

# Adler Graduate School

Richfield, Minnesota

## AGS Course **525**

### Essential Interviewing Skills

#### 1. Course Designation and Identifier

- 1.1 Adler Graduate School
- 1.2 Course number **525**
- 1.3 **Essential Interviewing Skills**
- 1.4 Three (3) credits
- 1.5 Prerequisites: None

#### 2. Course Description

**This course is designed to provide students an opportunity to use a systematic and developmental counseling theory with skills including Stage I; Compassionate Joining (basic communications skills and processes, physical and psychological attending, concreteness, primary accurate empathy, genuineness and respect). The course will also include Stage II; Compassionate Challenging Skills and Stage III: Co-Active Contracting. Students will learn and practice skills through lecture, role play, video recording evaluation and written exercises.**

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

##### 3.1 Required texts:

Bolton, R and Bolton D. (1996) *People Styles at Work*. American Management Association.

Miller, S, and Miller P. (1991) *Core Communication*. Interpersonal Communication Programs.

Prochaska, J., Norcross J. and DiClemente, C. (2002) *Changing for Good*. Quill.

Rosenberg, M. (2003) *Nonviolent Communication*. Puddle Dancer Press.

##### 3.2 Optional text: None

#### 4. Competencies and Learning Outcomes

Students in this course learn:

- 4.1 The basic attributes and stages of a helping relationship. (5.b.)
- 4.2 The process of demonstrating competent use of : physical attending, accurate empathy, probing, genuineness, respect, challenging and contracting. (5.b.)

- 4.3 Their own “social style” and implications for counseling skills. (5.f.)
- 4.4 Their strength and work areas related to all counseling stages. (5.b.f.)
- 4.5 The process of using a “co-active contract” for treatment planning. (5.b.)
- 4.6 The process of using stages of change for treatment planning. (5.b.)

## 5. Course Outline

### 5.1 Unit 1 ( )

- ~ Introductions
- ~ Pre-course Assessment
- ~ Helpful and unhelpful counseling skills
- ~ Communications skills assessment, set personal goals
- ~ Assumptions of Adlerian Psychology related to counseling skills
- ~ Five stage I skills checklist and demonstration
- ~ Stages of the counseling relationship
- ~ read: Miller pp. ix-xi,

### 5.2 Unit 2 ( )

Reading due: Miller pages 1-68  
Bolton pages 1-61  
Prochaska pages 13-69

- ~ Personality “social styles”
- ~ Frameworks and skills for communication
- ~ Stages of Change

### 5.3 Unit 3 ( )

- ~ practice stage I skills

### 5.4 Unit 4 (arranged times in triads)

- ~recording of “practice tape “ in triads
- ~feedback for each student on practice tape

### 5.5 Unit 5 ( )

- ~ triads work to make passing tapes (usually 2 3hr sessions)

5.6 Unit 6 ( )

~ Each triad meets with professor to evaluate tapes (usually 3 hrs)

5.7 Unit 7 ( )

Reading due: Prochaska pages 13-69, 73-219  
Rosenberg pages 1-89

~ Students prepare personal examples of Prochaska's stages  
~ Describe stage-specific defenses/obstacles to change  
~ Describe helpful stage-specific processes and techniques  
~ Nonviolent communication skill description and practice  
~ Description of Stage II "Compassionate Challenging"

5.8 Unit 8 ( )

~Stage III : Co-Active Contract  
~Problem Identification  
~Desired Outcomes  
~Brainstorm Resources  
~Develop Plan  
~Commitment to Plan  
~Intrapsychic Genogram Interview

5.9 Unit 9 ( )

~ Practice Stage III  
~Observe video demo of Stage III interview

## 6. Special Project Time (SPT)

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained, 15 hour experience, requiring no more than 15 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with an integrative writing component or (b) a research exercise and a short integrative writing component.

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. This should all be planned within the context of a 15 hour student expectation.

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 might 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 must be in APA format unless specifically noted by the course instructor (*Publication Manual of the American Psychological Association* (5<sup>th</sup> edition), 2001, American Psychological Association. ISBN 1-55798-791-2).

## 8. Assessment/Evaluation Procedures

In order to receive an A, work must be done in a thoughtful manner, following course guidelines and handed in on time.

### 8.1 Skill Demonstration: Pass/fail

In order to successfully pass the recording of Stage I students must demonstrate and correctly identify each Stage I skill in one recorded interview, without interruption or notes. Students must receive a 4.0 (or better) rating on each skill in one continuous recording. If final recording of Stage I is not passing, students may submit one final improved recording for review and evaluation. If final review is not passing students will need to retake the course.

### 8.2 Skills Assessment Critiques (55 points)

Students are expected to specifically and critically review practice and final stage I recordings. Examples of skills should include discussion of competent skill performance as well as less adequate skill performance. See a.b.c.d. format below. Critique of final passing tape should be written in *italics* and added to initial practice critique. Attach a copy of professor's skill checklist comments with final critique. Critiques of Stages II and III are graded as part of SPT.

### 8.3 Essay on "The helping Process" (45 points, 1200-1800 words)

As you write the essay, include an introduction, conclusion and meaningful transitions between parts of the essay.

- a) Discuss Adlerian stages of helping.
- b) Compare Stages I, II and III (used in class) to Adlerian stages of helping.
- c) Discuss examples of 4-6 of your strengths in the helping process (examples from your class recordings and your social style will be helpful).
- d) Discuss 3-5 skills you need to work on to be a more effective helper (examples from your class recordings and your social style will be helpful).
- e) Discuss how Adlerian psychology is/can be a resource for you in the helping process (refer to Adlerian concepts and skill processes).

### 8.4 Essay on "Personal Change Process" (45 points, 1200-1800 words)

- 1) Discuss each of Prochaska's stages of change related to a personal issue.
  - a. briefly describe the stage
  - b. identify your defenses/obstacles in each stage
  - c. discuss the change processes and techniques you used or could have used in each stage
- 2) Reflect on your change process; what did you learn about yourself, the change process and techniques of change.

## 8.5 Special Project Time (SPT) (60 points)

Students will work in their triads to record Stage II and Stage III of a counseling session building on their Stage I experience. Students will work outside of class time to plan and record stages II and III. Usually triads will spend from 4-6 hours preparing and recording their stages. Approximately 3 additional hours will be spent with the professor reviewing their recordings of stages II and III. After the recording reviews, students will write critiques for each stage and type the "co-active contract" developed for their client. SPT should be planned within the context of a 15 hour timeframe.

## 8.6 Grading:

A	90%-100% of points
B	80%-89% of points
C	70%-79% of points

## 9. Attendance Policy

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 either e-mail or phone.

## 10. Participation Disclaimer

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.

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 readily 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.

## 12. Internet/On-Line Activity

On-line components Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

- Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that that might be potentially offensive and seen as disrespectful in any way.
- Faculty members monitor discussion and intervene when requested or as deemed necessary.
- On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.
- During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion.

## 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, he or she should 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 the student. 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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