

Department of Educational and Psychological Studies
EPS 470: Listening and Helping Skills
Mon/Wed/Fri 2:30-3:20 pm
Merrick Building, 316
Spring Semester, 2015

INSTRUCTOR: Tyler Lefevor

TA: Samantha Lang

OFFICE HOURS: Mondays 3:30 – 5:00 p.m.
Office: Merrick 309-2
Additional times available by appointment

REQUIRED TEXT: Ivey, A. E., Ivey, M. B. & Zalaquett, C. P. (2013). *Intentional interviewing and counseling: Facilitating client development in a multicultural society*. (8th ed.). Pacific Grove, CA: Brooks/Cole.

COURSE DESCRIPTION: This course will provide students with introductory knowledge and foundational skills that are necessary in helping relationships. Students will have the opportunity to practicing and experience basic listening and helping skills. The variety of elements that influence the application of those skills (e.g. cultural and ethnic/racial diversity, family, and social context) will be discussed.

COURSE OBJECTIVES

1. To develop an understanding of the principles that underlie effective helping
2. To examine the impact of personal, social, and cultural influences on development and interpersonal communication
3. To recognize how helping skills can be applied to multiple settings and contexts
4. To learn and practice basic listening and helping skills that can enhance interpersonal and professional effectiveness
5. To facilitate self-reflection and growth in multicultural and ethical helping competencies

COURSE REQUIREMENTS AND EVALUATION

Attendance/participation	10%
Weekly Reading Reflections	20%
Role-plays and Reflections	20%
Presentation	10%
Final Interview and Reflection	20%
Final Reflection Paper	20%

**All assignments that are late will be deducted 20% for each day late.

DESCRIPTION OF EACH ASSIGNMENT

1. Chapter reflections: students are expected to complete a 2-page reading reflection due at the beginning of each class in which a new chapter is covered. Reading reflections are designed to help students process the material from the chapter before coming to class. They are not meant to be a summary of the material but rather an *in depth* processing of the material covered. Students are expected to do the chapter reading and demonstrate a thorough reading by choosing two or three main themes from the reading and reflecting on them.
2. Role plays and reflections: each of chapters 3-13 focuses on one or two specific helping skills. We will do role plays in class focusing on the helping skill discussed in the chapter. Students will video record the role play and give each other feedback on it during class. Each student will then write a 2-page reflection based on the experiences in the role play. Students are expected to review their video in preparation for writing the role play reflection. In the reflection, students should consider questions such as what went well in the role play? What did not go well in the role play? What would you change if you could go back and redo the role play? How well did you successfully implement the skill(s) of focus? What could you do to better implement the skill? What have you learned about the skill after a week of study and practice? These reflections are designed to help students process the material they have learned. Role play reflections are due at the beginning of the class following the role play.
3. Presentation: each presentation will be dedicated to a helping skill (chapters 3-13) in order to help the class better understand the practical applications of the helping skill. Presentations should be 10-15 minutes long and should focus on the practical application of the helping skill. Presentations are designed to encourage students to engage with one particular helping skill more deeply and to provide the class with a better understanding of practical applications of the skill.
4. Final interview role-play: near the end of the semester, students will complete a final interview assignment. This will be an extended role play and will take place in students' small role play groups outside of class. In this role play, students will show proficiency in a variety of listening and helping skills. A thorough 6-page reflection paper and electronic file of the video will be submitted with the project. Further information will be given during the semester.
5. Final reflection: students will write a 10-page reflection paper based on their experiences in the course. This paper is designed to help students process and solidify their understanding of the basic helping skills covered in the course. Further guidelines will be given during the semester.

GENERAL GRADING SCALE

A	100%-93%	C	73%-76.99%
A-	90%-92.99%	C-	70%-72.99%
B+	87%-89.99%	D+	67%-69.99%
B	83%-86.99%	D	63%-66.99%
B-	80%-82.99%	D-	60%-62.99%
C+	77%-79.99%	F	less than 60%

Guidelines for Papers. Papers need to be typed, double spaced on standard-sized paper (8.5 X 11") with margins of 1" on all sides in Times New Roman 12-point font. Headings/titles should be no more than one line indicating name and assignment title. Number of total pages will be indicated for each written assignment. All assignments must be completed on time or a late penalty of 20% per day will be incurred. Last minute computer problems are not valid excuses for late submissions of assignments; plan on completing your work in advance of deadlines. Papers are due at the beginning of class. Electronic submissions of assignments are discouraged and will be penalized at 20%.

TEACHING METHODS

Class sessions will incorporate lecture, class discussion, role-plays, videos, and in- class exercises and activities. The syllabus, lecture notes, and other materials will be posted on Blackboard. Blackboard website is located at: <https://www.courses.miami.edu/webapps/portal/frameset.jsp>

Tentative Course Schedule

Reading is to be completed for the day on which it appears

Date	Topic	Assignment Due
Monday	1/12	Syllabus, Introductions
Wednesday	1/14	Core Helping Skills
Friday	1/16	Core Helping Skills
Wednesday	1/21	Ethics and Multiculturalism
Friday	1/23	Ethics and Multiculturalism
Monday	1/26	Attending Behavior and Empathy
Wednesday	1/28	Attending Behavior and Empathy
Friday	1/30	Attending Behavior and Empathy
Monday	2/2	Observation Skills
Wednesday	2/4	Observation Skills
Friday	2/6	Observation Skills
Monday	2/9	Questions: Opening Communication
Wednesday	2/11	Questions: Opening Communication
Friday	2/13	Questions: Opening Communication
Monday	2/16	Encouraging, Paraphrasing, and Summarizing
Wednesday	2/18	Encouraging, Paraphrasing, and Summarizing
Friday	2/20	Encouraging, Paraphrasing, and Summarizing
Monday	2/23	Reflecting Feelings
Wednesday	2/25	Reflecting Feelings
Friday	2/27	Reflecting Feelings
Monday	3/2	Counseling Using Listening Skills
Wednesday	3/4	Counseling Using Listening Skills
Friday	3/6	Counseling Using Listening Skills
Monday	3/16	Focusing the Conversation
Wednesday	3/18	Focusing the Conversation
Friday	3/20	Focusing the Conversation
Monday	3/23	Empathic Confrontation
Wednesday	3/25	Empathic Confrontation
Friday	3/27	Empathic Confrontation
Monday	3/30	Reflection of Meaning
Wednesday	4/1	Reflection of Meaning
Friday	4/3	Reflection of Meaning
Monday	4/6	Self-Disclosure and Feedback
Wednesday	4/8	Self-Disclosure and Feedback
Friday	4/10	Self-Disclosure and Feedback
Monday	4/13	Action Strategies for Change
Wednesday	4/15	Action Strategies for Change
Friday	4/17	Action Strategies for Change
Monday	4/20	Determining Personal Style
Wednesday	4/22	Determining Personal Style/Multiculturalism
Friday	4/24	Final Wrap Up