

# SSC340 Skills & Techniques in Human Services



For the Acadeum Course Sharing Consortium



# Pathways

Powered by Rocky Mountain College

*We're delighted to have you here at RMC! Please note the following policies:*

We try our best to ensure you get the most from the courses in which you are enrolled and welcome your feedback.

### Online Courtesy

As beings created in the image of God, we all deserve to be treated with the utmost respect whether we are a facilitator or a student. Online courses give us the opportunity to encourage social interaction, relationship building and trust between participants which befits our status as image-bearers.

Failure to show respect in course interchange, through emails, announcements, discussion forums or instant chat, whether in the form of racism, chauvinism or simple unkindness is ungracious and inappropriate for the health of Christian community. Where mutual respect exists, the possibility of learning is enhanced for all.

Therefore, please remember that there is a person behind every comment on the course website – when you respond, be gracious, give the benefit of the doubt and ask for clarification. Review your comments in the discussion forums for tone before submitting them – sarcasm and jokes often do not translate well in the online environment. Be sure your messages are clear – it is tempting to quickly write a response and submit it but this can lead to confusion if your thoughts are a bit jumbled – take time to polish your remarks. Remember that your comments, whether in emails or discussion forums can become public so act accordingly.

### RMC Grading Policy

#### **Grade/Grade-Point**

A+	4.0	
A	4.0	A = Excellent - superior performance showing comprehensive understanding of subject matter.
A-	3.7	
B+	3.3	
B	3.0	B = Good - clearly above average performance with knowledge of the subject matter generally complete.
B-	2.7	
C+	2.3	
C	2.0	C = Satisfactory — basic understanding of subject matter.
C-	1.7	
D+	1.3	
D	1.0	D = Inferior work which falls below the expectations of the course but which is of passing quality.
D-	0.7	
F	0.0	F = Failure to meet the minimum standards required for a passing grade.
P	Pass	P = Represents satisfactory work. Given only in courses specially designated for Pass /Fail grading.
IN	Incomplete	
VW	Voluntary Withdrawal	Voluntary Withdrawal from a course before the course withdrawal deadline.

#### Grading Scale

A+ 97-100	A 93-96	A- 89-92
B+ 85-88	B 80-84	B- 76-79
C+ 72-75	C 67-71	C- 60-66
D 55-59	F 0-54	

## **Plagiarism & Academic Misconduct at Rocky Mountain College**

### **A. Plagiarism Defined**

**Plagiarism** - involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Plagiarism exists when:

1. the work submitted was done, in whole or in part, by an individual other than the one submitting the work,
2. parts of the work are taken from another source without reference to the original author,
3. the whole work is copied from another source, and/or
4. a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence.

### **B. Penalties**

1. **Failing Grade** - a student may be given a failing grade in either the assignment or course in which that student is found guilty of plagiarism. Except in circumstances in which leniency is warranted, this penalty will be applied in conjunction with one or other of the other penalties mentioned below.
2. **Disciplinary Probation** - when a student is placed on disciplinary probation, he or she is entitled to proceed with their academic program. If the student is found guilty of a further academic offence the student will be suspended or expelled.
3. **Suspension** - suspension takes place when a student is denied continuance at the college for a specified period of time. A student who has been placed under suspension is eligible to reapply for admission after the end of that specified period of time. Suspension does not imply automatic readmission; a student must satisfy the dean of his/her eligibility for readmission.
4. **Expulsion** - a student who is expelled is dismissed permanently from the college with no right to apply for readmission.

### **C. Penalties and Their Application**

1. In cases in which the dean is satisfied that a student is guilty of a clear intention to deceive, the normal penalty will be either suspension or expulsion from the college.
2. In cases in which the dean is satisfied that an offence has been committed, but doubt is left as to the existence of a clear intention to deceive, the normal penalty will be disciplinary probation.
3. In cases where a student is found guilty of more than a single offence, the normal penalty will be expulsion from the college.

***Copies of the official policy regarding Plagiarism and other academic offenses can be found on the RMC website. If charged with plagiarism, it would be wise for a student to familiarize themselves with the RMC policy, "Plagiarism, Cheating & Academic Misconduct."***

This policy is based on the University of Calgary policy "Plagiarism, Cheating & Academic Misconduct - 1996-97" Copyright © 1998 University of Calgary

**SSC340 Skills & Techniques In Human Services**  
**Rocky Mountain College**  
**Credits: 3**

**COURSE DESCRIPTION**

This course introduces the variety of human relations skills necessary for working effectively in the helping professions. Particular attention will be given to enhancing interviewing skills and establishing a therapeutic relationship with human services clients. Extensive practice will serve to augment students' competence in these two related areas.

*Prerequisites: SSC193 and SSC292.*

**COURSE EXPLANATION**

Effective human services workers possess excellent communication skills and the ability to establish therapeutic relationships with a wide variety of individuals. Throughout this course you will be actively engaged in developing increasing competency in the specific "hands on" interviewing micro-skills that have been identified as crucial ingredients in working effectively with others. As a result of the strong skill-building focus of this course, you will be enhancing your proficiency in the interviewing skills required of human service workers.

In addition, you will apply your expanding communicative competency to the critical area of establishing solid therapeutic working relationships with clients. In order to become increasingly proficient in these two areas, you will need to be actively involved in experiential practice. Much of your time will be devoted to demonstration, practice, and evaluation of these fundamental skills.

In addition, you will become familiar with some common issues such as depression, anxiety, anger and several others. These issues are ones that Human Service workers will come across on a regular basis in their work. It is important to have a basic understanding of symptoms and counselling approaches.

**COURSE OBJECTIVES**

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

1. Demonstrate effective listening skills in relation to clients
2. Demonstrate appropriate interviewing micro-skills
3. Demonstrate skill in establishing and maintaining a therapeutic relationship
4. Articulate the ethics appropriate to human services practice
5. Explain when it is necessary to refer
6. Explain the causes, effects and counselling recommendations of common concerns people come to counselling with

**REQUIRED TEXTS**

1. Murphy, Bianca Cody and Carolyn Dillon, 2015 *Interviewing in Action in a Multicultural World*, 5<sup>th</sup> edition. Belmont, CA: Brooks/Cole Publishing. (ISBN: 978-0840032096)

2. Collins, Gary R., 2007 *Christian Counseling, 3<sup>rd</sup> edition*. Nashville, TN: Thomas Nelson. (ISBN: 978-1-4185-0329-1)

## COURSE SCHEDULE

Date	Topic	Reading Due	Assignments Due
Module 1	Syllabus, Overview, Professional, Ethical Practice. <i>Self-Awareness</i>	Murphy & Dillon, Ch. 1,2 Collins, Ch. 2,5,6	Discussion Question, Video #1 & Forms, Journal Questions
Module 2	Skill Clusters, Phases of Counselling. <i>Self-Esteem</i>	Shebib, 5 (Photocopy of chapter) <i>Collins, Ch. 23</i>	Discussion Question, Journal Questions
Module 3	Getting Started, Attending and Listening. <i>Depression</i>	Murphy & Dillon, Ch. 3,4 <i>Collins, Ch. 8</i>	Discussion Question, Video #2, Journal Questions
Module 4	Support and Empathy. <i>Anxiety</i>	Murphy & Dillon, Ch. 5 <i>Collins, Ch. 9</i>	Discussion Questions, Video #3, Journal Questions
Module 5	Exploration and Elaboration. <i>Anger</i>	Murphy & Dillon, Ch. 6 <i>Collins, Ch. 10</i>	Discussion Question, Video #4, Journal Questions (2)
Module 6	Assessment, motivating, planning,	Murphy & Dillon, Ch. 7 & 8	Discussion Question, Video #5, Journal Questions
Module 7	Goal setting, evaluating. <i>Grief</i>	Murphy & Dillon, Ch. 7 & 8, Collins Ch. 25	Discussion Question, Video #6, Journal Questions
Module 8	Helping Clients Feel, See and Do Things Differently <i>Abuse and Neglect</i>	Murphy & Dillon, Ch. 9,10 <i>Collins, Ch. 22</i>	Discussion Question, Video #7, Journal Questions
Module 9	The Clinical Relationship And Self-Care	Murphy & Dillon, Ch. 11,12,15	Discussion Question, Journal Questions
Module10	Dealing with Crisis, Endings and Transitions	Murphy & Dillon, Ch. 13, 14 <i>Collins 38</i>	Discussion Question, Journal Questions, Final Paper

## COURSE REQUIREMENTS & GRADING

ASSIGNMENTS	% of GRADE	DUE DATE
<b>Videos and Analysis</b> 1 <sup>st</sup> video – Becoming Aware 2 <sup>nd</sup> video – Client Intake 3 <sup>rd</sup> video – Warmth and Caring 4 <sup>th</sup> video – Exploration & Elaboration 5 <sup>th</sup> video - Assessment and planning 6 <sup>th</sup> Video – Goals & Evaluation 7 <sup>th</sup> video – Evaluation & Ending	50%	Due Module 1 Due module 3 Due module 4 Due module 5 Due module 6 Due module 7 Due module 8
<b>Journal entries</b>	15%	Due weekly
<b>Discussion Questions</b>	10%	Due weekly
<b>File Uploads</b>	5%	Due the module after video is due and at the end of the course
<b>Various Assignments</b>	10%	Due Module 3, 4, and 6.
<b>Final Paper</b>	10%	Due Module 10
<b>TOTAL</b>	<b>100%</b>	

## DESCRIPTION OF COURSE ASSIGNMENTS

Weekly reading assignments are assigned in this syllabus and comprise part of your class participation grade. Be fully prepared to interact in an informed manner around this material. Due to the interactive nature of this course all readings, viewing of videos, assignments should be completed before beginning the next module. That being said students are encouraged to scan future modules in order to plan for what is coming up.

### **Video Assignments (50% total marks):**

Each Video assignment will have slightly different instructions but all of them will be graded according to the following rubric unless otherwise indicated.

video and journal entry					  	
Criteria	Ratings				Pts	
Writing Quality	Strong writing style with clear ability to express thoughts and point of view. Excellent grammar, sentence and paragraph structure. Flawless spelling and punctuation. 2 pts		Writing style conveys meaning adequately. Some grammar, spelling and punctuation mistakes. 1 pts	Considerable difficulty expressing ideas or descriptions clearly. Many grammatical, spelling and punctuation mistakes. 0.5 pts	No Marks 0 pts	2 pts
Questions Answered <a href="#">view longer description</a>	All the questions are answered thoroughly. 2 pts	Some of the questions are answered or all the questions are attempted with only partial answers 1 pts		Few questions are answered. 0.5 pts		2 pts
Writing Quality	Makes many insightful, personal connections with the topic. 3 pts		Makes some insightful, personal connections 2 pts	Makes no insightful, personal connections 1 pts		3 pts
Connection of course material to assignment.	Excellent use of examples and details to explore and develop ideas and opinions. Very logically organized and well developed. Written material demonstrates a sophisticated knowledge and comprehension of subject and clearly makes excellent connections between course information and assignment. 5 pts	Good reliance upon examples and details to explore and develop ideas and opinions. Shows a good understanding of course material and is able to make good connections between course material and assignment. 3.5 pts	Uses some examples and details to explore and develop ideas and opinions. Shows a some understanding of course material and is able to make some connections between course material and assignment. 2 pts	Uses very few examples and details to explore and develop ideas and opinions. Shows little understanding of course material and makes few connections between course material and assignment. 1 pts		5 pts
Video quality	Able to download audio or video clips, use equipment to create excellent quality of counselling session. Student is clearly seen and audio is also clear. 3 pts		Able to download audio or video clips, use equipment to create a reasonable quality of counselling session. Student is mostly seen and conversation is audible. 2 pts	Less than adequate quality of video and sound. 1 pts		3 pts
Total Points: 15						

When inviting people to participate in a practice video with you it is important that you remind them to exercise discretion in selecting the material they wish to discuss. Discuss with them the importance of not choosing very sensitive matters but ones that are still issues for them personally. They have the right and personal responsibility to share only what they wish to share in this situation.

Some suggestions for possible topics of discussion are:

- a complex decision that they are facing
- a relationship in which they feel stuck
- a work or school context which is stressful to them
- a habit or behaviour which they are actively seeking to change
- a recent experience (positive or negative) through which they experienced much personal growth
- an ethical dilemma that remains unresolved for them, etc.

All videos will have questions as part of the assignment and the answers must be submitted as journal entry. All videos should be a minimum of 15 minutes and a maximum of 30 minutes in length. Remember to fully explain to volunteers, issues concerning confidentiality and disclosure, ensuring they fill out and sign all the appropriate forms.

Students are **not permitted to submit a video assignment until the previous video assignment has been graded and feedback has been given.** The minimum timeframe allowed for this course is seven weeks in order to ensure enough time is given for feedback to be provided.

**a. 1st video – Becoming Aware**

Pair up with someone you know. This can be a friend, your mentor, a colleague or a family member. Before you learn more about the skills of helping, videotape yourself having a helpful 10-minute role-play conversation with a peer. ***Notice how you feel as you watch yourself in the video and record this in your journal. Save the recording*** so you can see how you change and how you build on your basic strengths throughout the course (Murphy, 2015, p. 25). Note that other students might view this video and they will be asked to provide feedback to you. Please use the Interview evaluation sheets to evaluate yourself.

**b. 2nd video – Client Intake**

This beginning exercise is designed to help you practice basic clinical skills used in a first session. This assignment will have four parts; **please read each section carefully** before completing the assignment.

You may want to review the lesson on recording in Module One before completing this assignment. Don't forget to have the person you are interviewing sign the release of information form.

You will interview someone and record the discussions. Choose someone who is not a family member or a close friend. It is preferred you choose someone who you know very little about. Remember you are recording yourself so that you can observe yourself and receive feed back from your facilitator and/or fellow students.

**c. 3rd video – Warmth & Caring**

Find two other people who are willing to do this exercise with you. One of these people will be the speaker, the other the observer, and you will be the responder.

Interview Roles:

- The speaker tells a story about him/herself.
- The responder practices establishing trust, being genuine, conveying warmth and caring and showing empathy.
- The observer notes the specific behaviours that they think convey these skills. The list can include things like facial expressions, postures, comments and tone of voice. The observers also make note of any lapses in the above skills.

**d. 4th video – Exploration and Elaboration**

Before you complete the following video, turn to pages 189 – 199 in the Murphy (2015) text and review open and closed questions as well as the *Techniques of Exploration* (prompts, silence, reflection, refocusing, and initiating new topics) found on those pages.

In this video you will begin to use those skills. At the same time, limit the use of questions in your interview. Focus on using the skills from the previous video (3<sup>rd</sup>) and the ones mentioned above.

**e. 5<sup>th</sup> video - Assessment and planning**

The next three videos will be progressive in nature. As such it is best if you are able to have the same person be present for each one. This will be an attempt to simulate a real counselling relationship.

In this video using the skills you have started to learn in the previous three videos you will complete an assessment with your client. You will be given examples of informal assessments as examples for you to follow. In the interview you will need to determine the following:

- the basic information about your client (e.g., age, context, health, family, employment, etc.) as well as some information that will allow you to get a picture of who your client is and what their issue is about;
- answer the questions who, what, where, how and when in regarding their concern;
- the strengths in the client's life (e.g., skills, knowledge, resources); and,
- a general sense of what you client would like to have different going forward.

**f. 6<sup>th</sup> Video - Goals and evaluation**

For this video, please interview the same person you did for the last video. This time you will work with your client to set goals for the issue(s) they brought forward last time.

You will use the SMART method of goal planning (see Module page 7.3 for a framework). Practice using the skills you have learned so far while you do this. Before setting the goals review the last session with them and make sure that the goals you pulled out for the session are still what the client wants to work on. If not you may need to backup and set some new general goals before developing specific ones. Once you have set up the goals develop a contract with the client that includes who will do what, by when and how. Finish by determining how you will evaluate the success of meeting those goals.

**g. 7<sup>th</sup> video – Evaluation and Ending**

This is your final video. In this video you will evaluate what you and your client have worked on thus far and you will discuss ending the sessions with your client.

Again, using the skills you've learned so far take time with your client to look at the progress made on the goals, what has worked well, what has not and what would help with that as well as evaluate your work together.

Invite your client to give you verbal feedback on how you have worked with him/her. Discuss any changes they might recommend for you. Then take to time to close well with the client including finding other resources, making referrals and reviewing hopes for the future.

**Journal Entry Assignments (15% of total marks):**

Throughout the course you will be asked to consider the course material from a personal perspective. Writing in a journal is one way for you to explore personal perspectives, reactions and feelings about what you are learning in this course. There will be journal assignments as part of your video assignments but also as a way to respond to the assigned questions each week. Journals are to be submitted electronically weekly prior to each class.

Journal Entries are considered personal reflections need not follow APA writing style, although any information taken from sources other than yourself including the text should be referenced appropriately.

### **File Uploads (15% total marks):**

There is a very heavy emphasis in this course on the practice and development of interviewing skills. In order for students to have an involved and practical learning experience student will be expected to interact regularly with the instructor and someone in their community they can explore concepts with.

That person must be someone who has experience with counselling, mentoring, coaching, social work or a related field. Throughout the course there will be practice exercises that student will be expected to complete with this person. There will be no grade for these exercises but students will be given a complete/incomplete grade for each one.

The completion of **all** of the exercises will be equivalent to 15% of the student's marks. The final mark will be determined according to the number of exercises completed. Confirmation of the completion of these exercises will be provided by this support person through a scanned or email submission.

### **Discussion Assignments (10% of total marks):**

Discussion posts should be 50-100 words in length and demonstrate course learning, life experience, and a synthesis of practical and theoretical knowledge.

### **Various Assignments (10%)**

There are three additional assignments: a *quiz* (Module 3), a *Clinical Assessment and Evaluation Exercise* (Module 6), and an *Ethical Situations Exercise* (Module 4).

### **Final Paper (10% of total marks)**

For your final assignment review your journal entries, discussions, video assignments and the facilitator's comments.

Then, in 1000 words, discuss your 10 most significant learnings from this course. Include not only what you learned but what made it significant to you. Also include how this learning will impact your work in the future.

Include an introduction and conclusion and use APA formatting and style with citations and references, if required.

## **COURSE STANDARDS**

## Assignments

All the work you submit should be your original work, not reworked assignments from previous courses or, worse, the work of others. You must take special care to not plagiarize the work of others, either consciously or unconsciously. Two useful on-line resources to guide you in citing others' work correctly and avoiding plagiarism are:

<http://www.indiana.edu/~wts/wts/plagiarism.html>  
<https://owl.english.purdue.edu/owl/resource/560/01/>

Clear thinking is manifested in clear written expression. Highly rated written assignments will be characterized by: originality, clarity, and well-supported arguments, as well as proper grammar, spelling, syntax, and punctuation. When you submit sloppy, typo-ridden work you are telling me that you place a low value on what you have produced. It is likely you will convince me to share this low opinion, and this will be reflected in the grade you receive.

RMC uses APA style for all courses. Our latest style guidelines are available on our website (rockymountaincollege.ca under "Resources" – "RMC Writing Support")

## Confidentiality and Ethics

In the midst of your videos your learning partners may disclose information that is highly personal and sensitive. It is your duty to maintain confidentiality and trust regarding anything presented in the videos. Confidentiality is a very serious ethical concern in counselling. You will be held accountable for maintaining confidentiality regarding material shared during videos and treating your learning partners respectfully.

If counselling issues presented to you in any of your videos or assignments are beyond your scope of ability and are urgently distressing in some way for the client or yourself, speak immediately to your facilitator, so the client or yourself may receive timely and appropriate care.

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