

DELAWARE TECHNICAL & COMMUNITY COLLEGE

COLLEGE WIDE COURSE SYLLABUS

CAMPUS: Terry

DEPARTMENT: Human Services

COURSE: HMS 225 Interviewing and Counseling Skills

INSTRUCTOR NAME: Telephone: E-mail:

PREREQUISITES: HMS 122

CO-REQUISITES: None

COURSE HOURS AND CREDITS:3:0:3

COURSE DESCRIPTION:

An experiential course that focuses on helping skills needed in human service settings. The emphasis is on the practical acquisition of interviewing, counseling, and case management skills.

TEXT: Murphy, B. and Dillon, C., Interviewing in Action, Brooks/Cole.

Travers, P., The Counselor's Helpdesk, Brooks/Cole.

MATERIALS: Tape recorder/player, two 90-minute tapes, one VCR tape.

METHOD OF INSTRUCTION: Campus classroom

MANUALS: None

DISCLAIMER: Must be able to hear, speak, and communicate clearly at an interpersonal level.

CORE CURRICULUM AND TECHNOLOGY PROGRAM COMPETENCIES 01/06/00

CORE CURRICULUM COMPETENCIES (CCC)

The graduate will be able to:

1. Communicate clearly and effectively both orally and in writing.
2. Demonstrate effective problem solving and reasoning skills.
3. Work effectively in groups of people from diverse backgrounds.
4. Demonstrate ethical and professional understanding and conduct.
5. Identify and evaluate useful and pertinent information sources and systems and how they are structured.
6. Use computer technology appropriate to the field.
7. Perform mathematical operations appropriate to the technology.
8. Explain the sociological, psychological, political or economic factors that influence social behavior.
9. Apply scientific principle in the technology area.

The Core Curriculum Competencies apply to all Associate Degree programs at the College. These are incorporated into each curriculum either by a course or by being integrated into coursework.

HUMAN SERVICES TECHNOLOGY PROGRAM GRADUATE COMPETENCIES (PGC) 2-2004

The graduate will be able to:

1. Create and maintain effective and professional documents relevant to Human Services agencies.
2. Interact ethically and professionally within the Human Services field.
3. Apply information to identify client's strengths, weaknesses, and resources to create a treatment plan.
4. Provide effective client services at an entry level by utilizing professional Human Services principles and practices.
5. Establish effective working relationships within the Human Services arena.
6. Apply basic management and leadership skills in Human Services environments, including time management, organization, and the ability to follow directions.
7. Utilize feedback to assess the effect of oneself on Human Services outcomes and make adjustments accordingly.

COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES: (CCPO)

The student will be able to:

1. Explain the characteristics, issues, and tasks associated with stages of the helping process: engagement, problem identification, biopsychosocial information gathering, assessment, service planning, implementation, evaluation, and termination. (PGC 1, 3, 4, 5; CCC: 1, 2, 3, 4, 8)
2. Demonstrate the appropriate use of interviewing, counseling and helping skills including responses and leads such as restatement, reflection, explanation, interpretation, and types of questions. (PGC 2, 3, 4, 5; CCC: 1, 2, 3, 4)
3. Employ counseling skills to conduct a therapeutic interview, assessing client needs and strengths. (PGC 2, 3, 4, 5; CCC: 1, 2, 4, 8)
4. Formulate a written service plan to meet identified client needs. (PGC 1, 2, 3, 4, 5; CCC: 1, 2, 4, 8)
5. Assess the strengths and weaknesses of his/her counseling intervention and develop a plan for improvement. (PGC 2, 3, 4, 5, 7; CCC: 2)
6. Describe the elements and parameters of confidentiality and informed consent. (PGC 2, 4, 5; CCC: 2, 4)
7. Explain appropriate record-keeping and documentation guidelines, practices, and common requirements. (PGC 1, 2, 3, 4; CCC: 1, 2, 4)
8. Express sensitivity to and respect for human diversity in the helping process including the impact of race, ethnicity, class, culture, gender, sexual orientation, religion, physical or mental disability, national origin and the experience of social injustice. (PGC 2, 3, 4, 5; CCC: 2, 3, 4, 8)
9. Explain the use of the professional self, including the disciplined use of self and its necessity for effective professional relationships. (PGC 2, 3, 4, 5, 7; CCC: 2, 3, 4, 8)
10. Apply the values, principles, and standards of the helping profession's codes of ethics, including the National Association of Social Workers Code of Ethics, to case vignettes. (PGC 2, 3, 4, 5; CCC: 1, 2, 3, 4, 8)

MEASURABLE PERFORMANCE OBJECTIVES: (MPO)

The student will be able to:

1. Explain the characteristics, issues, and tasks associated with stages of the helping process: engagement, problem identification, biopsychosocial information gathering, assessment, service planning, implementation, evaluation, and termination.
 - 1.1 *Identify and define the stages of the helping process.*
 - 1.2 *For each stage, state the goals for both the helper and clients.*
 - 1.3 *For each stage, identify appropriate helper responses.*

2. Demonstrate the appropriate use of interviewing, counseling and helping skills including responses and leads such as restatement, reflection, explanation, interpretation, and types of questions.
 - 2.1 *Given quizzes and in-class role plays, select and use appropriate and effective counseling/helping responses, to include attending, information questions, paraphrasing, responding to feelings, U-3, U-4, insight probes, and problem-solving.*
 - 2.2 *During in-class role-plays use appropriate and effective counseling skills: SOLER, listening, attending, empathy, genuineness, UPR.*

3. Employ counseling skills to conduct a therapeutic interview, assessing client needs and strengths.
 - 3.1 *Demonstrate the use of appropriate and effective skills in 2.1 and 2.2 by participating in in-class role-plays.*
 - 3.2 *After each role-play in 3.1 summarize the client's needs and strengths.*
 - 3.3 *Arrange and conduct five (5) out-of-class audio and/or video taped practice-helping sessions. Within each session use appropriate and effective skills from 2.1 and 2.2.*
 - 3.4 *For each of the sessions in 3.3, transcribe all of the helper responses and identify each by the type of response and/or skill it demonstrates as learned in 2.1.*

4. Formulate a written service plan to meet identified client needs.
 - 4.1 *After each of the sessions in 3.3, complete a service plan and analyze in writing the client's needs and strengths.*
 - 4.2 *After each of the sessions in 3.3, complete a service plan and analyze in writing the client's needs and strengths.*

5. Assess the strengths and weaknesses of his/her counseling intervention and develop a plan for improvement.
 - 5.1 *After each in-class role play, verbally critique in a constructive manner the strengths and weaknesses of the skills and intervention that were displayed. Discuss ways in which improvement might be made.*
 - 5.2 *Following each taped session (3.3), analyze in writing a brief statement of the strengths and weaknesses of the counseling skills and responses. Develop a plan of improvement. Refer to specific responses from the transcript (3.4) and attach to the end of the transcript.*

6. Describe the elements and parameters of confidentiality and informed consent.
 - 6.1 *Explain the importance of confidentiality within a client-helper relationship.*
 - 6.2 *State the reasons and conditions in which confidentiality must be broken.*
 - 6.3 *Define "informed consent" and explain the importance of informed consent when entering into a client-helper relationship.*
 - 6.4 *Use a written informed consent document as part of each practice session in 3.3.*
 - 6.5 *Use a written confidentiality document as part of each practice session in 3.3.*

7. Explain appropriate record-keeping and documentation guidelines, practices, and common requirements.
 - 7.1 *Explain the importance of record keeping and documentation.*
 - 7.2 *Identify various documents that are appropriate and/or necessary to maintain in client records.*
 - 7.3 *Explain the guidelines of record keeping, including confidentiality, right to privacy, and the conditions in which records must be released and/or shared.*
 - 7.4 *For each of the taped sessions in 3.3, create a client file and maintain appropriate client records within the files.*

8. Express sensitivity to and respect for human diversity in the helping process including the impact of race, ethnicity, class, culture, gender, sexual orientation, religion, physical or mental disability, national origin, and the experience of social injustice.
 - 8.1 *Conduct in-class role-plays and out-of-class taped sessions with a diverse range of clients. Demonstrate sensitivity to the items listed in CCP 8.*
 - 8.2 *Recognize and discuss your awareness of the impact of diversity to the client-helper process.*

9. Explain the use of the professional self, including the disciplined use of self and its necessity for effective professional relationships.
 - 9.1 *Explain the importance of self-awareness as it impacts the client-helper relationship.*
 - 9.2 *Identify characteristics that are necessary to exhibit as a professional and critique their importance and impact on the client-helper relationship.*
 - 9.3 *For each of the characteristics in 9.2, analyze your personal strengths and weaknesses.*
 - 9.4 *Develop a plan for improvement for 9.3.*

10. Apply the values, principles, and standards of the helping professions codes of ethics, including the National Association of Social Worker's Code of Ethics, to case vignettes.
 - 10.1 *During in-class role plays, out-of-class practice sessions, and case vignettes provided by the instructor, recognize and apply appropriate ethical principles from a code of ethics (ACA, APA, NOHSE, NASW, NAADAC).*

Evaluation Criteria:

Students will demonstrate proficiency on all Measurable Performance Objectives at least to the 75% level. The final course grade will be derived from:

Quizzes and Homework: 20%

(MPO 1,2,3,6,10)

You will be expected to complete quizzes, homework assignments and/or in-class activities. These will be assigned by your instructor and must be completed per his/her instructions and timelines. The homework and activities may include but not be limited to text-based activities, instructor provided handouts, small group work, and/or case scenarios, and one or more web-based activities. No missed in-class activities may be made up due to the nature of the activity.

In-class role plays: 15%

(MPO 2,3,8,10)

You will be expected to participate in in-class role-plays as explained by your instructor. The role-plays may be conducted in dyads, triads, or groups. You will be expected to take the role of both client and helper in varying role-plays, and as such, will demonstrate sensitivity and effective helping responses as demonstrated by your instructor.

Taped sessions: 50%

(MPO 2,3,4,5,6,8,10)

According to the guidelines of your instructor, you will conduct five out-of-class taped practice sessions; four audio and one video taped. In addition to submitting the actual audio or videotape, you will submit a signed confidentiality and informed consent

document, a “case note”, and an assessment/treatment document. You will also submit a written transcript of all of the helper responses made during the session, identification of each response type, and a narrative summary of response strengths and areas in need of improvement. Each tape will be worth 10% of the final grade.

Client Records/Files

10%

(MPO 7)

Following the guidelines set by your instructor, you will create and maintain a client record file for each of the audio and videotaped roles plays required for this course. You must have these files available for review in every class after the due date for each file. This assignment must be included in the capstone project section of your professional portfolio.

Professional Portfolio

5%

Following the guidelines of the instructor, you will create a professional portfolio. This must include but not be limited to a three-ring binder that contains section markers for items to be included in the portfolio. A section title "CAPSTONE Projects" must be included. The CAPSTONE project for this class must be included in this section. Materials for other sections of the portfolio will be entered as required by your instructor. The progress of your portfolio will be checked in each HMS, DAC, and GER class throughout your program of study.

Capstone Project: Counseling Skills Document

- Title Page
- Client Records
 - Confidentiality
 - Informed Consent
 - Service Plan
 - Helper Transcript

See Measurable Performance Objectives for detailed expectations and requirements.

Grades will be computed using the following scale:

92 - 100 = A
83 - 91 = B
75 - 82 = C
0 - 74 = R

Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.