



ORIGINAL COURSE IMPLEMENTATION DATE: January 94
 REVISED COURSE IMPLEMENTATION DATE: January 2020
 COURSE TO BE REVIEWED (six years after UEC approval): August 2025
 Course outline form version: 05/18/2018

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: HSER 200		Number of Credits: 3 Course credit policy (105)															
Course Full Title: Interview and Assessment Skills for Human Services Course Short Title: Interview and Assessment Skills <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
Faculty: Faculty of Professional Studies		Department (or program if no department): School of Social Work and Human Services															
Calendar Description: Students will learn beginning competencies in models of interviewing, assessment, and intervention. Students will be expected to practice interpersonal communication skills in the context of a helping relationship, engage in reflective practice, and explore personal experiences as they relate to their own worldview, values, and ethics.																	
Prerequisites (or NONE):		HSER 120.															
Corequisites (if applicable, or NONE):		None															
Pre/corequisites (if applicable, or NONE):		None															
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Special Topics <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
		Independent Study If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit															
		Transfer Credit Transfer credit already exists: <i>(See bctransferguide.ca.)</i> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Submit outline for (re)articulation: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>															
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar hours	30	Tutorials/workshops	15	Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		Total hours	45	Grading System <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit	
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Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Maximum enrolment (for information only): 24 Expected Frequency of Course Offerings: Annually <i>(Every semester, Fall only, annually, etc.)</i>															
Department / Program Head or Director: Margaret Coombes		Date approved: February 1, 2019															
Faculty Council approval		Date approved: May 10, 2019															
Dean/Associate VP: Tracy Ryder Glass		Date approved: May 10, 2019															
Campus-Wide Consultation (CWC)		Date of posting: June 28, 2019															
Undergraduate Education Committee (UEC) approval		Date of meeting: August 29, 2019															

Learning Outcomes:

Upon successful completion of this course students will:

- Engage in reflective practice in the context of the helping relationship.
- Demonstrate awareness of how personal and professional values influence the helping relationship.
- Apply professional codes of ethics to practice.
- Understand the theoretical foundations of human services.
- Demonstrate the skills of client-centered interviewing, assessment, and intervention.
- Ask effective and timely questions in order to develop insight and understand the context of a client's situation.
- Use silence and self-disclosure appropriately.
- Demonstrate the ability to empower clients in a structured process of goal setting and action planning.
- Utilize appropriate documentation formats, including developing clinical impressions.
- Demonstrate appropriate cultural awareness, skills, and knowledge, including Indigenous perspectives.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Lectures, Presentations, Reflective Practice Activities, Direct Skills Practice Demonstration

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. O'Hara, A., Weber, Z. & Levine, K.	<i>Skills for human service practice</i>	<input checked="" type="checkbox"/>	Oxford	
2.		<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

Required Additional Supplies and Materials (*Software, hardware, tools, specialized clothing, etc.*)**Typical Evaluation Methods and Weighting**

Final exam:	15%	Assignments:	20%	Field experience:	%	Portfolio:	%
Midterm exam:	15%	Project:	40%	Practicum:	%	Preparation/engagement/ participation:	10%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

1. Review of HSER 120: Interpersonal communication skills, core conditions, worldview
2. Developing reflective practice: Self-knowledge and professional identity
3. Ethics and values: Professional codes of ethics and standards of practice
4. Client-centered practice; Stages of the helping relationship
5. Theoretical foundations of human services
6. Micro-skills of interviewing and developing a therapeutic rapport
7. Conducting assessments: Documentation and clinical impressions
8. Goal setting and action planning; Solution focused & strengths based
9. Stages of change, motivational interviewing, brief action planning
10. Culturally safe practice: Awareness, knowledge, and skills
11. Risk assessments and safety planning
12. Working with interdisciplinary teams
13. Advocacy and referral: Knowledge of community resources