assessments/Grading Policy:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Number</th>
<th>Points</th>
<th>Total</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Introduction Interview Video</td>
<td>1</td>
<td>20</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Introduction Video</td>
<td>1</td>
<td>20</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Weekly Learning Activity Journal Entries</td>
<td>3</td>
<td>25</td>
<td>75</td>
<td>17</td>
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<tr>
<td>Role Play Video</td>
<td>3</td>
<td>40</td>
<td>120</td>
<td>28</td>
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<tr>
<td>Final Paper</td>
<td>1</td>
<td>75</td>
<td>75</td>
<td>17</td>
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<tr>
<td>Final Presentation</td>
<td>1</td>
<td>50</td>
<td>50</td>
<td>11</td>
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<tr>
<td>Resource Guide</td>
<td>1</td>
<td>25</td>
<td>25</td>
<td>6</td>
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<tr>
<td>Class Participation</td>
<td>5</td>
<td>10</td>
<td>50</td>
<td>11</td>
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#### Final Grade

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<th>Grade</th>
<th>Points</th>
<th>% of total Points</th>
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<tbody>
<tr>
<td>A</td>
<td>389.1075</td>
<td>(89.45%)</td>
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<tr>
<td>B</td>
<td>345.6075</td>
<td>(79.45%)</td>
</tr>
<tr>
<td>C</td>
<td>302.1075</td>
<td>(69.45%)</td>
</tr>
<tr>
<td>D</td>
<td>258.6075</td>
<td>(59.45%)</td>
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**COURSE INFORMATION:** This is an online course but will require weekly synchronous meetings. You are expected to log on to Brightspace at least 2-3 times a week. You will need to have access to internet in order to participate in all class activities. Discussions are a very important part of the course. I encourage questions and comments at all times.

**RELIGIOUS OR CULTURAL HOLIDAYS:** If you have any religious or cultural holidays that fall on the same date as a course assignment, please notify me in advance and I will be happy to make scheduling arrangements.

**COURSE EVALUATIONS:**
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the College of Education, the course evaluation process has been simplified and is completed electronically through mySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**Student Ethics and Other Policy Information**

**Expected Student Behavior**
Professionalism: While participating in the internship, I expect you to be professional and courteous in your behavior. You are expected to learn the policies and procedures for accepted behavior at your internship location and following those rules. Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties (see the Student Conduct Code, policy 10.4). This prohibition applies to all instructional forums, including electronic, internship sites, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.

**Academic Integrity**
Academic Integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic integrity, as well as abiding by university policy on penalties for cheating and plagiarism and the appeal process. Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: using or attempting to use unauthorized materials on any class assignment or exam; falsifying or inventing of any information, including citations, on an assignment; helping or attempting to help other student(s) in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to: submitting an assignment as one's own work when it is at least partly the work of another person; submitting a work that has been purchased or otherwise obtained from the Internet or another source; incorporating the words or ideas of an author into one's paper or presentation without giving the author credit. Penalties for academic dishonesty may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university. The procedures for addressing violations of academic integrity
are outlined in the Student Academic Dishonesty policy (4.1) and a student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students policy (6.3). Academic dishonesty diminishes the value of your education and violates all the root principles of The SFA way.

Sex and Gender-Based Discrimination, Violence, Harassment, and Misconduct is Prohibited.
Stephen F. Austin State University (SFA) strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, intimate partner and dating violence, and stalking. Please be aware that all SFA employees (other than those designated as confidential resources in Section V.B. in the Title IX Policy 2.13) are required to report any information obtained about potential policy violation including sexual harassment, sexual assault, domestic violence, and stalking to the Title IX Coordinator within 48 hours. This means that if any employee who in the course and scope of their employment at SFA witnesses or receives information regarding an incident that the employee reasonably believes constitutes prohibited behavior defined in policy 2.13, which is alleged to have been committed by or against a person who was a student enrolled at or an employee of the University at the time of the incident, that employee must report the suspected or alleged violations within two (2) business days to the Title IX coordinator. As of January 1, 2020, employees of Texas universities are subject to termination and criminal liability for failure to report violations of policy 2.13. Reports must be made even if the impacted student, staff, or faculty member requests the responsible employee not to disclose the information to the Title IX office. If you need assistance making a report I am happy to assist you in that process. However, if you are not sure you are ready for the university to be made aware of your situation and would like to speak to a confidential resource who does not have the same reporting responsibility, you can find a list of resources on the Lumberjacks Care website www.sfasu.edu/lumberjacks-care.

Student Wellness
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

Mental Health Links
Click Here for Student Resources

Additional Resources

Withheld Grades Policy
Withheld grades are permitted under certain circumstances as outlined in the university’s Course Grades policy (5.5). At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities:
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Students can submit the initial application request and upload related documentation securely through the Online Student Application portal. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

Tentative Schedule

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topics</th>
<th>Discussion Post: Introduction Video (Pairs) &lt;br&gt;Dropbox: Introduction Interview Video &lt;br&gt;Dropbox: Journal Learning Activities # 1,2,3,4, &amp; 5</th>
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<tbody>
<tr>
<td>May 17</td>
<td>Introductions and Basic Skills &lt;br&gt;Micro Skills Article &amp; C&amp;C Chpts 1 &amp; 2</td>
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<tr>
<td>May 24</td>
<td>Basic Skills &lt;br&gt;C&amp;C chpts 3, 4, &amp; 5</td>
<td>Dropbox: Journal: Week 2 Learning Activities# 6,7,8, 9, 10,11, 12, 13, 14, 15, 16</td>
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<td>May 31</td>
<td>Basic Skills &lt;br&gt;C&amp;C chpts 6, 7 &amp; 8</td>
<td>Dropbox: Journal: Week 3 Learning Activities# 17, 18, 19, 20, 21, 22, 23, 24, &amp; 25 &lt;br&gt;Dropbox: Video: Group Role Play Video Interviews for Week 2 Learning Activities</td>
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<tr>
<td>June 7</td>
<td>Crisis Management, QPR, Motivational Interviewing &lt;br&gt;Assigned Readings in Module</td>
<td>Dropbox: Video: Group Role Play Video Interviews for Week 3 Learning Activities</td>
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<tr>
<td>June 14</td>
<td>Conduct &amp; Investigations &lt;br&gt;Assigned Readings in Module</td>
<td>Dropbox: Video: Group Role Play Video Interviews for Crisis Management scenarios</td>
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<tr>
<td>June 21</td>
<td>Advising &lt;br&gt;Assigned Readings in Module</td>
<td>Dropbox Final Paper &lt;br&gt;Discussion Post Final Presentation with Resource Guide</td>
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SAHE 5381 Zoom Lectures
https://sfasu.zoom.us/j/94435205990?pwd=d3hLMTFMS1h2L3J6VGQxRERwM0JNUT09
Meeting ID: 944 3520 5990  Passcode: 161211