**PSYC/HUSV 3020**

**Interviewing & Counseling**

**Fall 2015**

*Instructor*: Dr. Barry Kicklighter

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**COURSE DESCRIPTION:**  
A course focused on developing knowledge, attitudes, and skills essential to effective interviewing and counseling in a variety of settings including social agencies, education, health care, and business. Emphasis on experimental learning of interviewing skills and strategies.

**PRE-REQUISITES:** PSYC 1101 or SOCI 1101 and HUSV 2101  
**STUDENT PRIVACY STATEMENT:**  
At times, students may disclose personal information through class discussions.  It is expected that the class will respect the privacy of their classmates.  The information disclosed in the class will not be repeated or discussed with other students outside of the course.  
  
**CLIENT PRIVACY STATEMENT:**  
All client information should be kept confidential.  Students will refer to clients by only using initials and pseudo names.  All client materials will be destroyed in a timely fashion by student in training.  
  
**COURSE OBJECTIVES:**  
1. To increase student awareness and knowledge of self and how self affects behaviors as a counselor.

2. To build skills and awareness of the counseling process.

3. To learn how to use affect, thought, and experiences as resources rather than barriers in developing effective counseling relationships.

4. To develop an understanding of how to work with clients who are culturally different than yourself.

5. To be able to utilize the supervisory relationship, including an ability to listen to and utilize constructive feedback and request assistance when needed.

6. Students learn to give and receive constructive feedback.

7. To develop professionalism and an awareness of the role of a counselor.

**METHODS OF INSTRUCTION:**  
Weekly sessions will center on assigned readings and there will be group discussion.  In addition, students will demonstrate their knowledge and skill of the counseling techniques through in class demonstrations and videotaping.  These demonstrations will be viewed by the class.  Feedback will be modeled by instructor and class participants are expected to also provide constructive feedback.  
  
**REQUIRED TEXT**:  
Ivey, A.E. & Ivey, M. B. (2010,2014). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (8th ed). Pacific Grove, CA: Brooks/ Cole.

Motivational Interviewing (free PDF) at <http://www.ncbi.nlm.nih.gov/books/NBK64964/>

**STUDENTS RESPONSIBILITIES**

*Attendance:* In accordance with Gordon College policy, students are expected to attend class regularly, on time, and for the entire class period. Regular attendance is correlated to grades. Disruption such as arriving late and leaving the class early will affect your grade. If you arrive over 10 minutes late or arrive late repeatedly 3 points will be deducted from your next test grade. If you must leave the class before it is dismissed, notify the instructor before class begins.

*Turn off Cell Phones:* Cell phones are not allowed during class time. Each occurrence of cell phone usage will result in a 3 point test grade reduction.

*Preparation for class and completion of assigned work:* In order to take the best advantage of classroom lecture and discussion, it is important to prepare for classes ahead of time by reading assigned material. Tests should be taken on the assigned day, and assigned work should be completed by the due date.

*Awareness and communication:* It is the student’s responsibility: 1) to be aware of test dates and assignment deadlines; 2) to obtain notes or other information missed; 3) to turn in assignments by deadline dates; 4) to communicate any special circumstances, events, or needs that will interfere with his/her course work to the instructor in a timely fashion.

*Special Learning Needs:* Gordon State College is committed to making reasonable efforts to assist individuals with disabilities in their efforts to access a high quality post-secondary education. Gordon State College will provide reasonable accommodations for persons with documented qualifying disabilities in accordance with the policies of the University System of Georgia and Gordon State College. If you have a disability and feel you need accommodations in this course, you must present a current letter to me from Accessibility Services, indicating the existence of a disability and the approved accommodations. To register a disability contact Accessibility Services, Student Center, Room 212, 678-359-5585.

**Academic Honesty**

See the *Gordon College Academic Catalog* for the official college policy. Evidence of cheating on examinations or plagiarism of written assignments will, at minimum, result in a grade of zero for the test or assignment. Any work turned in must be your original work and any information taken from outside sources must be referenced. This includes facts, statistics, and ideas of others, even if they are paraphrased. If you read, listen, or otherwise consult any source in preparation for an assignment, that source must be identified in a bibliography or other list of works consulted. If you use specific facts or paraphrase specific sentences or phrases from a source, including the textbook, that source must be identified not only in the bibliography but also at the end of the sentence or paragraph in which it appears. If in doubt as to whether an assignment can be collaborated on with another student, ask the instructor.

**Course Requirements:**

* *Assignments:* There will be a variety of assignments throughout the semester to help students apply the techniques and concepts of this course. The following are examples of class assignments:
  + Evaluate interviews and counseling sessions.
  + Conduct in-class interviews and counseling sessions and provide analysis and feedback.
  + Complete a community genogram.
  + Complete chapter quizzes.
* *Videotaped Interviews:* Each student will be asked to submit 2 videos of them practicing their interviewing skills with another person. Each video will be submitted online through Brightstar. Students will also submit a transcript with an analysis of the interview.
* *Class Participation:* Appropriate, thoughtful, and meaningful contributions to class discussions are an important part of learning.  Come to class prepared, having read and digested all reading assignments.  Participate in all in-class activities.
* *Test*: There will be 3 tests during the semester covering selected terms and topics. A study guide will be provided to identify these selected terms and topics. No make-up tests will be offered without a written, documented excuse. Missed tests must be made up within 1 week. At the end of the semester each student’s highest test score will be doubled for a total of 4 test grades.
* *Final Exam*:We will have a comprehensive exam. The study guides for the 3 semester tests can be used to prepare for this exam.

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| **Grading:**  Class Participation 5 percent  Assignments 20 percent  Interviews 25 percent  Tests 35 percent  Final Exam 15 percent | **Grading Scale:**  A = 90–100 percent  B = 80–89 percent  C = 70–79 percent  D = 60–69 percent  F = 0–59 percent |