

**Rowan College at Burlington County
Liberal Arts Division
Spring 2019**

**Interviewing Techniques PSY 202- 100 (Formerly HUS 202)
3 Credits**

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Human Services Program: <http://www.rcbc.edu/human-services>

Faculty Page: <https://sites.google.com/a/rcbc.edu/brina-sedar/>

Human Services Club Facebook Group: Rowan College at Burlington County Human Services Club

HUS 202 Interviewing Techniques

Educational hours approved by Addiction Professionals Certification Board of New Jersey, Inc.

Approval # 261201819C202, 101 Initial Interviewing Process 6 hours

RIGHT OF REVISION: Rowan College at Burlington County and the instructor of this course reserve the right to make any necessary and reasonable changes to this document.

Course Description: This course trains students to understand and effectively utilize the interviewing process to assist clients with problem resolution. It examines various interviewing styles and techniques and the theoretical foundations of each. It develops interviewing skills through the use of student interaction, role-playing, videotape, and recordings of actual student interviews. It focuses on the concepts of communication, interaction, and the self.

Overview: The course is designed to familiarize students with the techniques of interviewing, developing case histories, progress reports, referral procedures, and the helping process. Interviewing skills are developed through the use of student interaction, role-playing and recordings of actual student interviews. Concepts of communication, interaction, and the self will be examined.

Course Learning Outcomes

Upon completion of this course, students will be able to:

- Demonstrate competency in interactive communication.
- Recognize and handle client resistance.
- Adapt interviewing style to accommodate diverse clients.

General Education Learning Outcomes

Written and Oral Communication:
Communication

* Students will communicate meaningfully with a chosen audience while demonstrating critical thought.

Global and Cultural Awareness: Diversity

* Students will be able to compare and contrast cultural norms from diverse populations.

CORE COURSE CONTENT:

- The Ingredients of Successful Helping
- The Helping Relationship and the Values that Drive It
- Empathic Presence: Tuning in and Listening
- Empathic Responding: Working at Mutual Understanding
- The Art of Probing and Summarizing
- Facilitating Client Self-Challenge
- Helper Self-Challenge
- The Problem-Management Process
- Help Clients Tell Their Stories
- The Real Story and The Right Story
- Designing Problem-Managing Goals
- Helping Clients Identify Possibilities for a Better Future
- Goals, Outcomes, Impact & Commitment
- Planning the Way Forward
- Implementation: Making It All Happen

Texts: Egan G. *The Skilled Helper*, Brooks Cole / Thompson Learning. 11/e
Egan G. *Exercises in Helping Skills: A Manual to Accompany The Skilled Helper*, Brooks Cole / Thompson Learning. 11/e

Structure of the Course: This course is designed to assist students with the mastery of interviewing skills. Students are required to complete reading assignments prior to the class meeting. Class time will focus on:

- gaining academic understanding of the textbook materials
- exercises designed to practice the art of the interview

Exercises in Helping Skills: A Manual to Accompany The Skilled Helper should be brought to class.

Course Requirements

Midterm Examination	20% of final grade
Final Examination	20% of final grade
Completion of workbook exercises as assigned	20% of final grade
Participation in class interviews and role-plays	20% of final grade
Class Demonstration	20% of final grade

Attendance and participation are required. Active involvement in the classroom experience will determine the grade for participation in the course. Students are responsible for work missed due to absence from class. If you decide to withdrawal from the course it is necessary to complete the official withdrawal process. Failure to complete the requirements of the course could result in a failing grade.

Attendance and Participation Assessment

	3	2	1	0
Attendance	All classes were attended or excused with written verification for the excuse. The student was on time and remained for the duration of the class periods.	The student missed one or two classes without written excuse or was not present for the entire class periods.	The student missed three or four classes without written excuse or was not present for the entire class periods.	The student missed five or more classes without written excuse or was not present for the entire class periods.
Participation	The student actively participated in class discussions, exercises and role plays.	The student actively participated in class discussions but did not assume an active role in class exercises or role plays.	The student did not participate in class discussions, exercises or role plays.	The student did not participate.

Attendance Policy

Students are required to attend all class periods for the full duration of each such instructional session. Grade penalties for absence will be imposed when a student exceeds a ten-percent absence rate, not to exceed 10% of the final grade. As such, a student who misses 10% or more of the class time (3 daytime classes or 1.5 evening classes) will not have earned enough attendance and participation credit to earn a final grade of an A regardless of scores on tests and other assignments. This includes time missed from class due to absence, lateness, leaving early and extended breaks.

Special Note for Students Receiving Financial Aid or Veterans Aid: Attendance will be reviewed by Financial Aid and Veterans Aid programs, and benefits will be contingent upon compliance with the program’s regulations.

Web Enhancement

This course is web enhanced. For successful completion of the course, it is imperative that the student access the course in Blackboard and become fully familiar with the various resources and functions available online. All class handouts, Power Point slides, videos and other materials are available only through Blackboard. Please make certain to log onto Blackboard and explore the online components of the course at the start of the semester. All registered students receive an account. The materials contained in the course shell are designed to improve your learning experience. It is recommended that you either print the materials or have them available electronically for each class meeting.

Recorded PowerPoint Lectures: This course contains PowerPoint presentations with a recorded audio component. Students are expected to listen to the lectures prior to the assigned class period. Time requirements for each assignment are included with the PPT title. As such, you will need access to PowerPoint and a computer with speakers or a headset. You may listen to the presentations in the Computer Lab if you bring a headset. A PowerPoint viewer can be downloaded for free from Microsoft's website: <https://www.microsoft.com/en-us/download/details.aspx?id=13>

Each slide may be viewed as often as necessary to learn the material and may serve as a good refresher before exams.

Steps to Viewing a Recorded Lecture on PowerPoint:

1. Print the slides to enable efficient notetaking.
2. Download the presentation from Blackboard. (You know the presentation is recorded because the time requirement is stated on the title of the presentation.)
3. Click "Enable Editing"
4. Beginning with Slide #1, put the presentation on "Slideshow" mode.
5. You should hear the audio component begin and the slides will progress from one slide to the next.
6. Troubleshooting:
 - a. If you are not hearing the audio you need to make certain your speakers / headset are set properly with the volume control turned up and the presentation has been set to "Enable Editing"
 - b. Presentations are large files and take time to download. Be patient. Most students are able to use laptops and tablets although smart phones do not normally allow for this.
 - c. If your system does not meet the standard requirements, use a computer in the computer lab. A headset is required.

Structure of Exams: The midterm and final exams each consist of 50 objective questions (2 points each). Objective questions are definitional, factual and conceptual. The exams will focus on textbook, workbook and presentation materials that are emphasized in class. Students are responsible for all the material in the textbook. A comprehensive review will be provided prior to both exams.

Completion of Workbook Assignments: Twenty percent of the final grade for the course is based upon successful completion of all assigned workbook exercises. For this reason it is critical for students to bring the workbook to class.

Workbook Assessment

	3	2	1	0
Completion	All workbook assignments are complete and the student readily volunteered responses during class.	The student missed one workbook exercise and readily volunteered responses during class.	The student missed two or three workbook exercises or did not volunteer responses during class.	The student missed three or more workbook exercises and did not volunteer responses during class.

Class Demonstration: Material covered prior to the midterm exam will be structured by the course instructor. Students will be assigned chapters to introduce to the class through the demonstration of unit materials and techniques. This requirement is worth twenty percent of the final grade.

Class Demonstration Assessment

	3	2	1	0
Academic Integrity	The student demonstrated a comprehensive understanding of the unit material and clearly demonstrated the technique(s) and provided an explanation of identified method(s).	The student demonstrated a comprehensive understanding of the unit material and clearly demonstrated the technique(s) but did not provide an explanation of identified method(s).	The student demonstrated a comprehensive understanding of the unit material but the demonstrated technique did not coincide with the explanation of identified method(s).	The student did not demonstrate a comprehensive understanding of the unit material.
Timeliness	Demonstration was provided in time with corresponding chapter.	Demonstration was delayed but scheduling provisions were made in advance.	The demonstration was late by one class period.	The demonstration was late by two or more class periods.
Preparation	The role play was video taped or clearly	The role play was completed but would have	Role play was completed only with coaxing	Role play was not completed.

	rehearsed in advance.	been more effective if it was rehearsed in advance.	from the instructor.	
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This course adheres to the grading standard of RCBC.

A Mastery of essential elements and related concepts, plus demonstrated excellence or originality.

B+ Mastery of essential elements and related concepts, showing higher level understanding.

B Mastery of essential elements and related concepts.

C+ Above average knowledge of essential elements and related concepts.

C Acceptable knowledge of essential elements and related concepts.

D Minimal knowledge of related concepts.

F Unsatisfactory progress. This grade may also be assigned in cases of academic misconduct, such as cheating or plagiarism, and/or excessive absences.

Course Schedule: Please note, the schedule is subject to change without notice.

Part One: The Power of Basics is an introduction to the helping process, including the goals of therapy, the key ingredients of successful therapy, and an overview of the problem-management and opportunity-development process. It has three chapters.

Week 1 - Introduction to Interviewing Techniques: The Power of Basics: Explore the Ingredients of Successful Helping

Assigned reading: Chapter 1

Chapter 1 reinforces the fundamental client focus of counseling and the three goals that contribute to this focus. Client focus is the key ingredient of the helping process.

Assigned workbook: Exercises 1.1, 1.2, 1.3, 1.4, 1.8

Week 2 - Review the Problem-Management & Opportunity-Development Process

Assigned Reading: Chapter 2

Chapter 2 is an overview of the problem-management and opportunity-management process that serves as the therapeutic model.

Assigned workbook: Exercises 2.1, 2.2, 2.6

Week 3 - Commit Yourself to the Helping Relationship and the Values That Drive It

Assigned Reading: Chapter 3

Chapter 3 addresses three of the key ingredients of successful counseling: (1) the role and competence of the counselor together with the counselor's skill at orchestrating the key ingredients and tailoring them to each client's needs; (2) the collaborative relationship between client and helper; and (3) the values that should permeate and drive the helping process together with the importance of the beliefs-values-norms-ethics-morality dimensions of life as manifested in the social and personal culture of the client.

Assigned workbook: Exercises 3.1, 3.2 (in class)

Part Two: The Therapeutic Dialogue has 4 chapters. These chapters focus on the communication skills needed by counselors to engage and interact successfully with clients. This group of skills constitutes one of the key ingredients of successful helping. Counselors can use these skills to help clients with poor communication skills engage meaningfully in the dialogue.

- Create a therapeutic alliance with the client by incorporating the following three categories of skills: Active listening, Processing, Providing feedback
- Demonstrate through role-playing the following eight skills: Attending, Paraphrasing, Reflection of feeling, Summarizing, Probing, Interpreting, Providing information and feedback using motivational interviewing methods, Appropriate use of self-disclosure
- Recognize and handle client resistance
- Conduct an intake interview
- Gather data systematically from the client and other available collateral sources using screening instruments and other methods that are sensitive to age, developmental level, culture and gender and include current and historic health, mental health, substance use and treatment history, and current social, environmental, and/or economic constraints.
- Conduct a Mental status and Risk Assessment
- Determine the client's readiness for counseling and the needs of others in the current situation.

Week 4: Therapeutic Presence: Tune In to Clients and Listen Carefully

Assigned Reading: Chapter 4

Chapter 4 highlights and illustrates the nature of the dialogue between client and helper together with three basic skills of therapeutic presence: tuning in to clients, remaining engaged and active listening.

Assigned workbook: Exercises 4.2 & 4.3 in class, homework - 4.8, 4.10, 4.11

Week 5 - Empathic Responding: Work at Mutual Understanding

Assigned Reading: Chapter 5

Chapter 5 presents empathy, not as a value as in Chapter 3, but as a communication that brings this value to life. Basic and advanced empathy are central communication skills.

Assigned workbook: Exercises 5.2, 5.3, 5.4, 5.5

Week 6 - Master the Art of Probing and Summarizing

Assigned Reading: Chapter 6

Chapter 6 outlines how counselors can use probing and summarizing to help clients engage more fully in the helping process.

Assigned workbook: Exercises 6.1, 6.2, 6.3, 6.4

Week 7 – Midterm Exam Review and Midterm Exam

Week 8 - Help Clients Challenge Themselves: From New Perspectives to New Behavior

Assigned Reading: Chapter 7

Chapter 7 considers the role and rationale of challenge and client self-challenge in counseling. It details ways helpers can invite clients to engage in self-challenge with regards to thinking, behaving, and expressing emotions without telling them how they must think or behave.

Assigned workbook: Exercises 7.8, 7.9

Part Three: The Stages and Tasks of the Problem-Management and Opportunity-

Development Model has 4 chapters devoted to a detailed presentation of the problem-management and opportunity-development process of helping outlined in Chapter 2. The problem-management process is a key ingredient of successful therapy in two ways. First, all forms of counseling incorporate, directly or indirectly, many, if not all, of the dimensions of the Standard Problem Management Process, that is, they discuss directly or infer problem exploration, goal setting, finding ways of achieving problem-managing goals, and the ups and downs of implementing goal-accomplishing plans. Second, this process seems to be a psychological universal. People around the world readily recognize its broad strokes, even though, like most of us, they don't use it readily or effectively.

Week 9 - The Action Arrow: Right from the Beginning Help Clients Turn Talk into Life-Enhancing Action

Assigned Reading Chapter 8

Chapter 8 addresses the importance of an action mentality in therapy. While it may seem odd to consider implementation at this point, it is never too soon to highlight the importance of both helper and client action. It reaffirms the notion that problem-managing action on the part of clients should, with prudence, start as early as feasible in the helping process. Obstacles to implementation and ways of overcoming them are reviewed. Finally, the power of both resilience and posttraumatic growth are celebrated.

Assigned workbook: Exercises 8.7, 8.8, 8.9

Week 10 -The Three Tasks of Stage I: Help Clients Tell the Story, the Real Story, and the Right Story

Assigned Reading: Chapter 9

Chapter 9 deals with the three tasks (A, B, and C) of Stage I. Remember that a task is nothing more than something a therapist can do to help a client move forward in some part or phase of the problem-management process.

Task I-A outlines how counselors, using the communication skills discussed in Part II can help clients explore their concerns and presents guidelines for helping them do so. This chapter also shows how the very telling of stories by clients can suggest to them things that they can do to begin moving in the right direction without, of course, engaging in premature or inadvisable action.

Chapter 9 also describes and illustrates the other two tasks of Stage I. *Task I-B* discusses ways counselors can help client develop new, more accurate, and more useful perspectives on their problem situations. This task also describes ways that counselor can invite clients to challenge the ways they think, behave, and express emotions.

Task I-C outlines ways counselors can help the client focus on the right issues—right, that is, for the client. This means issues that will make a life-enhancing difference in their lives. This task underscores the continual search for client-benefitting value throughout the helping process.

Chapter 9 makes two things clear. First, these three tasks related to helping clients tell their stories are not linear. Rather they intermingle and interact. Second, these three tasks are useful throughout the entire helping process, that is, in all three stages. First of all, clients do not necessarily tell the whole story all at once. They often add things to the basic story throughout the helping process. Second, new perspectives and self-challenge are welcomed in every stage. Third, it is important not only to work on the right issue, but to set the right goals, and to come up with the right set of strategies and the right plan for achieving these goals.

Assigned workbook: Exercises In class 9.4, homework 9.8, 9.10, 9.11

Week 11 - Competency: Using interviewing skills for Intake and Assessment

- Intake – This is a supplementary unit designed to help students learn the steps and process of completing a client intake. This competency focuses on the gathering of data systematically from the client and other available collateral sources using screening instruments and other methods that are sensitive to age, developmental level, culture and gender and include current and historic health, mental health, substance use and treatment history, and current social, environmental, and/or economic constraints.
- Mental Status and Risk Assessment – This supplementary material is designed to help students learn what signs and symptoms to look for when conducting an interview and determining level of potential risk.

Week 12 - Stage II: Help Clients Design and Set Problem-Managing Goals

Assigned Reading Chapter 10

Chapter 10 describes the three tasks (A, B, C) of Stage II (Help Clients Set Problem-Managing Goals and the Plans to Accomplish These Goals). A goal is defined as a desired problem-managing outcome. *Task II-A* poses and suggests ways of answering this key question, “What would things look like if this problem situation was managed or this opportunity developed?” This task is about discovering possibilities for a better future. It highlights the importance of creative thinking.

Task II-B deals with helping clients choose problem-managing goals. Problem management is filled with decision making. Counselors help client make life-enhancing decisions. *Task II-C* is about helping clients explore the quality of their commitment to both the goals they choose and to the entire problem-management process.

Assigned workbook: Exercises 10.3, 10.10

Week 13 - Stage III: Planning to Help Clients Design the Way Forward

Assigned Reading Chapter 11

Chapter 11 describes Stage III (The Way Forward: Help Clients Make Plans to Accomplish Goals) and its three tasks. *Task III-A* outlines ways of helping clients discover strategies for achieving goals. *Task III-B* focuses on helping clients choose a strategy or a set of strategies that best-fit the client's style and resources. *Task III-C* shows ways of helping clients organize these strategies into a workable plan. This chapter points out how important it is for counselors to turn the "mechanics" of problem management as outlined in these chapters into a fully human experience.

Assigned workbook: Exercises will be completed in class. We will work through the stages of the helping process from beginning to end.

Week 14 - Final Exam Review

The final exam is scheduled during final exam week. Please see the exam schedule for the specific day and time.

College Policies

In order for students to know their rights and responsibilities, all students are expected to review and adhere to all regulations and policies as listed in the College Catalog and Handbook. These documents can be accessed at <http://www.rcbc.edu/publications>. Important policies and regulations include, but are not limited, to the following:

- Grading Standards
 - Withdraw (W) and Incomplete Grades (I & X)
 - Withdrawal date for this semester
- Student Code of Conduct
- Use of Communication and Information Technology
- College Attendance Policy
 - Students are required to attend all class, clinical, laboratory, and studio sessions for the full duration of each such instructional session. Faculty are required to take attendance, and grade penalties for absence will be imposed when a student exceeds a ten percent absence rate, not to exceed 10% of the final grade. For further information please refer to the current catalog.
- Academic Dishonesty/Plagiarism
 - Specifically, the term “plagiarism” includes, but is not limited to, the use by paraphrase direct quotation, of the published or unpublished work or sections of a work of another person without full and clear acknowledgement, whether intentional or not. This includes any material copied directly or paraphrased from the internet. Plagiarism also constitutes the unacknowledged use of materials prepared by another person or agency engaged in the selling of a term papers or other academic materials, including material taken from or ordered through the Internet. For more information on academic dishonesty/plagiarism see Board Policy #903-C.

Office of Student Support and Disability Services

In accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) and the ADA Amendments Act, the Student Support Services Office’s mission is to ensure all students with disabilities are provided access to educational and extracurricular activities while on college premises through support in the form of reasonable accommodations such as adaptive technology, counseling, note-taking assistance, and American Sign Language interpreters. Students who have disabilities must self-identify, provide documentation of disability(ies), attend an intake appointment, and sign a Disability Release Form (rcbc.edu/studentssupport) prior to the start of the semester to ensure reasonable accommodations. For more information please contact the Office of Student Support at ext. 1208. For additional information on this policy please refer to the current catalog.

Educational Technology Statement

Rowan College at Burlington County (RCBC) advocates the use of technology to enhance instruction. Students should assume that classroom and online technology will be used throughout their coursework at RCBC, as it will most certainly be used in their future education and careers. The College provides on-campus facilities for the convenience of the RCBC community. Various college departments, including

the Office of Information Technology and the Office of Distance Education, provide technology training and assistance to faculty and students.

Student Success Services

RCBC offers a variety of free services for its students including those listed below. Descriptions of these services, as well as many others, can be found in the College Catalog and Handbook and on the RCBC website at <http://www.rcbc.edu/students>.

- **Academic Advising** (<http://www.rcbc.edu/advising>)
- **Career Services** (<http://www.rcbc.edu/careers>)
- **EOF** (<http://www.rcbc.edu/eof>)
- **Financial Aid** (<http://www.rcbc.edu/financialaid>)
- **International Students Office** (<http://www.rcbc.edu/international>)
- **Library** (<http://www.rcbc.edu/library>)
- **Office of Veteran Services** (<http://www.rcbc.edu/vets>)
- **RCBC Foundation** (please view the Foundation web page for scholarship information: <http://rcbc.edu/foundation>)
- **RCBC bookstore** (<http://www.rcbc.edu/bookstore>)
- **Rowan University Partnership** (<http://www.rcbc.edu/rowan>)
- **Student Support Counseling** (<http://www.rcbc.edu/cpit>)
- **Tutoring** (<http://www.rcbc.edu/tutoring>)
- **Test Center** (<http://www.rcbc.edu/testcenter>)
- **Transfer Services** (<http://www.rcbc.edu/transfer>)

This syllabus is subject to change at the instructor's discretion.

Thank you for taking this course.