Course Title: Interviewing and Helping Skills  
Instructor: Christina Ward, M.A., CRC  
Office: Off Campus  
Office Hours: Mondays / Tuesday by Appointment  
Phone: (936) 554-5492 (call or text)  
Course Number/ Section: RHAB 3381.002  
Course Time & Location: Tuesday, 6:00-8:30PM  
Office: Human Service Building, 3rd Floor, Telecomm Rm 320  
Credits: 3 Credit Hours  
Email: christina.ward@sfasu.edu  

Prerequisites: RHB 220 (for rehabilitation service program majors only)  


Course Description: Introduction to the utilization of interpersonal communication skills in professional settings. This course will teach you the art of interacting with people both verbally and non-verbally, as well as the ethical and cultural underpinnings to helping and interviewing clients for your future profession. The skills you learn in class can help you not only in human services but in your personal communication with friends and when you apply for jobs (knowing how to present yourself professionally by use of these skills will set you apart from applicants without these skills). Emphasis will be placed on the understanding of the principles of interviewing and on the demonstrated application of these skills by the student.  

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect and shared responsibility, faculty, staff and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion and spiritual values in order to enhance the quality of life in a diverse, global community.  

General Learning Goals, Objectives & Outcomes:  
The overall goal of this course is to acquire effective interviewing and helping skills needed to become an empathic, ethical, and effective interviewer in a variety of rehabilitation and social services settings.  

Program Learning Outcomes:  
Workplace Readiness- Students will demonstrate the ability to work with people with disabilities in a real-world setting.  
Critical Thinking- Students will learn to differentiate empirically supported rehabilitation practices from unsupported practices. Students will also develop awareness of the differences between practices that require the administration by trained professionals from practices that do not.  
Communication- Students will learn and understand how to talk to and communicate about people seeking rehabilitation services.  
Evidence-based Practices in Rehabilitation- Students will survey standard statistical concepts and recognize pseudoscientific practices among practices used in rehabilitation.  
Interviewing and Helping Skills- Students will acquire effective interviewing and helping skills for use in rehabilitation and social service settings.  

Student Learning Outcomes:  
1. Students will learn the essential building block in the development of competent beginning level practice. These building blocks include: the importance of self-understanding, major ways of perceiving self and others, values, ethics and legal obligations, and professional relationships and roles.  
2. Students will develop self-understanding, knowledge of ethical principles and professional relationships, and mastery of foundational practice information.  
3. Students will learn competency in the use of self and basic professional tasks and skills.  
4. Students will learn the practice behaviors and competencies that have been identified as important in the major helping professions.  
5. Students will have the basic skills to conduct an interview and communicate their findings.
Course Activities:
Interviewing is best learned by doing. This course will involve practicing what you learn in the classroom. The course format will involve lecture followed by practicing the interviewing process/skills with classmates. Knowledge is essential to practice, there will be 3 exams and 10 homework assignments covering the technical aspects of the material. Each student will complete one end-of-semester interviewing video at the SFA Human Services Counseling Clinic located in HSTC 202 (on the second floor right around the corner from the elevators). Each student is required to upload their interviewing video to D2L. Final semester assignment is a course reflection paper due week 16.

Course Assignments
Examinations (300 points)
Exam #1 – Preparing to interview (100 points)
Exam #2 – Basic interviewing skills (100 points)
Exam #3 – Advanced interviewing skills (100 points)
• The three exams are comprised of various types of test questions, e.g. multiple-choice questions, true/false, short answer, and matching. Questions will be drawn from course lectures, discussion, and readings.
• IT IS ESSENTIAL TO READ YOUR TEXTBOOK. LECTURES WILL NOT COVER ALL TEST MATERIAL.
• Make up exams are permitted with proper documentation and are to be scheduled with the instructor. You must contact the instructor as soon as possible and arrange a makeup exam; exam must be completed within ONE WEEK after missing or forfeit the opportunity to make it up.
• You will have 1.5 hours of class period to complete the exam. Please see instructor for special accommodations.
• You will not be permitted to take the exam if you are more than 20 minutes late. Please contact instructor immediately should you miss an exam.
• Exams are held on Weeks: 6, 11, and week 16 – 100 points each; 300 total points. Exam dates may vary as needed/required.

Demonstrated Skills (700 points)
• Interview Skills Video - (200 points)- Interviewing video will last 10-15 minutes and cover all required skills and any applicable enhanced skills.
• Interview Self-Critique Paper- (100 points)- you will be required to write a short Critique answering a few questions provided during class regarding your performance as an Interviewer. For grading, I am looking for evidence of careful analysis of your own performance and thoughtful answering of the questions provided.
• Homework & In-Class Activity (300 points): Take home or in-class assignments that relate to course content will be distributed and discussed throughout the semester. Depending on time constraints and other factors, these assignments may be given during class as individual or group assignments. Each assignment will be worth 20 points unless otherwise specified and will be designated on the course calendar. These will be graded for a combined total of 300 points.
• End Semester Reflection Paper (100 points): Due at the end of the semester, Reflection paper will be your overall thoughts and experiences during the semester, what have you learned throughout the process and how you will apply the interviewing skills vocationally.

Be careful not to plagiarize. Your work is subject to submission to plagiarism software. If you are found to have plagiarized, you will lose all points for the assignment and you will be reported to the University Committee of Academic Integrity. No late assignments are accepted, unless discussed and excused before due date. In-class assignments are due during the class time assigned or at the beginning of the following class as specified.

Assignments are to be submitted on D2L or if you have made arrangements before due date with Instructor Ward.

Quizzes & Other Assignments (points as assigned): Quizzes may be given both in class and online in D2L; assignments may also be given as classroom activities or as outside work. Must be present to complete in-class assignments and these cannot be made up. All outside assignments with instructions and due dates will be posted in D2L on the course’s home page. Students may also be instructed to submit assignments in D2L. In this case, a student will not be given credit for the assignment unless it is submitted according to the instructions given; this includes completing the assignment in the proper format and turning it in at the proper time.

This is a web-enhanced class. You will need to visit BRIGHTSPACE by D2L regularly to keep up with assignments, contact the instructor, and receive supplemental information for your success in the course. Classroom activities, homework assignments, other
instructional materials, and grades will all be posted in BRIGHTSPACE. All homework will be posted in BRIGHTSPACE. In the case of an absence from class, it is the student’s responsibility to check BRIGHTSPACE for any homework assigned, and the assignment will still be due on the same due date as the rest of the class. Missing class is not an excuse for not completing an assignment.

Attendance: Policy 6.7 Regular and punctual attendance is expected, and attendance will be taken. Material may be covered in class that is not included in the text material. Each student is responsible for all information and instructions covered in class. It is the responsibility of the student to determine what was covered in class and complete and turn in any assignments when due. On some days, assignments can be given during class times that will count as part of the In-class activities and quiz grades cannot be made-up for any reason. 6.7.pdf (sfasu.edu)

Evaluation and Assessment (Grading Criteria):

<table>
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<tr>
<th>Grading Scale</th>
<th>Total Points</th>
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<tr>
<td>A</td>
<td>89.5-100% of Total Points</td>
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<tr>
<td>B</td>
<td>79.5-89.4% of Total Points</td>
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<tr>
<td>C</td>
<td>69.5-79.4% of Total Points</td>
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<tr>
<td>D</td>
<td>59.5-69.4% of Total Points</td>
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<td>F</td>
<td>&lt; or = 59.4% of Total Points</td>
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<tr>
<th>Item</th>
<th>Points</th>
<th>Percentage</th>
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<tr>
<td>Exam</td>
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<tr>
<td>Demonstrated Skills (Interview)</td>
<td>300</td>
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<tr>
<td>Interview Skills Video</td>
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<td>Interview Self-Critique Paper</td>
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<td>Homework / In-Class Assignments</td>
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<tr>
<td>End Semester Reflection Paper</td>
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<tr>
<td>TOTALS</td>
<td>1000</td>
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Grades:
Grades can be accessed through Desire2Learn (D2L). You should check your posted grades often and communicate any questions. You must check your grades prior to final exam week. Unless you email prior to finals week, you indicate that you are in agreement with the grades posted. Do not contact the instructor during exam week asking to make up an assignment or to be allowed extra credit. Please see sections on Attendance and Makeup Policy.

Makeup Policy: (University Excused) Makeup exams will be allowed only if arranged prior to the date of the test. The student must provide documentation for the excused absence. Notes from the school’s Health Clinic will not be accepted as excused absences unless the note specifically states that the student is unable to attend class. Please see your General Bulletin for a further explanation of excused absences. Makeup exams for non-excused absences will be determined at the sole discretion of the instructor and, if allowed, will usually consist of an essay-type exam.

Written Documents: All documents are to be TYPED. Handwritten documents will need approval by instructor. When submitting an assignment through D2L/e-mail, it should be formatted in Microsoft Word format. If the assignment is created in any other format, it should be saved as a text file (*.txt or *.rtf) and attached to an e-mail or in the assignment module.

Course Evaluations: Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins 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: Found at http://www.sfasu.edu/policies/
Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

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, 936-468-3004/ 468-1004 (TDD) as early as possible in the semester. 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. For additional information, go to http://www.sfasu.edu/disabilityservices/

Academic Integrity

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.
Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Student Academic Dishonesty: Policy 4.1**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**
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 another 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.

**Withheld Grades: Semester Grade Policy 5.5**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**Student Code of Conduct: Policy 10.4**
Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with university resources without prior approval from university officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct. More information on Student Code of Conduct can be found at [https://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf](https://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf)

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:**
**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu
SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741
<table>
<thead>
<tr>
<th>Week / Date</th>
<th>Topics (Reading due before class)</th>
<th>Assignments: (Posted in D2L)</th>
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<tr>
<td>1: 08/29/23</td>
<td>Introductions- Syllabus- Getting Acquainted- Class Expectations Chapter 1: Importance of Self Understanding</td>
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<tr>
<td>2: 09/05/23</td>
<td>Chapter 2: Ways of Understanding and Perceiving Self and Others</td>
<td>Homework 1 Due</td>
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<tr>
<td>3: 09/12/23</td>
<td>Chapter 3: Values, Ethics, and Legal Obligations. Chapter 4: Professionalism and Professional Relationships</td>
<td>Homework 2 Due</td>
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<tr>
<td>4: 09/19/23</td>
<td>Chapter 5: Developing Working Relationships</td>
<td>Homework 3 Due Homework 4 Due</td>
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<tr>
<td>5: 09/26/23</td>
<td>Chapter 6: Foundational Interpersonal Skills Exam 1 Review</td>
<td>Homework 5 Due</td>
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<tr>
<td>6: 10/03/23</td>
<td>Exam #1- Preparing to interview- Covers Chapters 1-6</td>
<td>Homework 6 Due Exam 1 Review Due- Optional</td>
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<td>7: 10/10/23</td>
<td>Chapter 7: Beginning and Ending a Meeting</td>
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<td>8: 10/17/23</td>
<td>Chapter 8: Demonstrating Active Listening</td>
<td>Homework 7 Due</td>
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<td>9: 10/24/23</td>
<td>Chapter 9: Using Questions Chapter 10: Exploring and Discovering</td>
<td>Homework 8 Due</td>
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<tr>
<td>10: 10/31/23</td>
<td>Chapter 11: Thinking about Readiness and Motivation Exam 2 Review</td>
<td>Homework 9 Due Homework 10 Due</td>
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<tr>
<td>11: 11/07/23</td>
<td>Exam #2- Basic interviewing skills- Chapters 7-11</td>
<td>Exam 2 Review Due- Optional</td>
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<tr>
<td>12: 11/14/23</td>
<td>Chapter 12: Identifying Key Problems or Challenges</td>
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<tr>
<td>13: 11/21/23</td>
<td>Thanksgiving Holiday (Good time to work on your upcoming assignments)</td>
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<td>14: 11/28/23</td>
<td>Chapter 13: Establishing Goals Skills Interview Video Due</td>
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<td>15: 12/05/23</td>
<td>Chapter 14: Taking Action Chapter 15: Evaluating and Ending Professional Relationships Self-Critique paper Due Exam 3 Review</td>
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<tr>
<td>16: 12/12/23</td>
<td>Exam #3 on Advanced Skills- Chapters 11-15 End Semester Reflection Paper Due</td>
<td>Exam 3 Review Due- Optional Reflection Paper Due</td>
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**** This schedule is *tentative* and is likely to change throughout the semester. ****