

Subject Number: PSY 425 Interviewing and Counselling Skills Fundamentals

School of Education & Leadership

5 Credits

Effective Date (first date to be offered: 7/1/2021)

List any Pre-requisite or Co-Requisite: None

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Faculty Information* in the online course menu.

Contact Information

Contact information for instructors is found under *Faculty Information* in the online course menu.

Course Description

This introductory course focuses on the skills fundamental for effective communication, through lecture and experiential learning. Students will participate in small group sessions to practice their interviewing and counselling techniques and to sharpen their skills in communication patterns, leadership and decision-making.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under *Course Information* in Blackboard as well as from the library homepage (“Find Your Textbook” button).

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- Describe the role of perception in interpersonal relationships
- Identify personal communication styles related to self-concept
- Analyze the impact of gender, age, race, and ethnicity on interpersonal communication
- Demonstrate the skills of active listening
- Build basic self-awareness and understand personal tendencies as both the “listener” and the “speaker” in the communication process
- Illustrate and reflect on the role of interpersonal skills in all the helping professions
- Identify personal strengths and areas for growth in interpersonal relationships

Additional Information

This is a new heading for our syllabus template. Programs are using this to list additional information required by accreditors, or core concepts/knowledge/skills.

Grading Scale

The grades earned for the course will be calculated using City University of Seattle’s decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Course Assignments and Grading

Blackboard Weekly posting (40% of Final Grade)

For this assignment, students are required (1) to post at least one initial response each week to the question on Blackboard's discussion board, (2) to provide at least one or two responses to other students' initial posts, and (3) to read all of the Blackboard discussion threads. The timeliness and quality of your responses are more important than the quantity. The feeling of comfort and openness with each other in the class is fostered through respect for differences within and between classmates and the instructor, as well as each participant's willingness to observe strict confidentiality.

Components	% of Grade
Overall clarity and writing conventions	10%
Summary and understanding of weekly topics	30%
Meaningful engagement with weekly topics and classmates' postings	30%
Evaluation and insight of interpersonal communication based on personal experience	30%
TOTAL	100%

Skill Practice, Video Project and Final Paper (40% of Final Grade)

Students will work towards mastery of open listening skills through practicing reflective feeling statements, accurate paraphrasing and summarizing statements in responses to the lead.

In groups of 3 (or 4), students will take turns being the client, the counsellor and the observer for ten minutes each. The client's responsibility is to bring a topic of genuine dissonance to the session so that the counsellor can then reflect authentic feeling responses and practice micro skills.

In groups of 3 (or 4), students record* an 8-10 minutes session using only the basic skills of paraphrase, reflection, and summary. Students will practice the following micro skills:

- Attending
- Encouraging
- Paraphrasing content
- Reflect Feeling and Demonstrate Basic empathy
- Clarifying
- Summarizing

*The instructor will enable recording in break out rooms on Zoom. Participants will record to their desktop (not the cloud).

Recordings will be processed after the meeting is complete. The longer the recording, the longer it takes to process. This means that you cannot watch video recordings 'right away'. It may be only 10 minutes that is needed. Each person with a recording to show others will need to 'share screen' and play the video.

Upon completion, the group will review the session pointing out the micro skilled used by the student/counsellor following the guidelines from *Micro Skill Practice* document on page 5. The counsellor will fill out the feedback form on page 2.

At the end of the day, students will reflect on their experience of acting as the counsellor, the client and the observer.

Final Paper

Students will prepare a complete transcript of the counselling session and identify the issue/case to be evaluated. At the end of the transcript, students will attach a one-page summary and self-evaluation of the session using the guideline from the *Micro Skill Practice* document. Students will highlight session strengths and reference particular statements that evidence those strengths as well as identify areas for growth and further development.

Components	% of Grade
Writing conventions and APA format	10%
Transcript and concise identification of issue/case to be evaluated	30%
Identification of micro skills utilized in session	30%
Self-evaluation of communication strengths and areas for growth	30%
TOTAL	100%

Attendance and Participation (20% of Final Grade)

Attendance and participation are an integral part of this course. It is highly important that candidates attend and actively participate regularly on blackboard. Active participation is considered essential to professional training. If any part of the course is missed, the instructor determines the amount of credit awarded for alternative assignments.

Components	% of Grade
Timely attendance and preparation for each session	30%
Required activities/readings/homework completed	35%
Collaborative discussions	35%
TOTAL	100%

Course Policies

Course policies on topics such as *Late Assignments*, *Participation*, and *Professional Writing* are found under *Course Information* in the online course menu. Students are responsible for reviewing and applying these policies while enrolled in this course.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.ed to request a user name and password.

Course Schedule

This is a sample course schedule that may be modified by instructors in specific course sections.

Week 1: The nature and characteristics of perception on interpersonal relationships

Learning outcomes:

- Identify personal communication styles
- Analyze the impact of gender, age, race, and ethnicity on interpersonal communication

Week 2: How self-concept influences personal communication styles

Learning Outcomes:

- Understand and demonstrate how perception influences interpersonal communication
- Analyze the impact of gender, age, race, and ethnicity on interpersonal communication

Week 3: Elements of effective helping relationship

- Build basic self-awareness and understand personal tendencies as both the "listener" and the "speaker" in the communication process

Week 4: Micro-skills in interpersonal relationships

- Build basic self-awareness and understand personal tendencies as both the "listener" and the "speaker" in the communication process
- Demonstrate the skills of active listening

Week 5: Reflection on the role of interpersonal skills in the helping profession

- Build basic self-awareness and understand personal tendencies as both the "listener" and the "speaker" in the communication process
- Illustrate and reflect on the role of interpersonal skills in all the helping professions

Blackboard weekly questions

Week 1: How can internal and external voices influence each other in constructing and maintaining self-concept? How self-concept influences our personal communication? Use examples to support your argument.

Week 2: Choose two characteristics of perception described in chapter 3 (learned and backward looking; culture bound and racially biased; selective and self-serving; spontaneous, largely

unconscious, and value driven; relative and context bound; mood dependent and completion seeking) and report how it influenced your communication with friends, co-workers, or family.

Week 3: Describe how the 3 facilitating conditions (empathy, genuineness and positive regard) might influence your communication with others? Provide an example from your experience. Identify issues related to transference and countertransference in personal relationships that might affect the development of helping relationship.

Week 4: a) Describe the importance of non-verbal behaviours and how it affects your relationships. Provide an example from your experience. b) What stops you from listening to another? And how may you change that? Use an example to support your argument.

Week 5: Please respond to at least two of following questions:

- What did you learn in this course that was significant?
- What did you learn in this course that challenged your beliefs?
- What did you learn from your classmates? What ideas did your peers share that you disagree with?
- What did you learn in this course that you applied in communicating with others?
- What will you do differently going forward?