Adler Graduate School

Richfield, MN

AGS Course 525

Essential Interviewing Skills

1. Course Designation and Identifier

1.1 Adler Graduate School
1.2 525
1.3 Essential Interviewing Skills
1.4 Three (3) credits
1.5 Prerequisite: None

2. Course Description

This course focuses on the development and maintenance of helping relationships, including essential interviewing, counseling, and therapeutic skills. Students will learn the evidence-based skills necessary for the development of therapeutic alliance, including the core conditions of accurate empathy, congruence, and unconditional positive regard, as well as non-directive and directive listening skills, and will practice using these skills in the different stages of an interview. Special attention will be paid to ethical considerations that impact the therapeutic relationship, such as cultural aspects, informed consent, and terminations.

3. Texts, Materials and Resources (required and optional)

3.1 Required materials:

E-book: 978-1-118-42125-3

3.2 Additional handouts may be provided in class, see weekly schedule for details
4. **Competencies and Learning Outcomes**

In this class students will address the following standards:

**CACREP Standards addressed:**

**II.F.5**

- d. Ethical and culturally relevant strategies for developing helping relationships
- e. Counselor characteristics and behaviors that influence the helping process
- f. Essential interviewing, counseling, and case conceptualization skills

**CACREP Standards – School Counseling:**

- **A1** The major theories, assumptions, professional challenges and ethics, individual and group counseling methods, skills and techniques that are central to professional school counseling.
- **A7** Individual and group appraisal techniques
- **A8** The need for and ability to demonstrate effective communication and human relations skills
- **E1** Interpersonal Dynamics in Individual and Group counseling settings.
- **F1** Theoretical approaches and applications of appropriate counseling communication skills in classroom settings.

**COAMFTE standards addressed:**

- **1.2.3** Recognize issues that might suggest referral for special evaluation, assessment, or care
- **1.3.4** Explain practice setting rules, fees, rights, and responsibilities, of each party, including privacy, confidentiality policies, and duty to care to client or legal guardian.
- **1.3.6** Establish and maintain appropriate and productive therapeutic alliances with the clients
- **1.3.7** Solicit and use client feedback throughout the therapeutic process
- **2.3.3** Apply effective and systemic interviewing techniques and strategies
- **3.3.3** Develop a clear plan of how sessions will be conducted
- **3.4.5** Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationship with clients, process for explaining procedures, and outcomes
- **4.3.3** Reframe problems and recursive interaction patterns
- **4.3.4** Generate relational questions and relieve comments in the therapy room
- **4.3.5** Engage each family member in the treatment process as appropriate
- **5.3.2** Develop and assess policies, procedures, and forms for consistency with standards of practice to protect client confidentiality and to comply with relevant laws and regulations
5. **Course Outline**

5.1 **Unit 1 Initial Engagement**
**Discussion:** Role of the Therapist /Client Interaction
**Readings and Resources:** Sommers Ch. 1-2, Informed consent example handed out in class, Yalom Video in Class
**Assignment:** Groups of 3 formed in class

1) Identify key concepts, techniques, and skills involved in initial client interaction
2) Recognize the ethical concerns when initializing the informed consent process

5.2 **Unit 2 Joining**
**Discussion:** Verbal/Non-verbal response
**Readings and Resources:** Sommers Ch. 3-5 Check list of skills given out. In class activity: Practice basic attending and listening skills
**Assignment:** Work on video outside of scheduled class with group. First quiz at beginning of class

1) Begin to recognize varying types of therapist/client interactions
2) List basic counseling skills present in therapeutic interactions

5.3 **Unit 3 (Same day as unit 4) Basic Counseling Skills**
**Discussion:** Interactional process/techniques
**Readings and Resources:** Somers Ch. 3-5. Yalom handout during class. Peer response to activity
**Assignment:** Video emailed to instructor prior to the start of class

1) Identify strategies for building the therapeutic relationship
2) Respond and identify therapeutic skills/techniques
3) Begin to recognize patterns of interactions between therapist/client

5.4 **Unit 4 Basis Counseling Skill Cont.**
**Discussion:** Interactional process/techniques
**Readings and Resources:** Sommers Ch. 3-5
**Assignment:** See Unit 3

1) Identify strategies for building the therapeutic relationship
2) Respond and identify therapeutic skills/techniques
3) Recognize patterns of interactions between therapist/client

5.5 **Unit 5 Content of Client Interaction**
**Discussion:** Ethical requirements for interactions
**Readings and Resources:** Come to class with computer
**Assignment:** 2nd Quiz at beginning of class. In class activity of designing informed consent
1) Demonstrate knowledge of ethical requirement
2) Practice interpreting and applying ethical considerations to practical interactions with client
3) Demonstrate ability to independently find and apply relevant ethical standards

5.6 **Unit 6 Initial and Continual Assessment**
**Discussion: Types of Assessment**
**Readings and Resources:** Sommers Ch. 6-9. In class activity, Video on Body Language
**Assignment:** Work in designated groups outside of class for final video project

1) Practice using therapeutic techniques and skills for client interaction
2) Respond to evident techniques and skills from peers

5.7 **Unit 7 Techniques/Skills for Particular Populations**
**Discussion:**
**Readings and Resources:** Sommers Ch. 11-14
**Assignment:** In class activity on area of study. Third quiz at beginning of class. Work in designated groups outside of class for final video project

1) Identify cultural context of client interactions
2) Clarify learner’s barriers in effectively demonstrating therapeutic technique/skills with varying populations
3) Provide examples in class of alternative skills needed for area of study

5.8 **Unit 8 Holistic view of Therapeutic Session (Same day as unit 9)**
**Discussion:** Ethical/Therapeutic implication of Termination
**Readings and Resources:** Sommers Ch.10
**Assignment:** Video Review/Presentations Due

1) List ethical requirements for successful termination of the therapeutic relationship
2) Determine scenarios necessary for therapeutic termination
3) Determine and list evidence of therapeutic skills/techniques in class examples

5.9 **Unit 9 Integrating Process/Skills/Techniques**
**Discussion:** Documentation
**Readings and Resources:** Samples of documentation given prior to class
**Assignment:** Video Review/Presentations Due

1) List ethical requirement for successful termination of the therapeutic relationship
2) Determine scenarios necessary for therapeutic termination
3) Determine and list evidence of therapeutic skills/techniques in class examples
First Assignment:

Group Video:
Groups of three shall be formed the first night of class. Each group will be responsible for a group video. The video shall build on the concept of initial engagement of a client, while including skills and techniques that may be used across the entire therapeutic process. The entire group video shall consist of 3 separate videos, each 10 minutes in length.

Content of Video:
Each member of the group shall role play three different roles of a therapy session.
1. A client
2. Therapist
3. Observer

Each role shall take 5 minutes for the role play of the therapist.
The observer will then give a minimum of 5 minutes of feedback to the group.
Videos will not be accepted that are less than 10 minutes.
Each member of the group will submit a 10 minute video where they play the role of therapist.
Real life experiences should NOT be used for this video. Scenarios that are made up, but have a basis in practical counseling should be used.

Second Assignment:

Reflection Paper on Group Video
Each observer will write a 3 page reflection paper noting the skills they noted as the observer during the group practice video. A minimum of 3 sources will be sited for the reflection paper using APA format.

Quizzes: There will be three 10 question quizzes at the start of Unit 2, 5, and 7. The quizzes will cover material up to that week’s reading assignment.

Final Assignments:

Final Video
Final Video will include a video based on original videos scenario. For this video ongoing sessions/interactions or termination of therapy will be used for the “session”. This interaction should clearly demonstrate feedback taken from instructor and peers.

Reflection Paper
Final reflection paper will include:
1. A transcription of final video
2. A minimum of 3 pages in addition to the transcript.
3. Reflecting on areas of improvement that occurred four yourself as the therapist and areas you would still like to improve,
4. Skills/ techniques present in video
   skills/techniques learner would still like to add to video.
5. Three sources cited using APA format.

6. Special Project Time (SPT)

6.1 Special Project Time (SPT) allows students the opportunity to integrate course materials.
SPT is meant to be a self-contained experience requiring 30 hours to complete. SPT
generally focuses on either (a) an experiential exercise paired with a short integrative writing component or (b) a research exercise and a short integrative writing component.

6.2 An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment.

6.3 SPT experiences may be constructed in such a way that they pertain to students’ unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, and Licensed School Counselor students may construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

7. Writing Guidelines including APA Format

All written assignments in courses at the Adler Graduate School, including those submitted in online courses, must be in APA format unless specifically noted by the course instructor (Publication Manual of the American Psychological Association (6th edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).

8. Assessment/Evaluation Procedures

8.1 Participation Expectations:
Students are expected to participate in the course as is required to turn in graduate level work. Please review the due date for all assignments and contact the instructor prior to any work turned in late.
This class is graded A-F. An R will be received if all coursework is not completed and turned into the instructor according to assignment dates.

8.2 Assignment Overview:

<table>
<thead>
<tr>
<th>Assignment or Activity</th>
<th>Due Date</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Group Video</td>
<td>Session 3</td>
<td>75</td>
</tr>
<tr>
<td>Reflection Paper on Initial Group Video</td>
<td>Session 4</td>
<td>25</td>
</tr>
<tr>
<td>Quiz in class</td>
<td>Session 2, 5, 7</td>
<td>30 (total for all 3)</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>Session 8/9</td>
<td>100</td>
</tr>
<tr>
<td>Group Feedback form</td>
<td>Session 8/9</td>
<td>20</td>
</tr>
<tr>
<td>Final Video</td>
<td>2 weeks after last class date</td>
<td>125</td>
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<tr>
<td>Final Summary Paper</td>
<td>2 weeks after last class date</td>
<td>125</td>
</tr>
</tbody>
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8.3 Grading: [Based on total points for the class]

A  450-500 points
B  400-449 points
C 350-399 points
R 349 or less = Retake

9. Attendance Policy

Since courses are structured according to an intensive five-week format, regular and punctual attendance is of prime importance. Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using the e-mail or phone information provided at the end of this syllabus.

Most courses are divided into nine units. One unit is equal to one evening class session, ½ of a weekend day session, one unit/posting in an online class or, roughly, 3 ¼ hours of class time. If a student misses more than 2 class units, the decision whether to allow a grade or issue a retake is left to the discretion of the instructor. Students who miss four class sessions are automatically not eligible to receive a grade for the class and are expected to retake the class.

It is the instructor’s prerogative to allow or not allow make up work or to deduct points or issue a lower grade based on missed class sessions.

Questions or appeals about the implementation of the attendance policy may be directed to the Academic Vice President.

10. Participation Disclaimer

13.2 Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

13.3 Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are available.

11. Academic Integrity Policy

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- Cheating - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.
- Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- Facilitating academic dishonesty - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.

- Plagiarism - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

13. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with you. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. **Instructor Contact Information**

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