

ORIGINATOR'S SECTION:

1. College: Arts & Sciences Desired Term: Fall and Year 2006 of implementation for change(s).

2. Current Course abbreviation and Number: HD 361

TYPE OF CHANGE(S). Check \checkmark all that apply.

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input checked="" type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input checked="" type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section— both current and new — is required only for items checked (\checkmark) above.

NEW INFORMATION:

CURRENT INFORMATION:	Course abbreviation and Number:
3. Title: Introduction to Interpersonal, Interviewing, and Interaction Skills	Title: (<i>Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.</i>)
4. Abbreviated Title for Banner (no more than 25 characters):	Abbreviated Title for Banner: (no more than 25 characters, including spaces)
5. Number of Units:	Number of Units:
6. Catalog Description: Provides basic training in the interpersonal skills integral to counseling-related careers. Prerequisite: Consent of instructor.	Catalog Description: (<i>Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.</i>) Provides basic training in the interpersonal and communication skills integral to counseling-related careers. Includes a focus on ethics, confidentiality, intercultural and gender issues.

7. Mode of Instruction* (See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-Section V.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture		
Activity		
Lab		

8. Grading Method:*

Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
 Credit/No Credit Only (C)
 Credit/No Credit or Report-in-Progress Only (CP)

Grading Method:*

Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
 Credit/No Credit Only (C)
 Credit/No Credit or Report-in-Progress Only (CP)

9. If the NP or CP grading system was selected, please explain the need for this grade option.

*If Originator is uncertain of this entry, please consult with Program Director/Chair.

CURRENT INFORMATION:

NEW INFORMATION:

10. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input type="checkbox"/> No _____ Faculty _____ Credential Analyst _____ Dean _____ Program/Department - Director/Chair	Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No _____ Faculty _____ Credential Analyst _____ Dean _____ Program/Department - Director/Chair
11. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times _____ (including first offering)	Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times _____ (including first offering)
12. Is Course Cross-listed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course _____	Is Course Cross-listed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course _____ and check "yes" in item #17 below.
13. Prerequisite(s):	Prerequisite(s):
14. Corequisite(s):	Corequisite(s):
15. Documentation attached: _____ Syllabus or _____ Detailed Course Outline	

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information - all items in this section must be completed.)

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)? YES NO
 If yes, please specify: Required course in the Counseling Services Emphasis of the Human Development major.

17. Does this course change impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Check "yes" if the course is cross-listed. Yes No
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Psychology Discipline	<u>Sharon B. Hamel</u> Signature	<u>5/3/06</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Sociology Discipline	<u>Paul P. Staud</u> Signature	<u>9/25/06</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Communication Discipline	<u>Quarrell</u> Signature	<u>9/26/06</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Women's Studies Discipline	<u>Cynthia Metzger</u> Signature	<u>28-Sept 06</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose

18. Reason(s) for changing this course: Course description needs to be more descriptive of course content. Content of meriting mention included ethics, confidentiality, interpersonal and communication skills, intercultural and gender issues.

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

1. Originator (Please Print) Fernando Soriano Date _____

2. Program Director/Chair [Signature] Date 10-10-06

3. College Curriculum Committee [Signature] Date 11-2-06

4. College Dean (or Designee) [Signature] Date 11/7/06

5. UCC Committee Chair _____ Date _____

6. Vice President for Academic Affairs (or Designee) _____ Date _____

7. President (or Designee) _____ Date _____

**HD 361 Introduction to Interpersonal,
Interviewing, and Interaction Skills
Fall 2006
M/W 1600-1715
ACD 301
Luis Terrazas, Ph.D.**

Office Hours: M/W 1145-1245 and 1415-1545 in CRA 6238
Voice Mail: (760) 741-7006 Mail Bin: CRA 6119
E-mail: terrazas@csusm.edu

Syllabus

Class Schedule

- | | |
|---|---|
| August 28 | Introduction and Orientation |
| August 30; September 6
Murphy and Dillon: Chapters 1, 2, and Epilogue; Perlman: Chapters One and Two;
(Lukas: Introduction) | Overview of Counseling Theories |
| September 4 | Labor Day Holiday |
| September 11 and 13
Cohen and Cohen: Preface, Chapters One, Two, and Five; Perlman: Chapter Nine | Overview of Ethical Practice and Diversity Issues |
| September 18 and 20
Murphy and Dillon: Chapter 3; Cohen and Cohen: Chapter Four; Perlman: Chapters Four, Seven,
and Eight | Attending and Listening/Trust |
| September 25 and 27
Murphy and Dillon: Chapter 4; Cohen and Cohen: Chapter Three; Perlman: Chapter Three | Support and Empathy/Autonomy |
| October 2 and 4
Murphy and Dillon: Chapter 5; Cohen and Cohen: Chapter Nine; (Lukas: Chapters One, Four,
Five, and Seven) | Exploration and Elaboration/Confidentiality |
| Due (October 2): Ethical Practice Paper | |
| October 9 and 11
Murphy and Dillon: Chapter 6; Perlman: Chapters Five and Six; (Lukas: Chapters Two, Three,
Six, Ten, Twelve, and Thirteen) | Biopsychosocial Assessment |
| October 16 and 18
Murphy and Dillon: Chapter 7; Cohen and Cohen: Chapter Eight; (Lukas: Chapter Eight) | Perspectives/Domestic Violence |

October 23 and 25 Behaviors/Crisis Intervention/Child Abuse
Murphy and Dillon: Chapters 8 and 9; Cohen and Cohen: Chapter Seven; (Lukas: Chapter Eleven)

Due (October 23): Relationship Paper

October 30; November 1 Relationship Dynamics/Paternalism
Murphy and Dillon: Chapter 10; Cohen and Cohen: Chapter Ten; (Lukas: Chapter Nine)

November 6 and 8 Relationship Boundaries/Dual Relationships
Murphy and Dillon: Chapter 11; Cohen and Cohen: Chapter Six

November 13 and 15 Termination and Professional Issues
Murphy and Dillon: Chapters 12 and 13; (Lukas: Chapter Fourteen)

November 20 and 22 **Individual Presentations**
Due: (November 20): Case Synthesis Paper

November 27 and 29 **Individual Presentations**

December 4 and 6 **Individual Presentations**

Note: Group presentations will be done throughout the semester after October 11.

Note: Guest speakers will be scheduled as feasible during the semester.

Required Texts:

Cohen, E. D., & Cohen, G. S. (1999). *The virtuous therapist: Ethical practice of counseling & psychotherapy*. Belmont, CA: Brooks/Cole.

Murphy, B. C., & Dillon, C. (2003). *Interviewing in Action: Relationship, process, and change* (2nd ed.). Pacific Grove, CA: Brooks/Cole.

Perlman, H. (1979). *Relationship: The heart of helping people*. Chicago: The University of Chicago Press.

Optional Text:

Lukas, S. (1993). *Where to start and what to ask: An assessment handbook*. New York: Norton.

Course Description:

This course provides a basic foundation in the interpersonal skills integral to counseling and

Course Objectives:

1. To develop basic counseling process skills.
2. To foster awareness of counseling theories.
3. To apply counseling skills and theories to self-awareness and various counseling contexts.
4. To introduce diversity, ethical practice, and professional issues in the counseling field.

Course Requirements:

1. The Class Participation grade consists of attendance and participation during class meetings and counseling process exercises, as discussed in class. Both your attendance and participation are essential to this course. Please note: Attendance will be taken at all class meetings. You are solely responsible for signing an attendance roster at each class meeting. Please bring the Murphy and Dillon text with you to class from September 18 through November 15. As discussed in class, always respect privacy and confidentiality issues.
2. The writing requirement for this course consists of three (3) papers. The due dates are listed in the Class Schedule. For all three papers, use 12-point font size and Times Roman, Courier, or a similar font face. Use APA style as discussed in class for all papers. Use 1" margins on all sides, except for page headers. There are specific required headings only for the Case Synthesis paper. Write all three papers from the first person perspective. These papers are as follows:
 - a. For the Ethical Practice Paper, select one case from the Cases for Analysis section in each of Chapters One, Two, Three, and Four in Part One of the Cohen and Cohen text. As discussed in class, apply the text's concepts or standards relevant to each selected case in responding to the text's case questions. Use specific APA style citations to the Cohen and Cohen text chapter (s) corresponding to a selected case. You are encouraged to choose cases that appear especially challenging. The Ethical Practice Paper must be in APA style as discussed in class. The length of this paper must be at least 4 full pages but not more than 6 pages, in addition to the required title, abstract, and reference(s) pages.
 - b. The Relationship Paper is a personal reflections paper. You must include specific APA style citations to the Perlman text. The topic is a past or current relationship or relationships influencing your interest in a counseling or related career. Examples of a significant other or others in this context include a family member, relative, caregiver, friend, mate, colleague, mentor, or animal companion. The Relationship Paper must be in APA style as discussed in class. Please safeguard confidentiality issues. The length of this paper must be at least 4 full pages but not more than 6 pages, in addition to the required title, abstract, and reference(s) pages.
 - c. The Case Synthesis Paper is a case study in which you integrate counseling process skills, counseling theory, ethical practice, and diversity issues as applied to one case in which you take the role of a counselor. Choose one of these scenarios: (1) an actual case; (2) one case from one of these books: Clipson and Steer, Golden, Kcarney, McClure and Teyber, Morgan, or Sattler, Shabatay, and Kramer (all these books are on Reserve in the CSUSM Kellog Library); or (3) an alternate scenario, in which event you must consult with me. Be sure to safeguard confidentiality issues. You must include specific APA style citations to the Murphy and Dillon text and also to material in one or more chapters in Part Two of the Cohen and Cohen text. You can also include

APA style citations to the Perlman text and the optional Lukas text. You can also include any pertinent references from class discussions. For the counseling theory, you must include specific HD 361 Syllabus

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APA style citations to one or more of these books: Corsini and Wedding, Prochaska and Norcross, or Sharf (all these books are on Reserve for HD 361 in the CSUSM Kellog Library). You must consult with me if you prefer an alternate literature source for the counseling theory. The Case Synthesis Paper must be in APA style as discussed in class. The length of this paper must be at least 7 full pages but not more than 10 pages, in addition to the required title, abstract, and references pages. Any appendixes, figures, and tables are also in addition to the page requirement. In a separate handout, you will receive detailed instructions and specific headers for completing this assignment.

3. The Individual Case Presentation is an overview of your case synthesis paper. Safeguard confidentiality issues. This presentation is around 10 minutes.

4. The Group Presentation consists of an in-class demonstration in which you and two or three other students conduct a role play simulation of an interview session. Group members assign themselves roles of interviewer or interviewee. The session can be an individual, couple, family, or group interview. The demonstration must identify a specific theoretical approach, show at least two basic attending skills, and incorporate at least one ethical or diversity situation. This presentation is around 25 minutes. Your group is responsible for arranging a presentation date and time. Group presentations can be done as early as October 16 and continue throughout the semester. Please note: You will receive an individual grade for this presentation.

Grading Procedures:

A final letter grade for this course and grades for course requirements will adhere to letter grade standards as specified in the CSUSM General Catalog. All papers are expected on time; late papers will result in lower grades. Papers will not be accepted via e-mail or fax. Your papers will be evaluated for conceptualization, conciseness, and organization, inclusive of proper grammar, punctuation, spelling, and APA style. Your oral presentations will be evaluated for both content and style. The proportional grading weights in percentages for course requirements are listed below. The total points possible for each requirement are listed in parentheses.

Ethical Practice Paper	15%	(150)
Relationship Paper	15%	(150)
Case Synthesis Paper	30%	(300)
Class Participation	20%	(200)
Individual Presentation	10%	(100)
Group Presentation	10%	(100)

Grading System:

The following plus/minus grading system will be used, based on a 100 points scale (1,000 total possible semester points): 93-100 = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 73-76 = C; 70-72 = C-; 67-69 = D+; 63-66 = D; 60-62 = D-; 59 or below = F.

Academic Honesty:

Please refer to the CSUSM General Catalog section on Academic Honesty. Consult with me if you have any questions concerning the completion of course requirements.