

SYLLABUS
PART I
EDISON COMMUNITY COLLEGE
SSV 112S SOCIAL SERVICE INTERVIEWING SKILLS/METHODS
3 CREDIT HOURS

COURSE DESCRIPTION

Study of basic counseling theory, corresponding techniques, and intervention strategies and skills needed by the social service interviewer. Student will have the opportunity to develop and sharpen basic interviewing skills by utilizing such experiential learning techniques as role playing, audio taping, videotaping, and case studies. Emphasis is given to the necessity of understanding the interpersonal communication dynamics between the social service worker and the individual client, and mutual problem solving from a strengths perspective.

COURSE GOALS

The student will:

Bloom's Level		Program Outcomes
1	1. Identify at least four personal characteristics effective helpers need according to research	1, 8
2	2. Differentiate between structured and unstructured helping, as well as social conversations and a professional helping interview.	4
1	3. Recognize and identify the theorists, the key structural components, specific techniques, and terms associated with the following counseling theories: Psychoanalytical, Adlerian, Person Centered, Gestalt, Behavioral, Cognitive Therapies, Reality Therapy, and Eclectic.	3, 5
3	4. Describe the three stages of the helping process: present scenario, preferred scenario, and getting there, and be able to demonstrate the tasks to be accomplished with a consumer at each stage.	5, 6
3	5. Describe and demonstrate the process of collaborative clinical problem solving, exploration, assessment, and goal setting, maintaining cultural sensitivity.	5, 6
3	6. Demonstrate respect for the client and maintenance of appropriate boundaries, effective use of power/influence in helper-client relationship.	2, 8, 9
5	7. Demonstrate effective integration and utilization of prompts, inquiry, challenges (confrontation), observations, empathy, active listening, reflection, clarification, validation, interpretation, summarization, attending behaviors, silence, strategies and plans for action (goal setting) within the interview process.	2, 4, 5
3	8. Demonstrate behavioral techniques for helping people change such as modeling, rehearsing, reinforcement, etc.	4, 5
3	9. Identify and apply techniques for developing action strategies and plans (goals) with a client.	5, 6
3	10. Acknowledge and accept responsibility for his or her strengths and weaknesses as they pertain to helper characteristics, attributes, and skills.	1
2	11. Explain what being a "helper" means to him or her.	1

3	12. Acknowledge and describe both healthy and unhealthy motivations or issues that may have attracted him or her to the social services career field.	1
4	13. Select and defend several counseling theories that most closely correlate with his or her personal philosophies and values.	1, 3
4	14. Select and defend several counseling theories that seem the most dissonant with his or her personal philosophies and values.	1, 3
1	15. Explore the potentials and pitfalls of any "Helping Relationship"/process.	1, 8, 9
3	16. Demonstrate appropriate affective skills that enhance rapport and trust building in the helping interview (genuineness, warmth, empathy, respect for the client, confrontation/challenging, etc.).	2, 4
3	17. Demonstrate general helping skills such as active/ accurate listening, attending behaviors, appropriate utilization of prompts/probes, confrontation, reflection, summarization, clarification, collaborative problem solving, developing action strategies/plans, etc.	4, 5
5	18. Design and construct a mutually acceptable plan of action with a client that is concrete/measurable.	5, 6
3	19. Demonstrate the proper use of a balance sheet when assisting clients with decisions/dilemmas.	5

CORE VALUES

The Core Values are a set of principles which guide in creating educational programs and environments at Edison. They include communication, ethics, critical thinking, human diversity, inquiry/respect for learning, and interpersonal skills/teamwork. The goals, objectives, and activities in this course will introduce/reinforce these Core Values whenever appropriate.

TOPIC OUTLINE

1. The effective helping relationship
2. Effective helper motivations, characteristics, attitudes, and attributes (Ethics)
3. Introduction to counseling theory
4. Examining the counseling theories of S. Freud, C. Rogers, A. Adler, E. Berne, A. Ellis, W. Glasser, F. Perls, and Skinner
5. Overview of the helping model and the three stages of the helping interview: the present scenario, the preferred scenario, and getting there
6. Affective skills that promote rapport, trust, and effective problem solving
7. The impact of attending behaviors, active listening, probes/prompts, reflection, clarification, confrontation, summarization, and challenges upon the interview process
8. The collaborative problem solving process
9. Developing action strategies and plans, goal setting, establishing contracts, and the utilization of balance sheets
10. Confidentiality, respect, and client self-determination
11. Identifying, developing, and sharpening one's helping skills (life-long learning)

TEXTS AND MANUALS

Murphy, Bianca C. and Dillon, Carolyn: Interviewing In Action: In a Multicultural World 3rd Edition, Thomson/Brooks/Cole Publishing.