

# Individual & Group Intervention

**CSD 5715**

Eastern Illinois University

Fall 2018

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**Instructor: Dr. Angie Yoder**  
**Office hours: M (12-2p);**  
**T (3:30-5:30pm); W (2-3p)**  
**& by appointment**

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## Course Description

This course, worth 3 credit hours, is designed to provide you with knowledge and experiences that will help you to become more effective with your communication skills in the field of College Student Affairs. You will develop increased understanding of both yourself and others through reading, self-reflection, classroom exercises, role-plays, group processes, and observation. As a class, we will consider how different theories of counseling may be utilized in the individual and group arenas to effectively facilitate positive change. We will learn and practice skills involved in helping relationships. We will also explore a variety of topics, including sociocultural and lifestyle diversity.

## Objectives

**Following completion of the course, students will be able to:**

- Exhibit culturally inclusive active listening skills (e.g. appropriately establishing interpersonal contact, paraphrasing, perception checking, summarizing, questioning, encouraging, avoiding interrupting, clarifying, etc.).
- Establish rapport with students, groups, colleagues, and others in a way that acknowledges differences in lived experiences.
- Recognize the strengths and limitations of one's own worldview on communication with others. \*
- Conscientiously use appropriate nonverbal communication.
- Appropriately challenge and support students and colleagues.
- Explain the application of introductory motivational techniques with students, staff, and others (e.g. utilize motivational interviewing).\*
- Describe the basic premises that underlie conflict in and the constructs utilized for facilitating effective conflict resolution.\*
- Communicate with others using effective verbal and non-verbal strategies appropriate to the situation in ways that the person(s) with whom one is engaged prefers.
- Articulate key elements of one's set of personal beliefs and commitments (e.g. values, morals, goals desires, self-definitions), as well as the source of each (e.g. self, peers, family, or one or more larger communities). \*

- Articulate awareness and understanding of one's attitudes, values, beliefs, assumptions, biases, and identity and how they affect one's integrity and work with others.\*
- Understand how one is affected by and participates in maintaining systems of oppression, privilege, and power.\*
- Engage in critical reflection in order to identify one's own prejudices and biases.\*
- To understand and demonstrate the skills of individual interventions.
- To analyze and apply an awareness of sociocultural and lifestyle diversity in the helping process.
- To demonstrate the basics involved in planning and implementing brief interventions and synthesize learning in order to effectively apply knowledge to a variety of situations that arise for student affairs professionals.
- To analyze and explore the basics of group facilitation skills.
- To analyze the consequences of being a professional helper, both personally and professionally, and develop strategies to maintain effectiveness and prevent burnout.

### Required Texts

Evans, D. R., Hearn, M. T., Uhlemann, M. R., & Ivey, A. E. (2008). *Essential Interviewing, 7<sup>th</sup> Ed.* United States: Brooks/Cole.

Ivey, A. E., & Ivey, M. B., Zalaquett, C. P. (2017). *Intentional Interviewing and Counseling, 8<sup>th</sup> Ed.* United States: Brooks/Cole.

### Instructional Procedures

Instructional procedures will include (but not be limited to), lectures, class discussions, small group discussions, role-plays, videotaping practice sessions, films/videos, and use of the Internet. Emerging technologies such as the *Internet, course web pages (D2L), e-mail, and PowerPoint will be utilized throughout the course. Therefore, it is required that students secure a university e-mail account or have access to these technologies.*

**Technological Competence:** Students are expected to enhance their technological competence. Contact via email and D2L is necessary to receive attachments and be updated on course details.

**Academic Integrity:** Students are expected to maintain academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. Submitting the work of others as your own or plagiarism in any form will result in an "F" in the course. Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1).

**Questions and Grievances:** Please talk with me directly if there is a problem or misunderstanding, or if you have concerns. Formal grievance procedures are outlined in the Graduate Catalog.

**Accommodations for Students:** If you have a disability (physical, learning, psychiatric) that may require accommodations, please call the Office of Disability Services (581-6583) located on 9th Street Hall. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

**The Student Success Center:** Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ( [www.eiu.edu/~success](http://www.eiu.edu/~success) ) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

**Grading Scale:** The CHE Department uses the university grading scale. Please refer to the current Graduate School Catalog.

## **Requirements**

1. **Participation.** ALL students are expected to participate in class discussions and small group work designed to create a cooperative learning environment. A lot of points are devoted to participation because it is so important to your learning in this particular course. I cannot give you points if you are not here. If you have an excused absence from the instructor, you may submit a 5-page paper covering the lecture topics for the class you miss, along with completion of any in-class exercises. You are required to complete a short personality inventory on-line at <http://www.keirsey.com/>.
2. **Reading.** All students are expected to read the text and all additional readings assigned by the instructor before coming to class. You will NOT be able to fully benefit from this course without analyzing and synthesizing the readings. If it becomes clear that you are not fully comprehending the readings at the graduate level, I reserve the right to begin providing quizzes to assist you.
3. **Self-Portrait.** In order to enhance the meaningfulness of the concepts in this course and to further your own self-knowledge, you will prepare a personal self-portrait paper. The paper should be 5-7 pages long, typewritten, and double-spaced (w/ APA style font & margins). You should have at least 1-2 references (research journal articles or books) to support your work. The instructor will be grading the assignment based on your ability to understand, synthesize, integrate, and apply the material learned in class. The paper should describe the major characteristics of the person you perceive yourself to be, and how experiences and people in your life have influenced you to become the person you describe. Include what you like about yourself, what you want to change, and what you want to be like 5 years from now. You may discuss how who you are affects your occupation and how you interact with others. Include information derived from in-class assessment instruments, including the Keirsey Temperament Scale. Rather than simply describing events in your life, be certain the paper focuses on your reactions to

those events and how they have contributed to your view of yourself and the world. Hard copies only please.

4. **Special Topic Presentation AND HANDOUT.** Please choose a topic or issue that affects a student's ability to function effectively on campus and summarize the topic. You are encouraged to choose a mental health issue. Include 3 references (internet references may not count toward the 3 required references, but may be used as supplement only). Please describe, in a professional presentation lasting approximately 15 minutes, how the issue or topic specifically affects a student's ability to learn, interact with others, etc. For example, you may choose to write about how self-efficacy, abuse, rape, trauma, personality type, poverty, human development, suicide, or leaving home affects students. ***Then, provide suggestions for student affairs professionals regarding how to help students based on your research. (This is the most important piece!) Be certain to include a handout that YOU develop for your colleagues that comprehensively summarizes all the above information.*** Do not cut and paste information from websites. This assignment may be done in groups of 3-4. \*You must upload your presentation to D2L by Nov. 5. However, you are not required to view your colleagues' presentations and fill out evaluation forms until Nov. 27. The evaluation forms will be due the following day Nov. 28 at 8am. The presentation should be visually engaging and include some type of audio to expand on the material. As noted, it should take the average person approximately 15 minutes to view the presentation.

#### **PRESENTATION INCLUDES:**

- Approximately 15 minute powerpoint presentation based on your research. (Point deduction begins at 17 min.)
- Summarize the special topic.
- Describe how it affects students & their ability to function on campus (academically, socially, occupationally, etc).
- **PROVIDE SUGGESTIONS\*\*\*\*\*** to help students function effectively based on your research. Double the points are assigned to this section in the rubric.
- **DEVELOP a handout that summarizes all the information in the presentation. You MAY NOT use a copy of your powerpoint for the handout.**
- **The handout should provide a SPECIFIC summary. In other words, your colleague should be able to pick it up 2 yrs from now and know how to apply the material. Be detailed.**
- **Upload both the powerpoint presentation and the handout on D2L.**
- **Fill out an evaluation for each of the presentations in the class except your own.**

5. Transcription: You will transcribe a 20-minute segment from a videotaped session for your analysis. You should transcribe everything you and your partner say. Under each of your "segments" include the following labels: **1.) SKILLS: Identification of the skill, technique, or method used. 2.) INTENT: What your intent was. 3.) COMMENT: How the individual responded to your use of technique, skill,**

or method (Did they respond like you had hoped? Were there unanticipated consequences such as crying, gritting teeth, changing the topic that occurred?). 4.) OTHER: Other effective skills, techniques, or methods you could have used. Include what you thought went well and what didn't; **what might you do differently next time** (This is the MOST IMPORTANT PART!! Labeling your skill as inappropriate is not enough. You must give me another specific sentence or 2 you could have used instead). For example, "I may have used an open ended question such as... 'What was that like for you'..? (Be specific). **Use the above headings under EACH statement you made.** (See example at the end of your syllabus). DO NOT use "None" or "N/A" for any of the 4 parts!

- a.) Please submit a dvd or thumbdrive with your transcription. Please let me know precisely when your segment begins (e.g. min 9.28). Failure to do so will result in inability to evaluate your assignment. I cannot accept laptops so be certain you can burn or copy a dvd/thumbdrive from whatever technology you are utilizing to video BEFORE YOU TAPE. Attach the DVD or thumbdrive by clipping to the transcript (e.g. you can use a Ziploc bag and clip it that way) and label with your initials so your thumbdrive or dvd is identifiable.
- b.) Remember to be CERTAIN you can be heard before you begin taping. I must be able to hear the recording in order to evaluate it. START TAPING EARLY TO AVOID PROBLEMS. I cannot evaluate a video I cannot hear.

6.) Final Learning Assessment. You will engage in a comprehensive learning assessment in class. It will cover all topics covered by the professor with the exception of the Kiersey types. No presentation material from colleagues will be on the final. The "study guides" are your class notes from each section of the curriculum. These have been developed to organize and condense a vast amount of material into units. Use them to study. This class is a lot of fun. But, that does not mean the assessment will be easy!! Be sure to study!!!

## Evaluation

A= 270-300  
 B= 240-269  
 C= 210-239  
 D= 180-209  
 F= 179 and below

### Point Distribution

Participation**	35 points
Self-Portrait	40 points
Special Topic Presentation and handout	65 points
Transcription	85 points
Learning Assessment	75 points

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**TOTAL\*** 300 points

\*Late assignments will have points deducted. Please plan accordingly.

**\*\*Participation includes** professional disposition/attitude, in class assignments, take home assignments, verbal participation, attendance, openness to feedback, progress on quizzes if given, willingness to provide feedback to others, class observations/participation (not simply attendance), and completion of course requirements.

## Course Schedule

<u>Date</u>	<u>Material covered</u>	<u>Assignments due</u>
Aug. 20	Introduction Use of counseling skills in College Student Affairs	I & I (1,2)
Aug. 27	Intentional Interviewing Attending Behavior Questioning Skills	I & I (3,4,5)
Sept. 03	NO CLASS-LABOR DAY	
Sept. 10	Questioning & Observation Skills cont'd Practice in labs <b><u>Keirsey Temperament Scale due (<a href="http://keirsey.com/">http://keirsey.com/</a>)</u></b>	Evans et al. (2 & 3)
Sept. 17	Reflecting Content & Feeling Paraphrasing & Summarizing	I & I (6, 7, 8, 11)
Sept. 24	Communicating Feeling Practice skills in labs	Evans et. al. (4 & 5)
Oct. 01	Processes & Stages of Change	Evans et al. (13) & Reading
Oct. 08	Communication Traps	Reading (Satir)
Oct. 15	Handling Conflict and Influencing Skills Group Work	I & I (9, 12) Evans et al. (7) Reading <b><u>TRANSCRIPTION due</u></b>
Oct. 22	Leading Groups	Readings (Yalom & group chapter)
Oct. 29	Multiculturalism	Readings

	Ethnocentrism	
Nov. 05	Multiculturalism cont'd	<b><u>PRESENTATIONS due</u></b> <b><u>(uploaded on WEBCT)</u></b>
Nov. 12	Issues in Helping Putting it together	I & I (13, 14) Evans et al, (9, 10, 11)
	Managing Students with Mental Illness	<b><i>Reading</i></b> <b><u>SELF-PORTRAIT due</u></b>
Nov. 19	Thanksgiving Break- NO CLASS	
Nov. 26	<b><i>Presentations (view and complete Rubrics to email to Dr. Yoder) AND REVIEW for final</i></b>	<b><i>Review notes &amp; readings from course</i></b>  Fill out evaluations of each presentation & email to GA. Due by Nov. 27 by 8am sharp.
Dec. 03	<b><u>Final Learning Assessment in class</u></b>	
Dec. 10	Wrap-up and final processing of class Review of Final Learning Assessment	

\*\*NOTE: Reading assignments may be added to the syllabus during the course of instruction.

### Transcript example

**Helping professional:** *What was that like for you?* (**Skills:** open-ended question. **Intent:** I wanted her to explore how she felt about the event. **Comment:** She went on to express many mixed feelings she was having. I think this was a good use of skill. **Other possibilities:** I could have paraphrased her last comment (“Sounds like you have a lot of emotion behind what happened. Say more about that.”) or asked what the event meant to her with an open ended question.

**JA:** *Well, I felt so bad that I cried. I mean I just can't believe it happened....I was so shocked at him. I just felt so betrayed. I guess I was just really angry and hurt about the whole thing.*

**Helping professional:** *So, you were angry with your dad.* (**Skill:** Reflection of feeling and silence. **Intent:** I wanted to reflect her feelings to check my perceptions of what she said, to let her know I understood, and to give her the chance to say more if she wanted. **Comment:** She said “Yeah, but a lot of other feelings, too.” She probably felt a little frustrated with me like I wasn't really paying attention to everything she said. **Other possibilities:** I could have reflected all the feelings (shock, anger, sadness, hurt) she relayed to me. This would have been a better way since my comment only touched on one feeling out of many. (“So, a lot of things came up for you. Under the shock, betrayal and anger, there was so much pain for you.”)

**JA:** *Yeah, but a lot of other feelings, too.*

**Helping professional:** *Even now, your hands are shaking and your voice is trembling as you talk about it.* (**Method:** Active listening/Observing the here and now. **Intent:** I wanted her to really get in touch with how this event was still affecting her today. **Comment:** She was surprised when she looked down and saw her hands trembling. The observation opened up a whole new area for her to address. I was nervous about making an observation like that. But, I'm glad I took the risk.) **Other possibilities:** I could have recognized the other feelings she expressed here such as shock, sadness, & hurt. (“Yeah, so much more than just anger...there was a lot of pain involved. The betrayal was just so shocking...”)