I. INTRODUCTION

A. This course will aid the student in the development of interviewing and communication skills in professional relationships.

B. This course is required to meet the curriculum requirements for the Central Texas College Basic and Advanced Certificate and the Associate in Applied Science Degree in Mental Health Services with a Chemical Dependency or At-Risk Youth specialization; and the Associate in Applied Science Degree in Mental Health Services with a Social Work specialization.

C. This course is occupationally related and serves as preparation for jobs in the Mental Health Services field. This course provides related Education Hours as defined by the Texas Commission on Alcohol and Drug Abuse.

D. Alphanumeric coding used through the syllabus, learning outcomes and learning activities denotes the integration of SCANS occupational competencies (C) and Foundation skills (F).

II. LEARNING OUTCOMES

Upon successful completion of this course, Interviewing and Communication Skills, the student will be able to:

A. Demonstrate effective communication skills. (F1,2,5-17) (C1,5-18)

B. Practice effective interviewing skills. (F1, 2-17; C1, 3-20)

Program Threads and SCANS Competencies

The curriculum content in all Mental Health Services courses are organized around five general content areas known as program threads.
Program Threads: Communication
Legal and Ethical Practices
Effective Helping
Diversity
Critical Thinking

These threads are used to formulate content, connect one course of study to another, and provide a structure for evaluation of basic professional skills.

The Secretary’s Commission of Achieving Necessary Skills (SCANS), U.S. Department of Labor, was formed “to encourage a high-performance economy characterized by high-skills, high-wage employment.” Representatives from education, business, labor, and government identified the five competencies that are necessary in the work place.

Programs in the Mental Health Services Department are organized around these competencies and the three part foundational skills that the competencies are based on. Learning Activities and outcomes which relate to the SCANS Competencies are identified either in the Learning Guide, or in the syllabus with C1-20 and/or F1-17.

The competencies C1-20 include:

- **Resources**: identifies, organizes, plans, and allocates resources (C1-C4).
- **Information**: acquires and uses information (C5-C8).
- **Interpersonal**: works with others (C9-C14).
- **Systems**: understands complex interrelationships (C15-C17).
- **Technology**: works with a variety of technologies (C18-C20).

The foundation competencies F1-F17 include:

- **Basic Skills**: reads, writes, performs arithmetic and mathematical operations, listens and speaks (F1-F6).
- **Thinking Skills**: thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons (F7-F12).
- **Personal Qualities**: displays responsibility, self-esteem, sociability, self-management, integrity, and honesty (F13-F17).

### III. INSTRUCTIONAL MATERIALS

A. The instructional materials identified for this course are viewable through [www.ctcd.edu/books](http://www.ctcd.edu/books)

B. Other Required Instructional Material as assigned by the instructor.
IV. COURSE REQUIREMENTS

A. **Reading Assignment:** It is suggested that the student first read the learning outcomes in the syllabus and then the assigned required readings which are detailed in the Daily Plan and course Learning Guide.

B. **Projects, Oral Reports, Case Studies, Book Reports, Research Papers:** Assigned written work is detailed in the Course Outline, on the Daily Plan and in the course Learning Guide. All assigned work must be submitted on time. No late papers will be accepted. The due dates are noted on the daily plan, or as stated by the instructor.

C. **Class Performance:** Students are required to: attend class regularly; be on time and to stay the whole class period; or an absence will be recorded. Students may be administratively withdrawn from class when their absences exceed a total of four (4) class meetings for a 16 week semester, three (3) class meetings for an 11, 8 or a 6 week semester, or if absences prevent the meeting of course objectives. See the current Central Texas College Catalog for details.

D. **Class Participation:** Students are required to be prepared for classroom discussions, unannounced quizzes, and exams. The student should be prepared to participate in all classroom group activities and assigned community, library and Internet activities as they relate to meeting the course objectives.

V. EXAMINATIONS

A. There will be a minimum of three major examinations. Examinations will be essay, multiple choice, true/false, or short answer.

B. A student must be present for all examinations. Alternative arrangements must be made with the instructor individually PRIOR to the exam date. Unexpected absences due to illness or extenuating circumstances will require the students to see the instructor individually as soon as possible.
VI. SEMESTER GRADE COMPUTATIONS

<table>
<thead>
<tr>
<th>Item</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards &amp; Blogs</td>
<td>140 points</td>
</tr>
<tr>
<td>Intentional Interviewing Skills &amp; Techniques (Includes Mock Interview Project)</td>
<td>170 points</td>
</tr>
<tr>
<td>Journals</td>
<td>120 points</td>
</tr>
<tr>
<td>Becoming Aware 12th Ed. Test Review Questions</td>
<td>120 points</td>
</tr>
<tr>
<td>Quizzes</td>
<td>150 points</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>150 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150 points</td>
</tr>
<tr>
<td>Extra Credit Wiki</td>
<td>25 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000 points</strong></td>
</tr>
</tbody>
</table>

A student must take the final examination to receive a grade for the course.

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89.9</td>
<td>B</td>
</tr>
<tr>
<td>70-79.9</td>
<td>C</td>
</tr>
<tr>
<td>60-69.9</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
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</tbody>
</table>

NOTE: The faculty reserves the right to adjust a student's grade for instances of disruptive/uncivil classroom behavior.

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Course Withdrawal: It is the student’s responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:

- Friday of 7th week for 10-week courses
- Friday of 9th week for 12-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the
Schedule Bulletin.

A student who officially withdraws will be awarded the grade of “W” provided the student’s attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal. A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for nonattendance.

B. **Administrative Withdrawal**: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.

C. **Incomplete Grade**: The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course . . .” Prior approval from the instructor is required before the grade of “I” for Incomplete is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an “F” for the course.

D. **Cellular Phones and Beepers**: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.

E. **Americans With Disabilities Act (ADA)**: Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. **Instructor Discretion**: The instructor reserves the right of final decision in course requirements.

G. ** Civility**: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. **Discrimination Policy**: Central Texas College District does not discriminate in admissions or access to, or treatment or employment in, its programs and activities on the basis of race, color, religion, national origin, gender, disability, age or veterans’ status.
VIII. COURSE OUTLINE

A. Module 1: Ethical and Professional Issues in Helping

1. **Learning Outcomes:** upon successful completion of this module the student will be able to:
   - Discuss the role of client rights and informed consent in providing services in the helping professions. (F1,2, 5-17; C1,5-18)
   - Explain the purpose of ethical guidelines in human services. (F1,2,5-17) (C1,5-18)
   - Discuss values conflict and how to avoid it. (F1,2,5-17) (C1,5-18)
   - Discuss the purpose of confidentiality and its limitations. (F1,2,5-17) (C1,5-18)
   - Identify dual relationships and discuss ways to avoid them. (F1,2,5-17) (C1,5-18)
   - Explain the concept of case management. (F1,2,5-17) (C1,5-18)
   - Give examples of the ecological model of assessment and intervention. (F1,2,5-17) (C1,5-18)
   - Discuss the role of locus of control in the development of self-esteem. (F1,2,5-17) (C1,5-18)
   - Examine the evolution of relationships and the role of self-disclosure and attachment. (F1,2,5-17) (C1,5-18)
   - List and discuss Erikson’s stages of development. (F1,2,5-17) (C1,5-18)
   - Explain the role temperament plays in understanding self and others. (F1,2,5-17) (C1,5-18)
   - Explore personal temperament type from a micro, meso and macro level. (F1,2,5-17) (C1,5-18)
   - Define and discuss positive psychology and wellness. (F1,2,5-17) (C1,5-18)
   - Define and discuss the contextual factors of the wellness model. (F1,2,5-17) (C1,5-18)
   - Define and discuss the five personal dimensions of the wellness model: essential self, coping self, social self, creative self, and physical self. (F1,2,5-17) (C1,5-18)
   - Define and discuss the key aspects of ethics as they relate to the interview: competence, informed consent, confidentiality, power, and social justice. (F1,2,5-17) (C1,5-18)
   - Define and discuss the three dimensions of multicultural competence: awareness of your own assumptions, values, and biases; understanding the worldview of the culturally different client; developing appropriate intervention strategies and techniques. (F1,2,5-17) (C1,5-18)
   - Define key terms and discuss key concepts in the module. (F1,2,5-17) (C1,5-18)
2. **Learning Activities:**

   a. **Read:** (F1,2,7-12,13,16,17) (C1,3,5-8,15,18,19)
      - Becoming Aware 12th Ed: Chapters 1 & 2
      - Intentional Interviewing: Chapters 1 & 2
        - Note the chapter objectives and key terms at the beginning of the chapter.
        - Keep theses in mind as you examine all information, to include tables, figures, and definitions.
        - Review the summary.
        - Be prepared to answer the questions at the end of each chapter. This will help you prepare for the upcoming classroom discussions, tests, and assignments.

   b. **Key Terms and Key Concepts:** Ethics, ethical conduct, ethical dilemma, dual relationship, transference, counter-transference, values conflict, informed consent, confidentiality, privileged communication, duty to warn, involuntary commitment, case management, assessment, planning, referral, monitoring, ecological model of intervention, micro level of intervention, meso level of intervention, macro level of intervention, four basic type of crisis, self-discovery, self-disclosure, loneliness, emotional attachment, shyness, first impressions, social perceptions, attribution, stereotyping, prejudices, self-fulfilling prophecy, Erikson’s stages of development, id, ego, superego, character, empathy, competence, self-concept, vision, self-efficacy, self-esteem, locus of control, internal locus of control, external locus of control, skills of optimism, multicultural competence, wellness. (F1,2,5-17) (C1,5-18)

   c. **Test Your Knowledge** by completing the self-grading activities, provided by the textbook website as an indicator as to whether you have mastered the primary objectives of this lesson. Do not email results to the instructor. Review any items that you miss; you can refer to the index in the back of your textbook for the appropriate pages to review.

   d. **Written Assignment:** (F1,2,7,13,16,17) C1,5-8,18-19)
      Using your Intentional Interviewing textbook as a guide, complete the Respectful Model as it applies to you.
      - Examine your attitudes and beliefs toward those who may answer differently from you on each aspect of the model.
      - Which differences are the biggest and may cause the biggest barrier between you and your client during a counseling session?

   e. **Discussion Assignment** (C1-20):
      1. Reference the material read in Chapter 2 and complete a Wellness Exam on yourself.
      2. Post only 2 of the 17 dimensions on the discussion board.
      3. Pick the dimensions you would like to work on!
      4. Pick one person in the class and review their wellness exam.
      5. Complete a wellness plan for this classmate by providing a paragraph summary of strengths and a second paragraph listing one or two items where improvements could be made.
6. You will not get full credit if you do not provide someone in the classroom with a wellness plan. Try to choose someone who does not already have a wellness exam completed. That way, each person will get a response from someone in the classroom. (The idea is that everyone will get one person in the class to respond to their own wellness plan with strategies for improvement!)

f. Quiz: Complete Quiz 1 (F1,2,7-13,16,17) C1,5-8, 18, 19)

g. Wiki: Extra Credit Opportunity: Please respond and discuss your experience in learning about a topic of your choice covered in the material.
   
   • What is the most significant concept I learned about interviewing this week this week?
   • What did I learn this week about the field of counseling that changed my existing perceptions? (E.g. What “myth” did I once believe that I now see differently?)
   • One skill or theory learned this week that will serve me personally or in my chosen career field:
     *Only share information that you are comfortable having your classmates read!

B. Module 2: Becoming a Skilled Helper

1. Learning Outcomes: Upon successful completion of this module the student will be able to:
   • Discuss the role of cultural competence in the delivery of human services. (F1,2,5-17) (C1,5-18)
   • List and describe the differences between individualistic and collectivistic cultures. (F1,2,5-17) (C1,5-18)
   • Explain obstacles to understanding communication from a cultural context. (F1,2,5-17) (C1,5-18)
   • Demonstrate the basic communication skills of warmth, genuineness and empathy. (F1,2,5-17) (C1,5-18)
   • Describe ways to encourage and motivate clients who are discouraged. (F1,2,5-17) (C1,5-18)
   • Discuss the impact of blurred boundaries and role confusion in providing quality care.
   • Define self-efficacy and explain how it can be increased. (F1,2,5-17) (C1,5-18)
   • Identify five key ideas of the micro-skills approach. (F1,2,5-17) (C1,5-18)
   • Discuss classical and operant conditioning and discuss how it applies to everyday life. (F1,2,5-17) (C1,5-18)
   • Explain what learned helplessness is and how it can influence someone’s life. (F1,2,5-17) (C1,5-18)
   • Define positive and negative reinforcement, and positive and negative punishment and explain their influence on behavior. (F1,2,5-17) (C1,5-18)
   • Describe methods of coping with anger. (F1,2,5-17) (C1,5-18)
• Discuss the stages of grief and bereavement. (F1,2,5-17) (C1,5-18)
• Discuss the six stages of healing. (F1,2,5-17) (C1,5-18)
• Demonstrate culturally appropriate visuals/eye contact, vocal qualities, verbal following, and body language in a role-played interview.
• Define key terms and discuss key concepts in the module:
• Demonstrate ability to stay on a client’s topic without introducing any new topics of your own.

2. Learning Activities:
   a. Read: (F1,2,7-12,13,16,17) (C1,3,5-8,15,18,19)
      • Becoming Aware 12th Ed: Chapters 3 & 4
      • Intentional Interviewing: Chapter 3
         • Note the chapter objectives and key terms at the beginning of the chapter.
         • Keep theses in mind as you examine all information, to include tables, figures, and definitions.
         • Review the summary.
         • Be prepared to answer the questions at the end of each chapter. This will help you prepare for the upcoming classroom discussions, tests and assignments.
   b. Key Terms and Key Concepts: Culture, cultural competence, culturally competent person, prejudice, bigotry, racism, institutional racism, accessible, acculturation, ageism, ADA, assimilation, biphobia, bisexual, sexual identity or orientation, heterosexism, heterosexual, homophobia, ethnic groups, IDEA, gender identity, ethnocentrism, individualism, collectivism, dimensions of culture, warmth, genuineness, empathy, discouragement, encouragement, boundaries, classical conditioning, conditioned response, conditioned stimulus, desensitization, learned helplessness, learning, modeling, negative reinforcement, observational learning, operant conditioning, positive reinforcement, punishment, reinforcement, reinforcers, self-control, social learning theory, unconditional response, unconditional stimulus, aggression, anger, annoyance, anxiety, distress, emotional intelligence, emotions, facilitative emotions, fear, grief, guilt, hate, hostility, love, mood, rage, primary emotions, repression, resentment, states of grief work, suppression, stages of healing, story, positive assets, re-story, action visual/eye contact, verbal tracking, attentive and authentic body language. (F1,2,5-17) (C1,5-18)
   c. Test Your Knowledge by completing the self-grading activities, provided by the textbook website as an indicator as to whether you have mastered the primary objectives of this lesson. Do not email results to the instructor. Review any items that you miss; you can refer to the index in the back of your textbook for the appropriate pages to review. (F1,2,7,13,16,17) C1,5-8,18-19)
   d. Written Assignment Referring back to Chapter 4 in your Becoming Aware 12th Ed textbook and using Rabbi Kushner's example, think of a
situation where you have needed to process through your anger and forgive. (F1,2,7,13,16,17) (C1,5-8,18-19):

e. **Lab Assignment:** Mock Interview Blog. (C1, 5-18)
f. **Discussion Assignment:** Locus of Control Discussion Board:
   1. Complete the "Are You an Optimist or a Pessimist" at the end of Chapter 3 in your Becoming Aware 12th Ed. textbook. (F1,2,7,13,16,17) (C1,5-8,18-19)
   2. Post your answers from the questions at the end on the discussion board. (F1,2,7,13,16,17) (C1,5-8,18-19)
   3. Answer whether you have an internal or external locus of control. (F1,2,7,13,16,17) (C1,5-8,18-19)
   4. Identify and explain (without using names) one person in your life who has an internal locus of control and one person who has an external locus of control. (F1,2,7,13,16,17) (C1,5-8,18-19)
g. **Quiz:** Complete Quiz 2. (F1,2,7,13,16,17) (C1,5-8,18-19)
h. **Wiki: Extra Credit Opportunity:** Please respond and discuss your experience in learning about a topic of your choice covered in the material.
   - What is the most significant concept I learned about interviewing this week this week?
   - What did I learn this week about the field of counseling that changed my existing perceptions? (E.g. What “myth” did I once believe that I now see differently?)
   - One skill or theory learned this week that will serve me personally or in my chosen career field:
     *Only share information that you are comfortable having your classmates read!

C. **Module 3: Fundamental Skills in Helping**

1. **Learning Outcomes:** Upon successful completion of this module the student will be able to:
   - Demonstrate effective listening skills. (F1,2,5-17) (C1,5-18)
   - Describe barriers to effective communication. (F1,2,5-17) (C1,5-18)
   - Discuss the use of empathic understanding in therapeutic communication. (F1,2,5-17) (C1,5-18)
   - Demonstrate the use of basic empathic responses in classroom role-plays. (F1,2,5-17) (C1,5-18)
   - Explain Maslow’s hierarchy of need and discuss its role in effective helping. (F1,2,5-17) (C1,5-18)
   - Describe the role of modeling in the helping field. (F1,2,5-17) (C1,5-18)
   - Discuss the pros and cons of helper self-disclosure. (F1,2,5-17) (C1,5-18)
   - Discuss what is involved in developing a helping relationship. (F1,2,5-17) (C1,5-18)
   - Demonstrate effective active listening and responding skills. (F1,2,5-17) (C1,5-18)
• Identify and classify open and closed questions. (F1,2,5-17) (C1,5-18)
• Discuss, in a preliminary fashion, issues in diversity that occur in relation to questioning. (F1,2,5-17) (C1,5-18)
• Ability to write open and closed questions that might predict what a client will say next. (F1,2,5-17) (C1,5-18)
• Ability to obtain longer responses to open questions and shorter responses to closed questions. (F1,2,5-17) (C1,5-18)
• Ability to note attending, nonverbal behaviors, particularly changes in behavior in visuals-eye contact, vocal tone, and body language. (F1,2,5-17) (C1,5-18)
• Ability to note verbal tracking and selective attention.
• Ability to note key words used by the client and yourself. (F1,2,5-17) (C1,5-18)
• Ability to note distinctions between concrete/situational and abstract/formal operational conversation. (F1,2,5-17) (C1,5-18)
• Ability to note discrepancies in verbal and nonverbal behavior. (F1,2,5-17) (C1,5-18)
• Ability to note discrepancies in the client. (F1,2,5-17) (C1,5-18)
• Ability to note discrepancies in yourself. (F1,2,5-17) (C1,5-18)
• Ability to note discrepancies between yourself and the client. (F1,2,5-17) (C1,5-18)

2. Learning Activities:
   a. Read: (F1,2,7-12,13,16,17) (C1,3,5-8,15,18,19)
      • Becoming Aware 12th Ed: Chapters 5 & 6
      • Intentional Interviewing: Chapters 4 & 5
        • Note the chapter objectives and key terms at the beginning of the chapter.
        • Keep theses in mind as you examine all information, to include tables, figures, and definitions.
        • Review the summary.
        • Be prepared to answer the questions at the end of each chapter. This will help you prepare for the upcoming classroom discussions, tests and assignments.
   b. Key Terms and Key Concepts: Roadblocks to communication; SOLER, active listening; attending; clarifying; confronting; congruence; countertransference; defense mechanisms; empathy; evaluating; expertness; feedback; focusing; genuineness; immediacy; interpreting; modeling; pacing; paraphrasing; probing; rapport; reflecting; self-disclosure; silence; summarizing; supporting; transference; trustworthiness; unconditional positive regard; proactivity; reactivity; Maslow’s Hierarchy of Needs; modeling; “I” messages; body language; closed questions; communication; communication channels; communication process; decoding; external noise; hidden agenda; internal noise; internal psychological filter; interpretative response; judging
response; kinesics; minimal encourages; nonverbal communication; one-way communication; open questions; paralinguistics; passive listening; personal distance; public distance; selective listening; semantics; social distance; supportive response; two-way communication; “You” messages; altruistic love; blended families; codependent; companionate love; consummate love; empty love; exotic love; fatuous love; intimacy; jealousy; lust; possessive love; reciprocity; role expectations. (F1,2,5-17) (C1,5-18)

c. **Written Assignment:** Personal Ad Blog. (F1,2,7-12,13,16,17) (C1,3,5-8,15,18,19)

d. **Discussion Assignment:** Differences Discussion Board:
   1. Complete the "How Well Do You Know Women and Men" survey at the end of Chapter 5 in your Becoming Aware 12th Ed. textbook.
   2. Post your answers to the Discussion Questions from the questions listed at the end of the "How Well Do You Know Women and Men" survey on this Discussion Board. (F1,2,7-12,13,16,17) (C1,3,5-8,15,18,19)

e. **Wiki: Extra Credit Opportunity:** Please respond and discuss your experience in learning about a topic of your choice covered in the material.
   * What is the most significant concept I learned about interviewing this week this week?
   * What did I learn this week about the field of counseling that changed my existing perceptions? (E.g. What “myth” did I once believe that I now see differently?)
   * One skill or theory learned this week that will serve me personally or in my chosen career field:
     *Only share information that you are comfortable having your classmates read!!

D. **Module 4: Skills in Interviewing**

1. **Learning Outcomes:** Upon successful completion of this module the student will be able to:
   - Discuss the role of questioning in the interview process; include the difference between direct questions, closed questions, and open questions. (F1,2,5-17) (C1,5-18)
   - Conduct a structured interview. (F1,2,5-17) (C1,5-18)
   - Describe facilitative feedback and the use of therapeutic confrontation. (F1,2,5-17) (C1,5-18)
   - Demonstrate the skill of interpretation. (F1,2,5-17) (C1,5-18)
   - Define conflict and discuss its causes. (F1,2,5-17) (C1,5-18)
   - Describe the characteristics of the nonassertive and the assertive person. (F1,2,5-17) (C1,5-18)
   - Discuss the role of conflict resolution in the helping professions. (F1,2,5-17) (C1,5-18)
• Discuss what stress is and give examples of the four basic types of stress. (F1,2,5-17) (C1,5-18)
• Explain the three-stage reaction to stress. (F1,2,5-17) (C1,5-18)
• List and define the most commonly used defense mechanisms, explain why they are used as coping strategies. (F1,2,5-17) (C1,5-18)
• Discuss the difference between rational and irrational beliefs. (F1,2,5-17) (C1,5-18)
• Demonstrate effective active listening and responding skills. (F1,2,5-17) (C1,5-18)
• Recognize underlying clients’ words, thoughts, and behaviors are feeling and emotions
• Make implicit, sometimes hidden emotions explicit and clear. (F1,2,5-17) (C1,5-18)

2. **Learning Activities:**
   a. **Read:** (F1,2,7-12,13,16,17) (C1,3,5-8,15,18,19)
   - Becoming Aware 12th Ed: Chapters 7 & 8
   - Intentional Interviewing: Chapters 6 & 7
     • Note the chapter objectives and key terms at the beginning of the chapter.
     • Keep theses in mind as you examine all information, to include tables, figures, and definitions.
     • Review the summary.
     • Be prepared to answer the questions at the end of each chapter. This will help you prepare for the upcoming classroom discussions, tests and assignments.
   a. **Key Terms and Key Concepts:** DSM-IV, personality disorder, mood disorders, anxiety disorders, substance-related disorders, eating disorders, dementia, affect, neurovegetative signs of depression, orientation, illusion, hallucinations, delusions, ideas of reference, magical thinking, MSE, motor hyperactivity, motor retardation, akathisia, tardive dyskinesia, catatonic behavior, neologisms, memory testing, paranoid delusions, clang association, tangentiality, blocking, aggressive, assertive, avoidance, collaborative problem solving, conflict, distractor, domination, high-context culture, low-context culture, “I” messages, “You” messages, lose-lose, win-win, win-lose, lose-win, placater, alarm stage, coping, defense mechanisms, displacement, distress, Eustress, exhaustion stage, General Adaptation Syndrome, Hyperstress, Hypostress, irrational belief, optimism, pessimism, projection, psychosomatic disorder, rational belief, rationalization, reaction formation, repression, resistance stage, self-talk, stressor, sublimation, thought-stopping, Type A, Type B, reflection of feeling, feeling label, contact or brief paraphrase, tense, sentence term, sensorimotor emotional style, concrete emotional style, abstract formal-operational emotional style, abstract dialectic/systemic emotional style. (F1,2,5-17) (C1,5-18)
b. **Written Assignment:** Complete the following activities at the end of Chapter 7 of your Becoming Aware 12th Ed. textbook: “Understanding the Passive, Aggressive and Assertive Styles”, “Say it With 'I' Messages”, and “A Critical Decision”. (F1,2,7-12,13,16,17) (C1,3,5-8,15,18,19)

c. **Discussion Assignment:** Behavior Discussion Board:
   1. Complete the "Type A and Type B Behavior Chart" at the end of Chapter 8 in Becoming Aware 12th Ed.
   2. Post your results in the Discussion Board. (F1,2,7-12,13,16,17) (C1,3,5-8,15,18,19)

d. **Quiz:** Complete Quiz 3. (F1,2,7-12,13,16,17) (C1,3,5-8,15,18,19)

e. **Wiki: Extra Credit Opportunity:** Please respond and discuss your experience in learning about a topic of your choice covered in the material.
   - What is the most significant concept I learned about interviewing this week this week?
   - What did I learn this week about the field of counseling that changed my existing perceptions? (E.g. What “myth” did I once believe that I now see differently?)
   - One skill or theory learned this week that will serve me personally or in my chosen career field:
     *Only share information that you are comfortable having your classmates read!

E. **Module 5: Developing a Service Plan**

1. **Learning Outcomes:** Upon successful completion of this module the student will be able to:
   - Discuss the role of screening, intake and assessment in the helping process. (F1,2,5-17) (C1,5-18)
   - Explain the treatment planning process. (F1,2,5-17) (C1,5-18)
   - Describe the DSM IV axis system and discuss its use. (F1,2,5-17) (C1,5-18)
   - Discuss common mental disorders and their presenting symptoms. (F1,2,5-17) (C1,5-18)
   - Demonstrate basic interviewing skills in conducting screenings and intakes. (F1,2,5-17) (C1,5-18)
   - Demonstrate basic documentation skills in writing case notes, summaries of interviews and completing basic screening and treatment planning forms. (F1,2,5-17) (C1,5-18)
   - Identify local resources commonly used for referral for basic human services. (F1,2,5-17) (C1,5-18)
   - Define values clarification, and explain the process of clarifying values. (F1,2,5-17) (C1,5-18)
   - Discuss prejudice as a barrier to effective helping. (F1,2,5-17) (C1,5-18)
   - Identify and classify the microskills of listening. (F1,2,5-17) (C1,5-18)
• Identify and define empathy and its accompanying dimensions. (F1,2,5-17) (C1,5-18)
• Identify and classify the five stages of the structure of the interview. (F1,2,5-17) (C1,5-18)
• Discuss, in a preliminary fashion, issues in diversity that occur in relation to these ideas. (F1,2,5-17) (C1,5-18)
• Ability to enable clients to reach the objectives of the five-stage interview process (specifically—1. develop rapport and feel that the interview is structured; 2. share data about the concern and, also, positive strengths that might be used to facilitate problem resolution; 3. identify and perhaps even change the goals of the interview; 4. work toward problem resolution; and 5. actually generalize ideas from the interview to their daily lives. (F1,2,5-17) (C1,5-18)

2. Learning Activities:
a. Read: (F1,2,7-12,13,16,17) (C1,3,5-8,15,18,19)
   • Becoming Aware 12th Ed: Chapter 9
   • Intentional Interviewing: Chapters 4 & 5
     • Note the chapter objectives and key terms at the beginning of the chapter.
     • Keep these in mind as you examine all information, to include tables, figures, and definitions.
     • Review the summary.
     • Be prepared to answer the questions at the end of each chapter. This will help you prepare for the upcoming classroom discussions, tests and assignments.
   b. Key Terms and Key Concepts: Attitudes, belief, character ethic, cognitive dissonance, conceived values, ethics, full value, idea-oriented value system, individuation, intangible values, moral values, non-moral values, operative values, people-oriented value system, personality ethic, prejudices, stereotyping, tangible values, value indicators, value system, value clarification. (F1,2,5-17) (C1,5-18)
   c. Written Assignment: Confronting Conflict Journal Writing Assignment:
      1. Complete Exercises 2 & 3 at the end of Section III of your Intentional Interviewing textbook. (F1,2,5-17) (C1,5-18)
      2. Answer the following questions in complete sentences:
         • Referring back to your Assertiveness Inventory that you completed in Lesson 4, do you predict any problems being assertive in an interview? (F1,2,7-12,13,16,17) (C1,3,5-8,15,18,19)
         • What might make it difficult for you to confront a client about conflicting messages that they are giving you? (E.g. a client states, "I feel so lonely, but I don't need those snobby friends anyway....") (F1,2,7-12,13,16,17) (C1,3,5-8,15,18,19)
         • A counselor who can use confrontation effectively might say, “I hear you saying that you don't need those friends, but you came in here crying because they were ignoring you at school, it sounds
like you DO need those friends." Could you say this? Why or why not? Use an example of your own that demonstrates a situation where you might have trouble confronting a conflicting message. (F1,2,7-12,13,16,17) (C1,3,5-8,15,18,19)

3. Classroom Assignment Human Relations Position Paper (F1,2,5-17) (C1,5-18)
   d. **Lab Assignments:** Intentional Interviewing Skills & Techniques: My Future Autobiography Blog (F1,2,5-17) (C1,5-18)
   e. **Discussion Assignment:** Confronting Clients Discussion Board: Referring back to your journal assignment, discuss one issue/topic/situation where you may have a hard time confronting a client during an interview. (F1, 2, 5-17) (C1, 5-18)
   f. **Wiki: Extra Credit Opportunity:** Please respond and discuss your experience in learning about a topic of your choice covered in the material.
      - What is the most significant concept I learned about interviewing this week this week?
      - What did I learn this week about the field of counseling that changed my existing perceptions? (E.g. What “myth” did I once believe that I now see differently?)
      - One skill or theory learned this week that will serve me personally or in my chosen career field:
        *Only share information that you are comfortable having your classmates read!

F. **Module 6: Influencing Skills: Putting It All Together**

1. **Learning Outcomes:** Upon successful completion of this module the student will be able to:
   - Define case management and explain its role in providing services to clients. (F1,2,5-17) (C1,5-18)
   - Demonstrate basic documentation skills in writing case notes, summaries of interviews and completing basic screening and treatment planning forms. (F1,2,5-17) (C1,5-18)
   - Describe multicultural counseling and discuss its purpose and methods. (F1,2,5-17) (C1,5-18)
   - Discuss special issues in working with: minorities, women, men, elderly, adolescents, lesbians, gays, transsexuals, bisexuals, HIV-positive clients, homeless and poor clients, and clients in the criminal justice system. (F1,2,5-17) (C1,5-18)
   - Develop a personal burnout prevention plan. (F1,2,5-17) (C1,5-18)
   - Develop a personal educational and career plan. (F1,2,5-17) (C1,5-18)

2. **Learning Activities:**
   a. **Read:** (F1,2,7-12,13,16,17) (C1,3,5-8,15,18,19)
      - Becoming Aware 12th Ed: Chapter 10
• Intentional Interviewing: Chapters 12
  • Note the chapter objectives and key terms at the beginning of the chapter.
  • Keep theses in mind as you examine all information, to include tables, figures, and definitions.
  • Review the summary.
  • Be prepared to answer the questions at the end of each chapter. This will help you prepare for the upcoming classroom discussions, tests and assignments.

b. **Key Terms and Key Concepts**: Collaboration, monitoring, basic law of life, chair of life, esteem needs, goals, risk, love and belonging needs, monochronic cultures, motive, need, physiological needs, polychronic cultures, safety and security needs, self-actualization needs, success, time waster, burnout, interpretation, reframe, logical consequences, self-disclosure, feedback, information, advice, opinion, instruction, suggestions, directive. (F1,2,5-17) (C1,5-18)

c. **Test Your Knowledge** by completing the self-grading activities, provided by the textbook website as an indicator as to whether you have mastered the primary objectives of this lesson. Do not email results to the instructor. Review any items that you miss; you can refer to the index in the back of your textbook for the appropriate pages to review.

d. **Written Assignment**: Confronting Conflict Journal Classroom Assignment: Human Relations Position Paper (F1,2,5-17) (C1,5-18)

e. **Lab Assignments**: Intentional Interviewing Skills & Techniques: My Future Autobiography Blog (F1,2,5-17) (C1,5-18)

f. **Discussion Assignment**: Discuss 1 long term goal and 1 short term goal you have and how you will go about achieving these goals. (F1,2,5-17) (C1,5-18)

g. **Exam**: Complete Final Exam (F1,2,5-17) (C1,5-18)

h. **Wiki: Extra Credit Opportunity**: Please respond and discuss your experience in learning about a topic of your choice covered in the material.
  • What is the most significant concept I learned about interviewing this week this week?
  • What did I learn this week about the field of counseling that changed my existing perceptions? (E.g. What “myth” did I once believe that I now see differently?)
  • One skill or theory learned this week that will serve me personally or in my chosen career field:
*Only share information that you are comfortable having your classmates read!*