

COUN 600-Individual and Group Helping Skills
Kingston, Jamaica
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Graduate Catalog description

Exploration of helping roles; individual interviewing skills, group process skills demonstration, role playing, and recordings; for non-counseling majors.

Additional Information:

The course will focus on the discovery and development of listening, problem solving, and empowerment skills. Instruction will include examination of skills needed in educational settings with staff and students where differences in power are present with a focus on finding a place of respect and understanding. Skills and knowledge needed to form and lead task groups will also be examined and practiced. Students will be expected to actively participate in all class activities.

College Mission Statement

The College of Education and Allied Professions fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of the community of learners include: (1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences and welfare of the persons affected by those decisions; (2) an appreciation of and respect for diversity; and (3) a commitment to fostering the responsible use of technology.

Multicultural Focus

Special attention will be paid to addressing similarities and differences in students, staff, and families due to culture. Discussion will center on influence of culture, appropriateness of techniques, and approaches with clients that are from different cultural groups.

Technology statement

This course will be face-to-face and web-based. Students will be expected to navigate Web-CT, discuss points of interest and use PowerPoint and other computer assisted technology to share information with classmates.

Accommodations regarding students with disabilities

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Lance Alexis for more information. Phone: (828) 227-2716; E-mail: lalexis@email.wcu.edu.

Text

Stewart, C. J. & Cash, W. B. (2007). *Interviewing: Principles and practices*. New York: McGraw Hill.

Objectives Related to Course Content

The class participant will:

1. Understand the details associated with interviewing and how the interview process can be impacted by the nature of the relationship, individual perceptions, culture, and gender.
2. Understand & demonstrate the interview as a step-by-step process of verbal and non-verbal interpersonal communication.
3. Practice listening skills to promote resolution.
4. Will understand the use of various question types and develop appropriate questions that are respectful yet able to draw the person into the interview.
5. Learn to conceptualize and modify the interview structure to fit the goal of the interview.
Types of interviews that will be discussed include:
 - a. Probing
 - b. Survey
 - c. Recruiting
 - d. Employment
 - e. Performance
 - f. Persuasion
 - g. Counseling
6. In addition to various in-class practice exercises will design, conduct, and evaluate an interview with a child and an adult within the school system.

Grading

The course in-class activities and out-of-class assignments are designed to encourage individual & group thinking, reflection, and response. The activities and assignments are designed to encourage your active involvement and will ask you to move out of your comfort zone and try methods of communication through interviewing that may be different than you may currently communicate. It is my belief when a person is trying new behaviors mistakes will be made and it is my philosophy not to grade a person negatively for those mistakes. Therefore, you will be graded only on your interview designs, process evaluations, and your depth of self-evaluation as to what you have learned. Keeping in mind that this is a Master's level program and that you are training to be leaders in your school, I expect hard work and high quality products.

- To receive an “A” grade you must fully participate in our face-to-face class time and average a 93% or better on:
 - an exam,
 - Complete the five assignments describe below. The resulting papers should be concise, and follow directions. A showing of insightfulness and growth on the part of the student will result in a higher percent assigned to the grade.
- To receive a “B” grade you must fully participate in our face-to-face class time and average between an 84 & 92% on the items listed above.
- To receive a “C” grade you must fully participate in our face-to-face class time and average between an 70 & 83%

I reserve the right to lower a student’s grade one level if that student has excessive absence or lateness across the three weeks or does not fully participate in class. You should find our face-to-face class time enjoyable but challenging. It will involve your practicing with your peers many of the interviewing skills discussed in your text. You will be involved in role play, but will not be made to talk about personal issues unless the personal issue is something you do not mind talking about. If for personal reasons you do not feel you can participate in a particular activity you have the right to pass. If you choose to pass on an activity, discuss your concerns with me and we will decide on an alternate activity.

Grading for Assignments

(A+)--100, (A)—96, (A-)--93, (B+)--90, (B)—87, (B-)--84, (C+)--80,
(C)—76, (C-)--70

Grading for exam

% will be assigned based on number points for correct answers divided by total points.

- All assignments should be carefully proofread for clarity, meeting assignment expectations and to eliminate typing errors.
- All assignments should have an APA style cover page and be double spaced using Times New Roman, 12pt font.
- To receive a grade of “A” on an assignment there should be evidence of creativity, insightfulness and professional growth.

Assignments:

Assignment # 1 (To be completed in the first week.)

Complete facilitative response practice/assignment, which will be handed out in class, in two parts. The first part you will complete and receive feedback. The second part you will complete for a grade.

Assignment # 2 (To be completed in the second week.)

Conduct an informal interview/discussion with a friend but begin to use some of the skills that you are learning in class. Respond to the following questions.

- What skills were you trying to practice?
- How was the discussion different than it might have been otherwise?
- Ask your friend what he or she thought/felt was different from this particular discussion?
- What did you notice was different?
- Discuss the degree of comfort for you and your friend as you had your discussion.
- Discuss whether or not you believe this style benefits the relationship if it could be more natural.

Assignment # 3 –(to be completed during the break between the first two weeks and the third week.)

Observing Interviews—observe an informal or formal interview of at least 10 minutes duration (it can be longer). Write a critique of each interview addressing the following questions and points.

- What kind of interview do you believe you observed? Explain
- What is the background and purpose of the interview?
- In what ways did the “Opening” of the interview meet the opening parts suggested in chapter 4?
- What opening techniques were used in the opening segment of the interview?
- How did the opening address the needs of the interviewee?
- What non-verbal communication was made on the part of the interviewer during the opening? How did the non-verbal match the verbal communication?
- What kind of sequencing and structure took place in the “Body” (Chapter 4) of the interview?
- What kinds of questions were used in the interview? What sequence patterns did the questions follow?
- The “Closing” of the interview has three functions. How did the interviewer address them in closing the interview?
- Identify specific closing techniques and how effective were they in your opinion.
- What non-verbal behaviors did you notice on the part of the interviewer that indicated the interview was coming to a close?
- In your opinion, what was the overall effectiveness of the interview? What goals do you think the interviewer had in mind when beginning this interview? What benefit did the interviewee receive from the interview?

Assignment # 4–(to be completed during the break between the first two weeks and the third week.)

Choose a student in your school that has been having problems with behavior.

In paper format (**double space your work**) provide the following information.

- What is the age of your student and what is the reason for the interview? Provide some background information and goals so it is clear to the reader the purpose of the interview.
- What type of interview are you choosing to use with this student. Explain why this type of interview process is a good choice.
- After you have chosen the interview type, identify the key components of the interview and provide some examples of prior planning before you actually interview the child.

After you have followed the above directions, interview the student and record your interview. After listening to the interview respond to the following:

- How were you able to follow the components (opening, body, and closing) of the interview style?
- How did the verbal and non-verbal of the child inform you as the direction to take the interview?
- How would you assess the child's demeanor before and after the interview?
- How would you assess your own demeanor before and after the interview?
- What did you learn about using this type of interview with a child?
- What areas do you realize you need to work on as an interviewer?

Assignment # 5--(to be completed during the break between the first two weeks and the third week.)

Choose a staff member, teacher or school administrator to interview.

NOTE: Consider choosing a different interview style than you used with the child.

In paper format (**double space your work**) provide the following information.

- What is the reason for the interview? Provide some background information and goals so it is clear to the reader the purpose of the interview.
- What type of interview are you choosing to use with this colleague. Explain why this type of interview process is a good choice.
- After you have chosen the interview type, identify the key components of the interview and provide some examples of prior planning before you actually interview the person.

After you have followed the above directions, interview the person and record your interview. After listening to the interview respond to the following:

- How were you able to follow the components (opening, body, and closing) of the interview style?
- How did the verbal and non-verbal of the colleague inform you as the direction to take the interview?
- How would you assess the colleague's demeanor before and after the interview?
- How would you assess your own demeanor before and after the interview?
- What did you learn about using this type of interview with a colleague?
- What areas do you realize you need to work on as an interviewer?

Date	Topic	Reading and Assignments
March 2	Introductions Discuss the interview process and how it impacts and can be impacted by the nature of the relationship, individual perceptions, culture, and gender.	Chapter 1 & 12
March 3	Discuss ways the interview becomes a two way communication process.	Chapter 2
March 4	Understand the development and use of appropriate interview questions.	Chapter 3
March 5	Learn the basic interview structure.	Chapter 4
March 6	Probing Interview	Chapter 5
March 9	Survey and Recruiting Interview	Chapters 6 & 7
March 10	Employment Interview	Chapter 8
March 11	Performance Interview	Chapter 9
March 12	The Persuasive Interview	Chapters 10 & 11
March 13	Exam	
May 4	Doing, Connecting, and Autonomy: An Exploration of School Culture	
May 5	Youth at Risk	
May 6	Small group work	
May 7	Class reporting of interviews	
May 8	Wrap up	