RARITAN VALLEY COMMUNITY COLLEGE
ACADEMIC COURSE OUTLINE
HMNS 205 INTERVIEWING AND COUNSELING SKILLS

I. Basic Course Information

A. Course Number and Title: HMNS 205—Interviewing and Counseling Skills

B. New or Modified Course: Modified

C. Date of Proposal: Semester: Spring ‘08

D. Sponsoring Department: Humanities, Social Sciences & Education

E. Semester Credit Hours: 3 credits

F. Weekly Contact Hours: 3 Lecture: 3 Laboratory: 0

G. Prerequisites: PSYC 103: Introduction to Psychology or HMNS 102: Introduction to Social Work and Social Welfare

H. Laboratory Fees: N/A

I. Name and Telephone Number or E-Mail Address of Department Chair: Stephen Kaufman, skaufman@raritanval.edu

II. Catalog Description

Prerequisites: Introduction to Psychology (PSY 103) or Introduction to Social Work and Social Welfare (HMNS 102)

The course is designed to provide an opportunity to develop and practice social work competencies and counseling techniques interventions through role playing and community exploration. Specific emphasis will be given to assessment instruments and processes, professional documentation requirements, interviewing techniques and preliminary counseling skills necessary in the conduct of field practicum. In class and independent exercises will focus on the development of effective verbal and written communication skills necessary in human service settings.

III. Statement of Course Need

Presently students are given the opportunity to acquire theoretical knowledge pertaining to social work and human services. An opportunity to develop and practice the
application of this foundation knowledge prior to field or job placement is critical to the learning process to ensure competency in basic skills. This course is accepted as a human service/social work elective at many 4-year institutions, and is generally required prior to the completion of field experience in CSWE accredited BSW programs.

IV. Place of Course in College Curriculum

A. Free Elective
B. This course is NOT a General Education course.
C. This course fulfills a requirement in the A.A. Liberal Arts, Human Service Option degree.
D. Course transferability: This course is transferable as stated on the NJ Transfer website and specific articulation agreements with accredited BSW programs.

V. Outline of Course Content

A. The Clinical Interview
B. Values, Ethics and Diversity
C. Getting Started
D. Attending and Listening
E. Support and Empathy
F. Exploration and Elaboration
G. Assessment and Goal Setting
H. Planning and Evaluating Change
I. Gaining New Perspectives
J. Changing Behavior
K. Working with People in Crisis
L. Examining the Clinical Relationship
   1. Relationship Dynamics
   2. Self-Disclosure
   3. Boundary Issues
M. Endings and Transitions

VI. Educational Goals and Learning Outcomes

**Educational Goals**

Students will:
1. develop the critical thinking skills necessary to effectively intervene in complex interpersonal situations (G.E. 1, 4, 5, 6);
2. develop the ability to communicate effectively, both verbally and in writing, individually and in groups (G.E. 2);
3. increase their knowledge of concepts, theories and models of human service/social work intervention (G.E. 4, 6)
4. become more aware of their own prejudices, biases, and needs and develop an understanding of how these influence behavior, attitudes and judgments about others (G.E. 4, 5, 6);
5. demonstrate the ability to apply theoretical knowledge appropriately in simulated client situations (G.E. 1);
6. become more comfortable and confident with themselves in group situations (G.E. 2, 6).

**Learning Outcomes**
Students will be able to:
1. effectively demonstrate interviewing and assessment techniques through in-class role playing
2. effectively demonstrate group facilitation strategies through in-class role playing exercises
3. select intervention strategies appropriate to the situation during in-class simulations and written examinations including case scenarios
4. identify personal values, attitudes and biases that they bring to the helping role through regular journal entries and personal reflections
5. constructively critique self and others using video taped intervention scenarios

**VII. Modes of Teaching and Learning**

The primary formats, modes, and methods for teaching and learning may include:
- lecture/discussion
- small-group work
- simulation/role playing
- student collaboration
- independent study
- video taping

**VIII. Papers, Examinations, and other Assessment Instruments**

Assessment methods used may be:
- journals
- active group participation
- written examinations
- written & verbal analysis of case scenarios
- role playing and simulations
- video taped skills demonstration

**IX. Grade Determinants**

In order to evaluate achievement of the goals and outcomes listed above, possible grade determinants may include:
• active participation in class discussions and role plays
• development of a social history and intervention plan
• midterm exam
• maintenance of a personal/educational journal
• video taped skills demonstration for professional critique

X. Texts and Materials

Samples of specific texts that may be used:


Supplemental student workbook recommended.

XI. Resources

• video equipment

Revised 3/18/08