

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: Miller, Motivational Interviewing, Guilford. 2nd edition.

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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 COMPETENCIES (CCC)

(Approved by President George and President's Council 8/25/98; Rev. 4/27/06)

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. Apply appropriate information literacy skills to locate, evaluate and use information effectively.
6. Use computer technology appropriate to the field.
7. Use scientific and mathematical reasoning appropriate to the technology.

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. These competencies are incorporated into each program review employer survey.

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, in-class role plays, and out-of-class practice sessions, use appropriate and effective counseling/helping responses: attending, information questions, paraphrasing, responding to feelings, U-3, U-4, insight probes, and problem-solving.*
 - 2.2 *During in-class role-plays, and out-of-class practice sessions 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 *Illustrate 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 *Using information provided in class, construct a written service plan that is appropriate to use to identify client needs from a biopsychosocial perspective.*
 - 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 in the role play. 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 *Create a written document of informed consent to be used with each of the practice sessions in 3.3.*
 - 6.5 *Create a written document of confidentiality to be used with each of the practice sessions 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 quizzes, text-based activities, instructor provided handouts, small group work and/or case scenarios, and web-based activities. No missed in-class activities may be made up due to the nature of the activity.

In-class role plays:

20%

(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. No missed in-class activities may be made up due to the nature of the activity.

Taped sessions:
(MPO 2,3,4,5,6,8,10)

60%

According to the guidelines of your instructor, you will conduct up to five out-of-class recorded practice sessions, at least one of which will be a video recording. In addition to submitting the actual audio or video recording, you will submit a signed confidentiality and informed consent document, a "case note", and an assessment/treatment document. You will also submit a typed numbered 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.

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.