

Eastern Illinois University
CSD 5715
Individual & Group Intervention
Fall 2006

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Course Description

This course is designed to provide you with knowledge and experiences that will help you to become more effective with your communication skills. 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

- To acquaint students with major theoretical approaches that form the foundation of individual and group interventions.
- To increase self-awareness and insight regarding how one's past, values, ideas, morals, gender, culture, self-esteem, etc. affect how one sees and interacts with others.
- To understand and demonstrate the skills of individual interventions.
- To understand and apply an awareness of sociocultural and lifestyle diversity in the helping process.
- To learn and demonstrate the basics involved in planning and implementing brief interventions.
- To understand and apply group facilitation skills.
- To consider the consequences of being a professional helper, both personally and professionally.

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, 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.**

Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact this instructor and the Coordinator of the Office of Disability Services as soon as possible.

Office of Disability Services
Eastern Illinois University
Charleston, IL 61920
Phone: 217-581-6583

Required Texts

Kottler, J. A. (2000). Nuts & bolts of helping. Needham Heights, MA: Allyn & Bacon.

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 there. 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.
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. 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. For example, you may choose a personality theory and describe how it illustrates your personality development. 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.
4. Special Topic Presentation. Please choose a topic or issue that affects a student's ability to function effectively on campus and summarize the topic in written form. You should include 3 references (internet references may not count toward the 3 required references, but may be used as supplement only). Please describe how the issue or topic specifically affects a student's ability to learn, interact with others, etc. *Then, provide suggestions on how to help students based on your research.* 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.

PRESENTATION INCLUDES:

- 10-15 minute presentation based on your research.
- Summarize the special topic.
- Describe how it affects students.
- Provide suggestions to help students function effectively based on your research.

6. 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.) **OTHER: Other effective skills, techniques, or methods you could have used.** 4.) **COMMENT: How the individual responded to your use of technique, skill, or method (Did they respond like you had hoped?). Include what you thought went well and what didn’t; what might you do differently next time. Use the above headings under EACH statement you made.** (See example at the end of your syllabus)

- a.) Please submit a video with your transcription. The video must be cued to the appropriate segment in order to be evaluated. Tapes that are not cued will NOT be evaluated.
- b.) Remember to be CERTAIN you can hear before you begin videotaping. I must be able to hear the tape in order to evaluate it. **START TAPING EARLY TO AVOID PROBLEMS.** I cannot evaluate a tape I cannot hear.

Evaluation

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

Point Distribution

Participation**	60 points
Self-Portrait	50 points
Special Topic Presentation	40 points
Transcription	75 points
Final Exam	75 points

TOTAL* 300 points

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

****Participation includes** in class assignments, take home assignments, verbal participation, attendance, openness to feedback, progress on quizzes, willingness to provide feedback to others, class observations/participation, and completion of course requirements.

Course Schedule

<u>Date</u>	<u>Material covered</u>	<u>Assignments due</u>
Aug 21	Introduction	None
Aug. 28	Learning Helping Skills Theories of Helping	Ch. 1 Ch. 2
Sept. 4	Labor Day- NO CLASS	
Sept. 11	Interviewing Skills	Ch. 5
Sept. 18	Attending Behavior Practice skills in class	Reading
Sept. 25	Processes & Stages of Change	Ch. 3 & reading
Oct. 2	The Importance of the Helping Relationship <u>Keirsev Temperament Scale due (http://keirsev.com/)</u>	Ch. 4
Oct. 9	Communication Traps Handling Conflict Action Skills	Reading (Satir) and Chapter 6
Oct. 16	Know Thyself	Ch. 9 & readings <u>TRANSCRIPTION due</u>
Oct. 23	Leading Groups Brief Interventions	Ch. 8 Ch. 7
Oct. 30	Gender and Behavior	<u>SELF-PORTRAIT due</u>
Nov. 6	Multiculturalism Ethnocentrism <i>Presentations</i>	Readings
Nov. 13	Topic TBA and <i>Presentations</i>	
Nov. 20	Thanksgiving Break- NO CLASS	
Nov. 27	<i>Presentations</i>	
Dec. 4	<u>Final Learning Assessment in class</u>	

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

Transcript example

Counselor: *What feelings did you have about what happened?* (**Skill:** open-ended question. **Intent:** I wanted her to explore how she felt about the event. **Other possibilities:** I could have paraphrased her last comment or asked what the event meant to her. **How person responded:** She went on to express many mixed feelings she was having. I think this was a good use of skill.)

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.*

Counselor: *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. **Other possibilities:** I could have reflected all the feelings she relayed to me. This would have been a better way since my comment only touched on one feeling out of many. **How person responded:** 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.)

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

Counselor: *Even now, your hands are shaking and your voice is trembling as you talk about it.* (**Method:** Observing the here and now. **Intent:** I wanted her to really get in touch with how this event was still affecting her today. **Other possibilities:** I could have recognized the other feelings she expressed here. **How person responded:** 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.)