INTRODUCTION TO THE HELPING PROFESSIONS

DENISE L. DAVIDSON, BLOOMSBURG UNIVERSITY OF PENNSYLVANIA

INTRODUCTORY ESSAY

In their discussion of paradigms used within higher education, Barr and Tagg (1995) emphasized the importance of developing “environments and experiences that bring students to discover and construct knowledge for themselves, to make students members of communities of learners that make discoveries and solve problems” (p. 15). Their conception of a learning paradigm, in which the roles of the instructor and students focus on a collaborative approach to knowledge, is enacted in *Introduction to the Helping Professions*, a three credit, graduate level course.

The counseling and college student affairs program in which I teach prepares master’s students to work in non-teaching roles in college settings, including residence life, student activities, academic advising, learning support, recreation, and so forth. The foundation of the program is counseling; consequently, effective use of helping skills is essential to student progression through the program and to their future work in college student affairs. *Introduction to the Helping Professions* provides students with these critical skills.

In addition to the formal learning objectives for the course, my goal is to introduce students to the college student affairs profession, engage and pique their interest, solidify their commitment, and set a foundation for areas that are integrated throughout their two-year academic program. We begin to examine reflective practice, ethical standards, professional competencies, personal philosophy, and issues related to human diversity which are ultimately woven through other courses in the program and culminate in integration during their practicum experience. For instance, students are introduced to the *Professional Competencies for Student Affairs Practitioners* (ACPA & NASPA, 2010) which describes specific skills, knowledge, and abilities in ten domains that are considered essential to student affairs work. Students become familiar with the document through reading, discussion, and a reflective journal entry and are encouraged to assess their knowledge, skills, and abilities against the Advising and Helping competency area early in the semester. We conclude the course with a post-review. Students consider where they have made gains and are challenged to develop specific plans for learning in areas where improvement is possible. Students return to the *Professional Competencies* when engaged in their practicum experience during the second year of the program, completing a more structured self-assessment for all ten competency areas and constructing a plan for their continued professional development following degree completion.

This is a skills-based course. To that end, all but the final week of the semester (when we engage in integration, closure, and evaluation) involve activities that cause students to use the techniques described in course readings. They engage in role playing with other students, working with the situations they will likely encounter in work settings, from homesickness and roommate conflicts, to the choice of a major and career plans, through anxiety and the death of a loved one. We routinely examine the issues that arise via their work as graduate assistants in various university offices in order to situate
their learning in real world experiences. I also encourage students to share their personal strategies for working with college students who need our help. It would be very easy to teach this course by having students read, listen to lecture or watch video, practice the skill in question for the week, and then practice again. Although I occasionally use this elementary approach (McKeachie & Svinicki, 2006) it is more common that students read and then engage in the use of the material in class without pre-lecture. This reflects my experience that students often learn more effectively by doing (Love, Kuh, MacKay & Hardy, 1993) and then thinking about it. “Doing” might involve the use of listening skills in a role play, application of counseling theories to a helping case study, or interviewing a helper about his or her work with diverse college students. I facilitate students’ analysis—sometimes individually, at other times in small or large groups—and encourage a careful examination of their affective, cognitive, and behavioral reactions.

Integration, however, is crucial. Students read, practice skills, discuss these in-class efforts, share their on-going experiences helping college students, and journal about them in relation to use in-class and also outside of class. They do not consider only neat and tidy hypothetical role plays but are also expected to apply and reflect on their use of helping strategies in their interactions with college students through their graduate assistantship work. All assignments include more than one element. For example, the reflective journal entries involve thinking about specific material they have read or addressed in class and the Diversity and the Helper assignment includes use of discussion techniques, analysis of professional literature, and integration of multiples sources of data. The Advising/Helping Sessions cause students to consider current student issues, application of helping strategies, and reflection on their helping abilities. All assignments are brought back to the classroom either through implementation (as with the in-class case presentation of the Advising/Helping Session), or class discussion, further blurring the lines between in- and out-of-classroom learning.

The degree to which students participate in class influences other students’ experiences. A lack of focus when role playing the “client,” for example, can negatively impact the individual practicing helping techniques. As noted in the syllabus, my expectations for engagement (which surpasses “participation”) are high yet clear. I take full advantage of the fact that I work with graduate students. Their enrollment in a graduate program suggests they are interested in the material and I explicitly assume they are committed to their learning. Good teachers, according to Bain (2004), “usually believe that students want to learn, and they assume, until proven otherwise, that they can” (p. 18). I expect students to have a higher level of motivation, focus, and commitment to their academic work, a factor also identified as important to good teaching (Bain, 2004). I facilitate engagement by establishing mutual, collective expectations in our first class session and reinforce them throughout the semester; a supportive classroom environment facilitates their ability to engage in authentic helping interactions and their learning (Barr & Tagg, 1995). In addition, the program is dedicated to a maximum class size of 12 students which enables me to monitor involvement and makes it difficult for students to disconnect.

Perhaps I should not admit it, but this is my favorite course to teach. It is as interesting and engaging for me as it is for students. They learn new skills and gain new knowledge and their development is palpable and observable. I learn from them, too. Not every student will conclude the course as a superior helper, but they will all know more about themselves, the profession, and the skills and knowledge that underpin effective practice in college student affairs.
REFERENCES


INTRODUCTION TO THE HELPING PROFESSIONS

COURSE DESCRIPTION AND OBJECTIVES

This introductory class is a core experience for students enrolled in the School Counseling and College Student Affairs graduate program. It exposes students to the generic components of counseling with a specific focus on helping in the college setting. This course provides a background for specialized study in college student affairs. Students fully participating in this face-to-face course will be able to:

- demonstrate micro-counseling skills essential to helping in a student affairs context
- demonstrate and apply the skill of reflection to one’s helping abilities in a student affairs context
- identify and explain current mental health issues for college students
- define and analyze college student diversity and its relationship to the role of the college student affairs practitioner
- define, analyze and apply the experiential learning cycle to the facilitation of group discussion
- identify when and how to initiate crisis management and intervention strategies
- describe legal and ethical concerns essential to helping within college student affairs
- develop and use skills of analysis, synthesis, reflection, and communication (verbal and written) concerning issues and ideas relevant to college student affairs.

REQUIRED TEXTS

The following texts are required for this course. Additional readings will be available through D2L.


RECOMMENDED RESOURCES

RECOMMENDED EQUIPMENT

Access to a digital audio-recorder is required for this class and will be useful in several additional courses within the School Counseling and College Student Affairs program. It is recommended that you purchase this equipment to ensure access, although you may borrow equipment through Instructional Technology.

LEARNING ACTIVITIES

ENGAGEMENT

This is a course based on collaborative discourse, intense practice of helping skills, and peer consultation. As such, it is important that you attend class and participate in helping role plays and other classroom activities. Most importantly, it is important to your learning that you engage in all elements of this course: reading, assignments, classroom attentiveness, and involvement in class activities. This includes completing reading; sharing your thoughts and reactions to readings, class discussions, and class exercises; asking thoughtful questions; and attending class. The input of each student is valued, valuable, and critical to everyone’s learning.

Being prepared to participate in discussions and activities is a course requirement. This entails having carefully read, annotated, and thought about the week’s reading assignment before class begins. Short quizzes on the readings may be given. More broadly speaking, ask questions. Be curious. Thoughtful involvement that displays a serious effort to engage with course material is more important than quantity of verbal sharing. Different interpretations of a reading or course element are welcomed; be sure to share your perspective in a productive and supportive manner.

At various points during the semester, you may be asked to complete brief written tasks or to research and provide information for use during class time. Timely completion of these tasks positively affects your ability to participate fully in this course.

In accordance with program policy, your attendance for the full class period is expected and you are responsible for everything that is covered, distributed, or announced during class. If an absence is unavoidable, you should arrange with a classmate to receive notes, handouts, and other course materials and notify me by e-mail or phone prior to 2:00 p.m. Recurrent late arrival to and/or early departure from class may be equated to absence from class. Students with three or more absences are unlikely to earn a grade higher than B+.

Engagement with the course, your peers, and the material will be evaluated as follows:


- **A**: Actively supports, engages, and listens to peers; is fully prepared for every session; is active in discussions and class activities; comments advance the level and depth of the dialogue; group dynamic and level of discussion are consistently better because of the student’s presence.

- **B**: Makes an effort to interact with peers; arrives mostly, if not fully, prepared for class; participates constructively in discussions; makes relevant comments based on the assigned material; group
dynamic and level of discussion are occasionally better and never worse because of the student’s presence.

- **C:** Limited interaction with peers; preparation for, and therefore level of participation in class, are both inconsistent; when prepared, participates constructively in discussions and makes relevant comments based on the assigned material; group dynamic and level of discussion are not affected by the student’s presence.

- **D:** Virtually no interaction with peers; rarely prepared; rarely participates; comments are typically vague or drawn from irrelevant material; demonstrates a noticeable lack of interest; group dynamic and level of discussion may be harmed by the student’s presence.

- **F:** No interaction with peers; never prepared for and never participates in class; demonstrates a noticeable lack of interest in the material; group dynamic and level of discussion are significantly harmed by the student’s presence.

REFLECTIVE JOURNAL ENTRIES

**Purpose:** Becoming a reflective practitioner is essential to effective practice as a helper within student affairs, where we are often bombarded with information, pressing tasks, and crisis situations. Stopping to think, reflect, and determine what we have learned are important skills. Journaling is one way of nurturing this ability. This assignment involves exploratory writing, a form of “thinking on paper” to discover, develop, and clarify our own ideas without worrying if your writing is effective for readers. Therefore, features of formal writing (such as organization, correct sentence structure, and spelling) will not matter in your journal. This is writing primarily for yourself as you reflect upon what you are learning and experiencing as a helper.

**Guidelines:** For this assignment, you will submit a total of seven typed journal entries using a focused freewriting approach in response to one of several writing prompts (available on D2L).

Sample prompts include:

- At this point in the term, there is often a degree of anxiety about the Advising/Helping Session assignment. In what ways has this anxiety propelled you in positive directions in relation to your helping skills?

- How have you used the SOLER model and listening skills we discussed this week with college students? What have you noticed about your listening abilities?

- Many practitioners believe that reflective practice is important to developing strong student affairs educators. What does “reflection” mean to you? Measure yourself against this: how much of a reflective practitioner are you now and what evidence do you have to support this evaluation?

When you free write, you write nonstop for a set period of time; I want each entry for this class to be the result of 15 minutes of concentrated thinking and writing. Write quickly, keeping your entire entry focused on the writing prompt. Your goal is to explore the question as fully as possible in relation to working with college students within the 15 time period.

**Grading:** Journals will be graded on a 0, △-, △, △+ basis using the “What, So What, Now What” approach we will discuss in class. You can expect commentary and reactions from me, intended to spur and deepen your reflections about course material and your use of course content.
PHILOSOPHY OF HELPING IN COLLEGE STUDENT AFFAIRS

Purpose: Thinking carefully about your philosophy of helping will guide your practice as a student affairs professional, helping you articulate these beliefs to students, staff, faculty, as well as to prospective employers. A clear philosophy also serves as a guidepost and will aid you in times of ethical or professional conflict.

Guidelines: You will prepare two philosophy statements, one due towards the beginning of the semester (ungraded) and the second later in the semester (graded). This “pre” and “post” approach is intended to prompt your thinking and provide the opportunity to reflect on the evolution of your philosophy. In no more than two double-spaced pages, describe your philosophy of helping within college student affairs. It is appropriate to use the first-person in this statement, but keep this professional by avoiding informal language. It may be useful to think of this as a document to be submitted as part of your application for a job in student affairs and to consider the following:

- What does it mean to be a helper? What does helping mean in college student affairs?
- What sort of helper are you? Why?
- Identify three personal values that currently shape your life (e.g. integrity, importance of friendship, family, wellness). How have these values influenced your views on professional helping in college student affairs? Where, if any, do value conflicts arise for you?
- What “universal truths” for helpers in college student affairs or guiding principles and standards do you draw from in your work?
- What significant circumstance, experience, or event in your life sparked your interest in a helping profession? What caused your specific interest in college student affairs’ helping?

Grading: This assignment will be graded on the clarity of your description, depth of your reflections, and quality of writing (i.e., graduate-level writing that is free of APA, grammar, spelling, syntax, logic, organization, clarity, and style errors).

DIVERSITY AND THE HELPER

Purpose: To learn about the ways in which various aspects of student diversity (e.g., racial, religious, ethnic, gender, age, and sexual orientation) influence the helping relationship. Objectives of this assignment include exploring these issues through classroom discussion, applying the experiential learning cycle, and using your knowledge and skills to facilitate a planned, productive discussion.

Guidelines: Students will be assigned a category of diversity. You should begin by identifying an appropriate reading about the selected characteristic that will provide you with a comprehensive understanding of the topic. This reading should come from a research journal article, book, or book chapter. Then, talk (in person or via phone, Skype, or Facetime but not via e-mail or text) with a student affairs professional who has worked with college students with this diverse characteristic. You are strongly encouraged to speak with professionals outside of our University and, in some cases, may be required to do so. Prepare a two page, double-sided fact sheet handout, post to D2L, and provide me with two paper copies.

- A brief summary of the reading you selected and its APA citation;
- A highlight or two from your interview and his/her name, title, and institutional affiliation;
Useful facts about the topic that might include defining characteristics, demographic and statistical data, common misperceptions with correct information, and the like;

A suggestions for practice section which could address effective helping techniques, pointers, or tips to keep in mind when working with these diverse college students;

An annotation of a non-commercial website that provides information about this diverse population. The website must address age/developmental levels relevant to college students. Include the URL for this website;

An annotation of a non-commercial website for a related student affairs or higher education professional organization (or committee, commission, knowledge community, or task force within a professional organization) that provides services for or information about your selected group. Include the URL for this website; and

Information about a listserv, blog, or twitter feed related to your diversity category and college student affairs (or higher education). Provide enough information to enable a classmate to understand the list, blog, or twitter feed and how to follow/subscribe to it.

On the day your assignment is due, come prepared to facilitate an engaging discussion on your student population during the 15 minutes of the class devoted to this topic. Effective discussion requires advance planning and forethought on your part and you should use the “what, so what, now what” model we will discuss in class as a framework. Spend significantly less time speaking than your classmates do (20% : 80%). Do not read your notes or handout to us; share your handout after your discussion. Instead, choose a few key points and involve the group in discussion. Engaging discussion should transcend definitions and descriptions of your student population and will focus on difficult issues, controversies, current news, or legal challenges. Avoid discussion that directly or indirectly answers questions such as “What do you think about this student population?” or “What has been your experience with these students?” Submit your intended discussion questions and two copies of your handout to me immediately prior to your discussion. You are encouraged to consult with me (at least a week prior to your assignment due date, in person or by telephone) to confer on approaches to your discussion facilitation.

ADVISING/HELPING SESSIONS

Students will engage in two advising/helping sessions with two different helpees. You must audio-record and transcribe the first session; the second session must be video-recorded (but not transcribed). A detailed description and rubric for the advising/helping session follow the semester schedule.

Being a reflective practitioner in College Student Affairs involves a careful, thoughtful examination of your work: your goals and the actual outcomes, your strengths and areas for improvement, and consideration of what you might do differently in the future. Therefore, you will also submit a written self-evaluation of your application of helping skills in these sessions which will be graded using the rubric below. You should identify what you did well, where you could have improved or used helping skills differently, and specifically how this reflection impacts your identity as a helper.

- Poor - Essay comprised almost entirely of description without reflection on the advising/helping session, includes minimal supporting details and examples, addresses one of the three reflection stages
- Good - Essay offers a general reflection on the session with some supporting details and examples, addresses two of the three reflection stages
• Excellent - Essay demonstrates an in-depth reflection on the session, includes supporting details and examples, addresses all three reflection stages.

NOTES ON LEARNING ACTIVITIES

The objectives of this course will be pursued through required readings, class discussion, class activities, written assignments, and the completion of field work. Final evaluation of your work for the semester will be based on the quality of your contributions to class discussions and activities and on your performance on all written and oral assignments.

Papers, written assignments, and citations should be submitted in APA style (6th edition). You are strongly encouraged to work with a classmate to critique and proofread one another's assignments. Each of you is likely to submit better products as a result of that process. Typographical and grammatical errors detract from your work and will be reflected in your grade. Please staple papers; do not submit plastic covers, folders, or other items other than the stapled paper.

ASSIGNMENT DUE DATES

Assignments are due at the beginning of class on the dates indicated on the schedule. Unless we have made other arrangements prior to the assignment due date/time, late assignments will receive little or no written or verbal feedback and a lower grade. Specifically, one third of a letter grade will be deducted for each increment of 24 hours after the original due date and time including weekends, holidays, school closures, breaks, etc. For example, an A- is the highest grade possible for an assignment submitted 30 minutes after class begins, a B+ is the highest grade possible if the assignment is submitted 28 hours after class begins, and so on. Failure to submit an assignment within seven days of the due date will result in a failing grade for the assignment. In the event that class is cancelled or you are unable to attend, you should submit expected assignments via D2L Dropbox by our normal start time for that day.

EVALUATION

• 15% Engagement
• 20% Reflective Journal (7 required)
• 15% Philosophy of Helping in College Student Affairs
• 15% Diversity and the Helper (10% discussion, 5% handout)
• 35% Advising/Helping Sessions including recording, transcription, and self-evaluation (audio 15%, video 20%)

ABOUT GRADING

• A (93-100) – An “A” product is excellent—very strong in every sense. It represents a very solid job in addressing all aspects of the assignment, shows complex thinking and insight, indicates that you have engaged in the subject in a deep and meaningful way, reflects graduate-level presentation and writing skills (including introductory and concluding comments and appropriate transitions linking various sections), and is free of errors (e.g., APA, grammar, spelling, syntax, logic, organization, clarity, style). A grade of A- (90-92) may be assigned to work that contains a few minor errors but is still of significant quality.
• **B+ (87-89) & B (83-86)** – A “B” product is good and is a perfectly acceptable grade. It has some weaknesses in one of more of these above areas but captures the essential elements of the assignment. A “B” level assignment may be strong and clear, but may seem derivative, clichéd, or sloppy. Work receiving a B- (80-82) includes more serious flaws in these same areas.

• **C+ (77-79) & C (73-76)** – These two grade levels indicate less than acceptable (but still passing) quality. Examples include superficial treatment of the subject matter, gaps in mastery of the material, mediocre presentation of a fairly obvious argument, poorly organized work, poor writing, and major flaws in APA formatting. Work receiving a C- (70-72) is similar to a C grade, but indicates work of less than acceptable quality.

• **D (69-62)** – Assignments in receipt of “D” grades are of poor quality, incomplete, and/or substantially below acceptable standards.

• **F (62 and below)** – An “F” product is unacceptable in quality and academic strength.

• √+ = A+, √ = A, √− = A−

Incompletes are granted only when the student has been unable to complete course requirements due to circumstances beyond his/her control (e.g., hospitalization) late in the term and only after consultation and mutual agreement upon a contract specifying when the work will be completed. Incompletes will not be granted simply because more time is desired to complete the assignments or one wishes to complete the course during a subsequent semester.

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**ACADEMIC INTEGRITY**

From the University Academic Integrity Policy: “Academic integrity refers to the adherence to agreed upon moral and ethical principles when engaging in academic or scholarly pursuits. The university’s academic integrity policy is part of an effort to nurture a community where trust, honesty, and personal integrity guide all of our dealings with one another.” It is expected that students will not engage in the following behaviors: cheating; plagiarism; fabrication; misrepresenting circumstances; impersonation; obtaining an unfair advantage; aiding and abetting academic dishonesty; falsification of records and official documents; or unauthorized access to computerized academic or administrative records or systems. Please note that you may not submit an assignment that has been or will be submitted for another course. See the full policy on academic honesty. Please consult me if you are unsure of your responsibilities.

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**CONFIDENTIALITY, SELF-DISCLOSURE, AND ETHICS**

This course requires role-playing and practice interviewing as an experiential learning activity. During these activities you will be asked to “act” as a helpee. This task will be completed either by depicting a college student whose background information is provided by the instructor or you may disclose a personal issue to the depth and degree that you are comfortable within the parameters of course objectives. You are encouraged (but not required) to discuss real concerns as this provides a more realistic setting and, thus, more valuable feedback about the skills of the helper-in-training.

Naturally, it is possible for a classmate or helpee to say something personally important and confidential. It is your duty to maintain confidentiality and trust. These same principles hold when talking to your helpees. It is your responsibility to adhere to the American Counseling Association (ACA) ethics code, especially regarding confidentiality and client rights.
POLICIES AND REMINDERS

- If you have a documented disability, are registered with the Office of Accommodative Services [hyperlink included here], and are entitled to accommodations, please inform me as soon as possible so we can make appropriate arrangements.

- Behaviors that cause distraction or disruption to the learning environment are inappropriate (e.g., side conversations, arriving late, leaving early, completing non-class related tasks) as is the use of electronic devices. If you bring a cell phone or other electronic device to class, please assure that is it off or on silent mode. If you have an unusual situation for which you may need to take a call during class, please let me know before class begins if possible and slip out quietly to talk. Texting and checking messages should not occur. Students engaging in these behaviors may be asked to leave for the duration of the class session.

SEMESTER SCHEDULE

This schedule and readings are tentative and may be modified to fit the needs of the class. All readings and web-based links in addition to the required texts are available on D2L.

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<th>Date</th>
<th>Topic, Readings, and Assignments</th>
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| Week 1 | Course Introductions and Expectations  
An Introduction to Helping  
- APA Manual, Chapter 3; Familiarize yourself with Chapters 4, 6, & 7  
- Reynolds, Chapters 1 & 2  
Due: Information Sheet and one interesting fact from the ACHA National College Health Assessment |
| Week 2 | An Overview of Helping Theories  
Skill Cluster 1: Listening  
- Informed Consent  
- Reynolds: Chapters 4 & 6  
Due: Journal Entry #1 and Bring: An informed consent form |
| Week 3 | Starting and Stopping  
Restatement and Paraphrasing  
ACPA and NASPA Professional Competencies  
- Reynolds: Review pp. 143-146  
Due: Journal Entry #2 and Bring: One fact about NASPA and ACPA |
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| Week 4  | Skill Cluster 2: Reflecting and Summarizing Multicultural Competence  
• M&BM¹: Preface and Chapters 12  
• Reynolds: Read Chapter 5 and Review pp. 146-148  
Due: Philosophy of Helping                                                                                       |
| Week 5  | Facilitating Discussion  
• M&BM: Chapter 15  
• Reynolds: Review pp. 146-148  
Due: Journal Entry #3 and Mid Course Feedback Form                                                                      |
| Week 6  | Skill Cluster 3: Questioning and Clarifying Legal and Ethical Issues  
• Reynolds: Read Chapter 3 and Review pp. 148-151  
• ACPA-College Student Educators International. (n.d.). *Statement of ethical principles and standards*.  
• NASPA-Student Affairs Administrators in Higher Education. (2010). *Standards of professional practice*.  
Due: Advising/Helping Session #1 with supporting materials                                                               |
| Week 7  | Skill Cluster 4: Interpreting and Confronting  
• Reynolds: Review pp. 151-155  
Due: Journal Entry #4                                                                                              |
| Week 8  | Skill Cluster 5: Developing Goals and Action Plans  
• Reynolds: Review pp. 155-158                                                                                      |
| Week 9  | Skill Cluster 6: Making Referrals Self Disclosure/Immediacy  
• Reynolds: Review pp. 158-161  
Due: Journal Entry #5                                                                                              |
| Week 10 | Conflict & Crisis Management  
• Reynolds: Chapter 7  
| Week 11 | Advising/Helping Session Video Presentations  
Due: Advising/Helping Session #2 with supporting materials OR Journal Entry #6                                        |

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| Week 12 | Advising/Helping Session Video Presentations  
Due: Advising/Helping Session #2 with supporting materials OR Journal Entry #6 |
| Week 13 | Student Affairs as a Profession  
Professional/Student Boundaries  
- M&BM, Chapter 17  
- **Review**: ACA Code of ethics, ACPA Statement of ethical principles and standards, and NASPA Standards of professional practice  
Due: Revision of Philosophy of Helping (one hard copy to class) and Journal Entry #7 |
| Week 14 | Self-Assessment  
Course Evaluation and Closure  
- **Review**: ACPA/NASPA Professional Competency Areas  
Due: End of Course Feedback form and final Philosophy of Helping |

**ADVISING/HELPING SESSION ASSIGNMENT DETAILS**

*Description*: Students will engage in two advising/helping sessions with two different undergraduate college students. Each session must be at least 15 minutes long. All recordings must be of an adult discussing an actual personal concern. No acting or “made-up” concerns will be accepted for these assignments. You may select a student you know in a professional context; however, she/he must NOT be a relative, spouse, romantic partner, friend, or someone with whom you have a prior personal /non-professional relationship. Please speak with me if you are unsure if your intended helpee meets these criteria.

1ST SESSION

- Audio record  
- Fully and completely transcribe 15 minutes of the session  
- Submit audio-recording, helpee feedback, informed consent, and self-evaluation

2ND SESSION

- Video record  
- Submit helpee feedback, informed consent, and self-evaluation  
- Select 5 minutes to play in class. Content for class might come from your best work or a period where you would like feedback or perspectives from the class.

*Media and Equipment*: I recommend that you purchase a digital audio recorder (Best Buy, Staples, Amazon, Wal-Mart, etc. ~$60) or explore the recording features of your smart-phone. A recording device will be useful in other courses for this program. You may borrow audio recorders from the
program through me or Instructional Media Services (IMS). Conversely, you may use your own equipment (recorder, laptop, cell phone) or obtain it in other ways. If you use Apple equipment, be prepared for some technology glitches. You are responsible for providing the medium upon which you will record (e.g., cassette tape, CD, DVD). You may reserve use of a recording studio through IMS to minimize equipment concerns. We will meet with the IMS Director and tour this area as a class.

Reliance on Technology (with its Quirks and Blips): It is ultimately the responsibility of the student to do everything possible to create a useable recording and to insure effective audio or video playback in class. Of course, we all need to be patient with the frustrations that accompany technology and use each other as resources for playback.

Transcription: ExpressScribe is available as a free PC download and will assist your transcription efforts. You are encouraged to plan your time carefully; transcription is generally a 6 to 1 time commitment (e.g., 10 minutes of tape will take at least 60 minutes to transcribe and additional time to select the portion to transcribe, refine, verify, and proof-read your transcript).

Recording Locations: The group study rooms in the University Library have previously been used for audio recording of sessions or you may find your office (if you have one) to be an appropriate setting. Avoid residence hall rooms, apartments, or other personal spaces.

“Do-Overs”: Sometimes students will request additional time to re-do or perfect their advising/helping sessions and associated materials. You are discouraged from doing this for three reasons. First, these assignments are time-consuming. Second, the “perfect” helping interaction does not exist. And, finally, while this assignment enables you to practice your skills, you are likely to learn more from making mistakes, than from preparing the “perfect” tape.

Submitting Materials: Digitally recorded materials should be uploaded to [University version of YouTube]. Once you have been given a URL from IMS, you should submit it to me via D2L Dropbox. Helping sessions recorded on disk or tape should be brought to class. All other written/typed materials should be submitted in hard copy during class.

ADVISING/HELPING SESSION RUBRIC

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<th>Used Skill?</th>
<th>Skill Level</th>
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<td>1-Developing</td>
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<th>Logistics</th>
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<td>Starting the session</td>
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<td>Addressing informed consent</td>
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<td>Discussion of confidentiality</td>
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<th>Establishing Rapport/Exploring the Dilemma</th>
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<td>Listening (attending skills, encouragers)</td>
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<tr>
<td>Establishing rapport</td>
<td>Y</td>
<td>N</td>
<td>1</td>
</tr>
<tr>
<td>Gathering client information</td>
<td>Y</td>
<td>N</td>
<td>1</td>
</tr>
<tr>
<td>Restatement/Paraphrasing</td>
<td>Y</td>
<td>N</td>
<td>1</td>
</tr>
<tr>
<td>Reflection</td>
<td>Y</td>
<td>N</td>
<td>1</td>
</tr>
<tr>
<td>Summarizing</td>
<td>Y</td>
<td>N</td>
<td>1</td>
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</tbody>
</table>

Gaining Insight
<table>
<thead>
<tr>
<th>Used Skill?</th>
<th>Skill Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questioning and Clarifying</strong></td>
<td></td>
</tr>
<tr>
<td>Use of open questions</td>
<td>Y</td>
</tr>
<tr>
<td><strong>Interpreting and Confronting</strong></td>
<td></td>
</tr>
<tr>
<td>Use of interpretation</td>
<td>Y</td>
</tr>
<tr>
<td>Use of appropriate confrontation</td>
<td>Y</td>
</tr>
<tr>
<td><strong>Taking Action</strong></td>
<td></td>
</tr>
<tr>
<td>Developing goals</td>
<td>Y</td>
</tr>
<tr>
<td>Developing action plans</td>
<td>Y</td>
</tr>
<tr>
<td>Making referrals</td>
<td>Y</td>
</tr>
<tr>
<td><strong>Additional Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Use of silence</td>
<td>Y</td>
</tr>
<tr>
<td>Use of self-disclosure</td>
<td>Y</td>
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<tr>
<td>Use of immediacy</td>
<td>Y</td>
</tr>
<tr>
<td>Other:</td>
<td>Y</td>
</tr>
</tbody>
</table>

**Depth of self-evaluation**

Poor | Good | Excellent

Strengths of helper:

Areas needing improvement:

Additional Comments: