

## **270-650 THEORY & PRACTICE OF INTERVIEWING FALL 2009**

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Instructor: Alberta M. Gloria, Ph.D.  
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Meeting Time: Fridays, 8:00am – 9:15am  
Meeting Place: 1100 Grainger  
Office Hours: by appointment only

Class information available at Learn @UW

### **LAB SECTIONS**

<b>Lab #</b>	<b>Day/Time</b>	<b>Room</b>	<b>Lab Instructor</b>
311	Friday 9:30-12:00pm	2175 Grainger	Christine Kithinji kithinji@wisc.edu
312	Friday 9:30-12:00pm	301 Educational Science	Dennis Kivlighan kivlighan@wisc.edu
313	Monday 4:30-7:00pm	4017 Vilas	Linda Aroonsavath aroonasavath@wisc.edu
314	Monday 4:30-7:00pm	4014 Vilas	Odessa Cole odcole@wisc.edu
315 (COMM B)	Monday 4:30-7:00pm	1053 Educational Sciences	Stacie Fishell fishell@wisc.edu
316	Wednesday 7:45-10:15am	3418 Engineering	Michelle Johnson mdjohnson2@wisc.edu
317	Wednesday 7:45-10:15am	3355 Engineering	Andrew Wislocki wislocki@wisc.edu
331	Tuesday 4:30-7:00pm	1335 Sterling	Jane Schimmel jcschimm@wisc.edu
334 (COMM B)	Tuesday 4:30-7:00pm	4014 Vilas	Aaronson Chew achew@wisc.edu

### **COURSE DESCRIPTION AND OBJECTIVES**

Interpersonal communication and interviewing are activities in which we engage on a daily basis, in both our personal and professional lives. Even though we frequently engage in such communications, they are not simple phenomena. They are complex, dynamic, and, at times, challenging interactions. This class is designed to provide you with a theoretical, empirical, and personal understanding of effective communication skills.

To be an effective communicator it is important to understand one's own attributes that can work to both help and hinder the communication process. Some personal and cultural characteristics that can affect the interview process include one's assumptions and biases, strengths and skills, beliefs, values, and level of self-awareness. As a part of this course you will be asked to engage in various activities that will help you to explore and become more aware of who you are as a cultural being and its role on your communication process. Course objectives include:

- To increase your self awareness as a cultural being to most effectively understand and engage in effective communication.
- To gain familiarity with research and theory on communication.
- To learn about your own communication style and how this applies to the interview setting.
- To practice basic communication skills of active listening, empathy, and letting others know you understand their point of view.
- To conduct audio-taped practice interviews and evaluate your performance.
- To know the differences in goals and rules among different types of interviews.

## **COURSE STRUCTURE**

This course involves both a lecture and lab section. The lecture will present and discuss course concepts. Attendance of the lecture is strongly recommended as the information presented in lecture is not always covered in the readings or in lab, quizzes administered, and opportunities for extra credit provided. Course lectures will not be distributed in class or posted on the web, however, concept outlines are occasionally provided in class. The required weekly labs provide in-depth discussion, examination, and practice of the principles presented in the texts and lecture and are intended to be experiential and increase awareness and understanding of self as a cultural being. Taught through the Department of Counseling Psychology, culture (broadly defined), context, and worldview will be integrated throughout the lecture and labs to facilitate the understanding of oneself as a cultural being within the context of communication and the interview process.

## **REQUIRED TEXTS**

Barone, J. T., & Switzer, J. Y. (1995). *Interviewing: Art and skill*. Boston: Allyn & Bacon. [IAS]

Ivey, A. E., Packard, N. G., & Ivey, M. B. (2006). *Basic attending skills* (4<sup>th</sup> ed.). Framingham, MA: Microtraining Associates. [BAS]

## **ACCOMMODATION STATEMENT**

Please inform the instructor and your lab instructor at the beginning of the course (within the first two weeks of the course) if you need accommodations in the curriculum, instruction, or assessment of the course in order to participate fully. To the extent possible, the information provided will be kept confidential.

## **COURSE REQUIREMENTS AND POINT ASSIGNMENT**

(Comm B requirements vary from this syllabus - - please see lab syllabus for lab sections 315 and 334)

- 1. Lab Attendance and Participation:** Students are expected to *attend and actively participate* in each lab meeting. There are 11 lab meeting times that are required. It is understandable that life issues arise that may interfere with class attendance and thus *one* absence from lab is acceptable. In the event that you must miss a lab, please inform your lab instructor of your absence *ahead of time* if at all possible or shortly thereafter. Attendance and active participation will be assessed each lab (1 point per lab), with an overall participation of 4 point for the semester. Each unexcused and/or additional absence will result in a reduction of 4 points from your final grade. Labs will not meet the week of Exam 1 and 2 (week of 19 October and 7 December) and during winter recess (week of 23 November, *with exception of Monday labs*). Students *must* attend the lab section for which they are formally enrolled and will *not* receive credit for attending another lab section. Only lab sections 315 and 334 meet Comm B requirements.
- 2. Self-Reflection Journals:** An important aspect of this course is self-exploration. You will be asked to reflect on your own communication style and on the process of communication as it relates to the interview setting and write weekly journal entries. Your journal should contain *your* reflections and “wonderings” about lecture concepts, lab activities and conversations, and out-of-class exercises as it relates to your personal and professional life. The following outlines the expected structure of the journal entries:
  - The journal entries should be **2** pages, *typed, double-spaced*.
  - Place your name at the top of *each* page, number the pages, staple all sheets of paper together.
  - Use a loose-leaf binder for your journal so you can remove the relevant entries for submission to your lab instructor.

You will be asked to turn journal entries into your lab instructor several times throughout the semester and again at the end of the course. Journal entries will be evaluated on clarity of expression and thoughtfulness of reflections

on what you have learned. In total, the journal entries account for 11% of the total grade (1 point for each of the 11 entries).

You are required to turn in your first journal entry to your lab instructor on which you will receive feedback which can be used for subsequent journal entries). Additional entries can be submitted for review - - please see your individual lab instructor to determine this process.

Provided below are possible topics for journal entries as provided below. Note that is this list is provided *only as suggestion*. Lab instructors may similarly provide suggestions or directions regarding suggested journal topics.

Journal Entry	Suggested topic
1	Respect-Appreciate-Agree
2	Best & Worst Communication of the Day
3	Messages What is your worldview? Who are you are a cultural being? How are your cultural values and differences implemented in everyday direct and indirect communication and interactions?
4	What are your patterns of listening? How would someone describe you as a listener?
5	How do your questions (in daily interactions) reflect your different cultures or worldview? What types of questions are you most likely to ask? Least likely? How come?
6	What have been some of your messages and training (from family, friends, larger society) about emotions and feelings? What are your responses to feeling(s)? How do you approach feeling(s)?
7	What are your most salient cultural identities? How do your identities changes as a function of context? How do your identities influence the way and with whom you communicate?
8	Address your ethnic identity, cultural self-esteem, and spheres of control relative (as per the scales)?
9	How, when, where, and with whom are you persuasive?
10	Assess your selection interviews How would a prospective employer assess you as a prospective employee?
11	Re-assess self as cultural communicator

- 3. Summary of Self-Reflection Journal:** For the final journal entry, write a synthesis of your growth as a cultural being, cultural communicator, and interviewer. Review your previous journal entries to identify how you have differently understood yourself and the communication and interview process, finding trends, themes, and general reflections over the course of the semester. The journal summary should be a **4-5 page typed, double-spaced entry** that is turned in to your lab instructor along with your previous 11 journal entries. The journal summary represents 4% of the total grade.
- 4. Unannounced Quizzes:** A total of *five* unannounced quizzes (at varying times of the class) will be given on materials presented in the lecture and/or texts over the course of the class. One quiz (either one not taken or one with the lowest score) will be dropped. Because the lowest quiz score is dropped, make up quizzes will not be provided. Please see the course instructor, however, if extenuating circumstances merit an excused quiz. The quizzes will implement multiple choice, true/false, matching, fill in the blank, short answer. Each quiz will be worth 2.5 points. Additional time to complete a quiz will not be provided if a student comes to class late/begins the quiz late.

5. **Audiotape #1:** Reflective Listening Exercise. This exercise is an opportunity to practice “reflective listening” skills (please see description below). Your audible audio recording tape (*format to be determined by your lab instructor, e.g., cd, standard cassette*), annotated transcript, and written evaluation should be turned in to *your* lab instructor. Please note that a transcription and its analyses often takes more time to complete than anticipated and thus it is recommended that ample time is allotted to complete this assignment, which is 15% of the total grade.
6. **Exam 1:** The first exam will cover the readings and lecture materials from the first half of the course. Please note that the readings parallel the lectures, but do not overlap completely. You will have the full class period (75 minutes) to complete the exam. Please bring a #2 pencil to the exam. Exam 1 is worth a total of 15 points.
7. **Audiotape #2:** Helping Role-Play or Informational Interview. In this interview you will demonstrate the interview skills learned in the lab (see description below). Your audible audio recording tape (*format to be determined by your lab instructor, e.g., cd, standard cassette*), partial transcript, and written evaluation should be turned in to *your* lab instructor. Please note that a transcription and its analyses often takes more time to complete than anticipated and thus it is recommended that ample time is allotted to complete this assignment, which is 20% of the total grade.
8. **Exam 2:** The second exam will cover the readings and lecture materials from the second half for the semester. Again, please note that the readings and lectures parallel one another, but do not overlap completely. You will have the full class period (75 minutes) to complete the exam. Please bring a #2 pencil to the exam. Exam 2 is worth a total of 10 points.

## COURSE GRADING

\*\*Please note that the grading for Sections 315 and 334 (COMM B) may vary – please see lab syllabus.\*\*

Assignment / Activity	%	Notes:	Total Points	Grade Assignment
Lab Attendance and Participation	15	<ul style="list-style-type: none"> <li>11 lab meetings with 1 point attached to active participation for each lab</li> <li>4 points attached to overall participation</li> <li>4 point reduction for <i>each</i> unexcused lab</li> <li>1 excused lab allowed – talk with Lab instructor</li> </ul>	94-100	A
			88-93	A/B
			82-87	B
			76-81	B/C
Course Journal	15	<ul style="list-style-type: none"> <li>1 point for each of the 11 entries</li> <li>4 points for the summary</li> <li>Submit first journal entry for lab instructor feedback</li> </ul>	70-75	C
			64-69	D
			0-63	F
Quizzes	10	<ul style="list-style-type: none"> <li>2.5 points for each of the 5 quizzes</li> <li>Lowest quiz score dropped</li> </ul>		
Audiotape #1	15			
Audiotape #2	20			
Exam 1	15			
Exam 2	10			
<b>Total</b>	100	Plus extra credit – 7 point maximum		

\*\*Late papers (for the Audiotape 1 and 2) will receive a 1 point deduction for each day late. A total of 3 points will be deducted after which time no credit (i.e., 0 points) will be given for the assignment.

**EXTRA CREDIT OPTIONS**

Extra credit options will be announced throughout the semester, with some extra credit activities occurring during class time. These opportunities include:

Total time commitment	Specific time commitment or note	Extra credit opportunity	Times allowed	Points
~2 hours	One 90 minute meeting	Participate in small group discussion (8 to 10 students) in which students talk about their experiences and views related to diversity and complete survey packet. The groups are known as Diversity Dialogues.	1	3
~2 hours	One 40 minute and one 50 minute meeting	Participate in 2 session counseling interview. This opportunity is limited to approximately 20 students.	1	3
~1 hour	One 60 minute meeting	Participate in 1 session initial counseling interview. This opportunity is limited to approximately 16 students	1	2
~1 hour	30 to 60 minute survey	Take survey and/or participate in interview for a student or faculty conducting research on education or counseling related topic (e.g., educational experiences, career choice).	As often as provided	1
--	Activity should not be completed until after 30 October 09 class	Write a 2-3 page (single-spaced typed) graduate school application cover letter. See Learn@UW for more information and opportunity specifics.	1	1
--	Activity should not be completed until after the 30 October 2009 class which will provide information needed to gain full points	For each of the cultural assumptions proposed by Paul Pederson, identify and critically discuss (a) how this assumption has played out in your communication (broadly defined) and (b) what you could differently to work minimize cultural encapsulation. See Learn@UW for more information and opportunity specifics.	1	1

All extra credit opportunities are *voluntary* and a **maximum of 7 points** can be earned toward your total grade. It is the students' responsibility to download the correct form, have signed the appropriate extra credit form, and turned in to your lab instructor to receive extra credit. All extra credit forms are available on the class website at Learn@UW. All extra credit must be completed and forms turned in by 11 December 2009 (at time of Exam 2) to receive extra credit.

**EQUIPMENT NEEDS**

Students will need an audio recorder to complete the two Audiotape assignments. A *limited number* of recorders are available through the Department of Counseling Psychology (244 Rust-Schreiner Halls, 115 N. Orchard Street). To check out the recorder overnight or over the weekend (Friday afternoon until Monday morning) you will need your Student ID. Please consider using your own recorder or borrow one (from your own department or the CIMC [263-4750]) if possible. Please coordinate with individual lab instructors the form in which the audiotapes are submitted (e.g., micro-cassettes, CD, standard audio cassette).

**CLASS START TIME**

CP650 class is scheduled for 8:00am to 9:15 am on Friday mornings. **Class begins at 8:00 am.**

**CLASS SCHEDULE, READINGS, AND ASSIGNMENTS**

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Begin Preparation of Assignment</b>	<b>Assignment Due (week of the class)</b>
4 Sept	Course Introduction Interviewing as Communication		Out of class exercise #1: Respect-Appreciate-Agree	
11 Sept	Principles of Communication I	IAS 1&2	Out of class exercise #2: Best & Worst Communication of the Day	<b>1<sup>st</sup> Journal entry</b> due in Lab (option for revise and resubmit for all labs / requirement for CommB)
18 Sept	Principles of Communication II	IAS 3&5	Out of class exercise #3: Messages	
25 Sept	Helping Interviews: Active Listening	BAS 1&2	Reflective Listening Exercise	
2 Oct	Helping Interviews: Effective Inquiry	IAS 4 BAS 3&4		<b>1<sup>st</sup> Journal Packet Submission</b> – 1 <sup>st</sup> 4 entries due in Lab
9 Oct	Helping Interviews: Reflecting Feeling	BAS 5		
16 Oct	Helping Interviews: Reflecting Content	BAS 4&6 IAS14		<b>Audiotape #1</b> due in Lab
23 Oct	Exam 1		Online scales Bring #2 pencil for exam	
30 Oct	Individual and Cultural Differences & the Interview	See website for links	Basic Interview Skills Exercise	Complete online personality tests for class
6 Nov	Impression Management and Persuasion in the Interview	IAS 11		<b>2<sup>nd</sup> Journal Packet Submission</b> – 2 <sup>nd</sup> 4 entries + previous 4 entries due in Lab
13 Nov	Information Gathering Interviews	IAS 6&7		
20 Nov	Selection (Employment) Interviews	IAS 8,9,&10		
27 Nov	No Class (University recess)			
4 Dec	Legal Interviews			<b>Audiotape #2</b> due in Lab
11 Dec	Exam 2		Bring #2 pencil for exam	<b>Total Journal Submission</b> – last three entries + previous 8 entries + journal summary due in class All extra credit due

**\*\*Please see individual lab syllabi for assignment due dates\*\***