



Western Technical College

## 10520103 Interviewing Principles and Recordkeeping

### Course Outcome Summary

#### Course Information

<b>Description</b>	This course introduces students to interviewing and recordkeeping skills as practiced in human service agencies. The students will learn theory and human service perspectives in the interviewing process. Students will learn principles of social history, case assessment, planning, and intervention.
<b>Career Cluster</b>	Health Science
<b>Instructional Level</b>	Associate Degree Courses
<b>Total Credits</b>	3
<b>Total Hours</b>	54

#### Pre/Corequisites

Prerequisite	10520101 Introduction to Human Services
Prerequisite	10520102 Community Resources and Services

#### Textbooks

*Skills and Techniques for Human Service Professionals: Counseling Environment, Helping Skills, Treatment Issues*. 2nd Edition. Copyright 2021. Neukrug, Edwards. Publisher: Cognella Academic Publishing. **ISBN-13:** 978-1-79351-697-8. Required.

#### Success Abilities

1. Cultivate Passion: Enhance Personal Connections
2. Cultivate Passion: Expand a Growth-Mindset
3. Cultivate Passion: Increase Self-Awareness
4. Live Responsibly: Develop Resilience
5. Refine Professionalism: Act Ethically
6. Refine Professionalism: Practice Effective Communication

## Experiential Learning

1. Community Based Learning Project

## Program Outcomes

1. Model a commitment to cultural competence.
2. Uphold the Ethical Standards and Values for Human Service Professionals.
3. Demonstrate professionalism.
4. Utilize community resources.
5. Apply human services interventions and best practices.
6. Cultivate professional relationships.

## Course Competencies

### 1. Demonstrate the stages of the helping process.

#### Assessment Strategies

- 1.1. Performance
- 1.2. Case Study
- 1.3. Scenario Response

#### Criteria

*You will know you are successful when:*

- 1.1. You complete an interview.
- 1.2. You demonstrate the assessment process by asking relevant open ended questions.
- 1.3. You determine the problem as identified by the client, group, or community.
- 1.4. You identify pertinent client related problems such as substance abuse, mental health, abuse, family dynamics, interpersonal relationships, safety, education/work, health, poverty, and/or other issues faced by individuals served by human service workers.
- 1.5. You write two or more measurable goals and objectives for identified problem.
- 1.6. You engage in planning by identifying intervention(s) to meet client goals/objectives.
- 1.7. You can describe how you would measure clients' progress towards their goals.
- 1.8. You describe when termination occurs.
- 1.9. You discuss confidentiality.
- 1.10. You discuss mandatory reporting.
- 1.11. You assess for safety.
- 1.12. You describe the purpose of informed consent.

#### Learning Objectives

- 1.a. Explain the assessment process.
- 1.b. Identify problem(s) of client, group, or community.
- 1.c. Articulate goals and treatment plan.
- 1.d. Examine progress of goal completion.
- 1.e. Complete an assessment of the client, group, or community need.
- 1.f. Demonstrate the ability to address confidentiality and mandatory reporting.

### 2. Apply theory and human service perspectives in the interviewing process.

#### Assessment Strategies

- 2.1. Performance
- 2.2. Case Scenario
- 2.3. Reflection

#### Criteria

*You will know you are successful when:*

- 2.1. You can define three Rogerian concepts.

- 2.2. You can apply Rogerian theory.
- 2.3. You can describe two or more principles of the strengths perspective.
- 2.4. You can apply the strengths perspective.
- 2.5. You can describe how you would employ behaviorism with a case.
- 2.6. You can describe three or more concepts of systems theory and ecological perspective.
- 2.7. You apply systems theory and ecological perspective (person in the environment).
- 2.8. You can discuss what is trauma informed care.
- 2.9. You can describe how you would apply the 5 principles of trauma informed care.

#### **Learning Objectives**

- 2.a. Explore Rogerian theory.
- 2.b. Explore behavioral theory.
- 2.c. Explore strengths perspective.
- 2.d. Explore systems theory and ecological perspective.
- 2.e. Explore trauma informed care.

### **3. Demonstrates interviewing skills used by human service professionals.**

#### **Assessment Strategies**

- 3.1. Performance
- 3.2. Case Study
- 3.3. Self Assessment
- 3.4. Scenario Response

#### **Criteria**

*You will know you are successful when:*

- 3.1. You demonstrate open and closed ended questioning.
- 3.2. You demonstrate reflection of feeling and paraphrasing.
- 3.3. You demonstrate appropriate self-disclosure skills.
- 3.4. You can demonstrate and recognize significant nonverbal behaviors.
- 3.5. You provide empathetic responses.
- 3.6. You provide nonjudgemental responses.
- 3.7. With one or no prompts, you refrain from advice giving and instead offer alternatives or engage in information giving.

#### **Learning Objectives**

- 3.a. Demonstrate verbal attending behaviors.
- 3.b. Demonstrate nonverbal attending behaviors.
- 3.c. Explore the significance of each attending behavior.
- 3.d. Identify factors that influence client responsiveness (i.e. cultural factors).

### **4. Analyze common errors in direct practice.**

#### **Assessment Strategies**

- 4.1. Reflection
- 4.2. Case Study

#### **Criteria**

*You will know you are successful when:*

- 4.1. You identify irrelevant questions and judgmental responses.
- 4.2. You identify inappropriate humor.
- 4.3. You identify inappropriate self-disclosure.
- 4.4. You identify premature confrontation.
- 4.5. You can explain why advice giving maybe inappropriate.
- 4.6. You can explain why inappropriate questioning and irrelevant comments are harmful.
- 4.7. You can explain why inappropriate self-disclosure is harmful.

#### **Learning Objectives**

- 4.a. Identify common errors in direct practice.
- 4.b. Identify issues related to errors in direct practice.

### **5. Determine safety principles and precautions needed inside and outside the agency setting.**

### **Assessment Strategies**

- 5.1. Case Study
- 5.2. Performance
- 5.3. Reflection

### **Criteria**

*You will know you are successful when:*

- 5.1. You identify strategies to maintain safe professional boundaries.
- 5.2. You identify safety protocol for home visits.
- 5.3. You can identify environmental warning signs of danger.
- 5.4. You demonstrate assessing for suicide.
- 5.5. You can identify signs of escalating behaviors.
- 5.6. You identify safety protocols for the office.
- 5.7. You identify signs and behaviors of child abuse and abuse of a vulnerable adult.
- 5.8. You identify types of abuse.
- 5.9. From a case study, you indicate if you would make a child abuse or vulnerable adult report.

### **Learning Objectives**

- 5.a. Identify safety precautions to be taken inside the agency.
- 5.b. Identify safety precautions to be taken outside the agency.
- 5.c. Explain safe physical boundaries.
- 5.d. Recognize signs or behaviors that require mandatory reporting.

## **6. Explore intervention strategies utilized in human services.**

### **Assessment Strategies**

- 6.1. Case Study
- 6.2. Written Objective Test
- 6.3. Demonstration

### **Criteria**

*You will know you are successful when:*

- 6.1. You can identify the stages of crisis intervention.
- 6.2. You can identify signs when crisis intervention is needed.
- 6.3. You demonstrate asking a client if they are suicidal.
- 6.4. You can identify signs of self-harm and suicide.
- 6.5. You can identify the steps to the problem solving model.
- 6.6. You can demonstrate the problem solving model.
- 6.7. You provide examples of behavior modification.
- 6.8. You can identify why it is important to maintain a trauma informed lens when implementing interventions.
- 6.9. You can identify best practices for working with diverse populations.

### **Learning Objectives**

- 6.a. Explore the crisis intervention model and client safety protocols.
- 6.b. Explore the problem solving model.
- 6.c. Explore behavioral interventions.

## **7. Apply code of ethics during interviewing process.**

### **Assessment Strategies**

- 7.1. Paper
- 7.2. Report
- 7.3. Performance

### **Criteria**

*You will know you are successful when:*

- 7.1. You can complete an interview process applying all components of the code of ethics.
- 7.2. You complete the documentation process applying all components of the code of ethics.
- 7.3. You can identify common ethical issues that arise during the interviewing process.
- 7.4. You display professional conduct during an interview.

### **Learning Objectives**

- 7.a. Explore expected professional conduct during interviewing.
- 7.b. Explore expected professional conduct with documentation.

## **8. Develop self-awareness on skills and issues of interviewing and record keeping**

### **Assessment Strategies**

- 8.1. Reflection
- 8.2. Self Assessment
- 8.3. Case Study

### **Criteria**

*You will know you are successful when:*

- 8.1. You are able to reflect on your feelings and thoughts on conducting interviews.
- 8.2. You are able to reflect on your feelings on intervening during crisis situations.
- 8.3. You are able to reflect on your knowledge on interventions used with clients.
- 8.4. You are able to reflect on your feelings on completing agency documentation (i.e. CPS reports).
- 8.5. You are able to reflect on your feelings and thoughts about reporting abuse.
- 8.6. You will be able to reflect on your multicultural competencies.

### **Learning Objectives**

- 8.a. Explore feelings and thoughts on interviewing clients.
- 8.b. Explore feelings and thoughts on intervening during crisis situations.
- 8.c. Explore feelings and thoughts on knowledge of interventions used with clients.
- 8.d. Explore feelings and thoughts on agency documentation.

## **9. Explore characteristics of an effective helper.**

### **Assessment Strategies**

- 9.1. Paper
- 9.2. Performance
- 9.3. Reflection

### **Criteria**

*You will know you are successful when:*

- 9.1. You describe how you would exhibit characteristics of a helper (e.g. genuine, empathetic, culturally sensitive, wellness...).
- 9.2. You explain the significance of on-going training, work experience, education, and/or certification for being an effective helper.
- 9.3. You identify responsive verbal behaviors for being an effective helper.
- 9.4. You can identify three or more behaviors of a helper that could interfere with being effective.
- 9.5. You identify responsive nonverbal behaviors of an effective helper.
- 9.6. You discuss why self-care is critical to being an effective helper.
- 9.7. You discuss why it is critical to have strong interpersonal skills with clients and coworkers to be an effective helper.

### **Learning Objectives**

- 9.a. Describe the relationship enhancing traits of a helper.
- 9.b. Determine behaviors of an effective helper.
- 9.c. Determine interpersonal skills needed with clients and colleagues to be effective helper.
- 9.d. Determine behaviors of a helper that may interfere with a client viewing the helper as effective.

## **10. Demonstrate professional documentation and record keeping skills.**

### **Assessment Strategies**

- 10.1. Report
- 10.2. Scenario Response
- 10.3. Written Objective Test

### **Criteria**

*You will know you are successful when:*

- 10.1. You complete progress notes.

- 10.2. You complete releases of information.
- 10.3. You will demonstrate confidentiality in records.
- 10.4. You will use non-subjective language in documentation.
- 10.5. You will show professional writing skills.
- 10.6. You will be able to complete a Child Protective Services report.
- 10.7. You assess an intake and social history for following rules of documentation.
- 10.8. You describe the purpose of releases of information.

**Learning Objectives**

- 10.a. Complete forms appropriate for human services.
- 10.b. Use proper professional recordkeeping skills.