

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 & Assessment Skills															
Faculty: Faculty of Education, Community, & Human Dev.		Department/School: School of Social Work & Human Services													
Calendar Description: Develops competencies in interviewing, assessment, and intervention. Students practice interpersonal communication skills in the context of a helping relationship, engage in reflective practice, and demonstrate the use of a client-centred approach. Students explore their own worldview, values, and beliefs in relation to helping others.															
Prerequisites (or NONE):		HSER 120. Note: As of September 2027, prerequisites will change to admission to the Social Service Worker certificate or diploma, HSER 120 with a C or better, and HSER 130.													
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: 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>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: Face-to-face only Expected frequency: Annually Maximum enrolment (for information only): 24													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	45									Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	45														
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: No		Transfer Credit (See bctransferguide.ca) Transfer credit already exists: Yes Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: March 6, 2026													
Faculty Council approval		Date of meeting: May 15, 2026													
Undergraduate Education Committee (UEC) approval		Date of meeting: June 19, 2026													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Engage in critical self-reflection as it relates to professional practice.
2. Explain how personal values and professional ethics influence the helping relationship.
3. Demonstrate cultural humility during interviews and assessment.
4. Practice client-centered interviewing, assessment, and intervention.
5. Ask effective and timely questions to develop insight and understand the context of the client's situation.
6. Use silence, empathy, and self-disclosure appropriately.
7. Describe theoretical approaches that shape the helping relationship.
8. Utilize appropriate documentation skills, including ethical notetaking.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	30%	Quizzes/tests/midterm:	30%	%
Project:	40%		%	%

Details:

Assignments include 10% participation. This will include individual reflective practice activities and engagement with interviewing and assessment practice in class.

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

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, presentations, reflective practice activities, and direct skills practice demonstration.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	O'Hara, A., Weber, Z., & Levine, K.	<i>Skills for human service practice</i>	Current
2.			
3.			
4.			
5.			

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

- Reflective practice
- Professional values and ethical practice
- Professional use of self
- Notetaking and documentation
- Interviewing skills and developing therapeutic rapport
- Conducting assessments and theoretical approaches
- Cultural safety with Indigenous people and diverse communities
- Advocacy in practice
- Managing conflict and working effectively with interdisciplinary teams
- Working effectively with groups
- Client-centered practice