

EDUC 102 Interpersonal Skills Development
Fall Semester 2011
On Campus/IVN Course

Class Schedule-Mondays & Wednesdays; 5:30 p.m. to 6:45 p.m.

Credits: 3

Instructor: Shari Jerde

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Course Description: This course uses an integrated approach to basic helping, including developing skills in attending, listening, reflecting, and appropriate questioning. Students will learn skills in problem identification, problem solving, goal setting, and other aspects of helping relationships. Students will also learn to recognize and respect different kinds of diversity as it relates to helping relationships, and to know and follow ethical boundaries as they relate to their role in such relationships. The course also includes opportunities for practical and experiential applications of helping skills in individual and group situations.

Course Objectives/Student Outcomes:

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

- Outline the overall nature and goals of helping, explain the helping process, and describe a helping relationship.
- Identify the basic communication and dialogue skills needed to be an effective helper.
- Utilize communication techniques such as active listening, empathy, probing, and summarizing to help another person explore an issue.
- Describe the stages of the helping model and complete tasks associated with each stage.
- Summarize how to move a plan from discussion to action with consideration to obstacles.

Required Textbook:

The Skilled Helper 9th ed. Gerard Egan. Thomson Brooks/Cole. ISBN: 0-495-60189-6.

Students can purchase the text in person at the DCB Bookstore, by email

janeen.pollman@dakotacollege.edu or dcb.bookcell@dakotacollege.edu, or by phone 701-228-5458.

Grading Scale:

Grades will be calculated by dividing total points earned by the total points possible and will be based on the following percentages.

A=90-100%

B=80-89%

C=70-79%

D=60-69%

Disabilities and Special Needs:

If you have a disability for which you need accommodations in this class, please speak with the instructor the first night of class or within the first week of class. The DCB Learning Center should also be contacted by the student to request disability support services at 701-228-5477 or toll-free 1-888-918-5623.

Course Requirements:

Cognitive understanding: Read the assigned chapters from textbook, review PowerPoints, and comprehend the instruction during each class.

Discussion: Participate in graded discussions worth **15 points each**. Discussions will be graded on quality of information, critical thinking, participation, and professional language.

Modeling: View videos demonstrating various interpersonal skills. Complete questions and assessments worth **20 point each** that pertain to the viewing of the videos, comprehension of the information presented and ability to use the skills.

Training Exercises/Scenarios: In practice sessions, students will take on the roles of helper and client. As a client, you are asked to share a problem or unused opportunity in your life that you are comfortable sharing. As the helper, you will practice the skill or skills being discussed. The instructor and client will provide feedback to the helper regarding the skill. Also, role play will be used in which the student acting as the client uses an assigned problem or scenario and the helper responds using the skills being reviewed.

Training Exercises are worth **20 points**.

Confidentiality: The problems or unused opportunities shared by classmates are confidential and not to be discussed outside of class. Students will need to practice strict confidentiality within their helping roles when hired in the professional setting; therefore, confidentiality is a must in this course.

Late assignments: Late work will result in an automatic reduction in points, with 5 points being deducted for each day an assignment is late. The only exception is if prior arrangements have been made with the instructor.

Exams - Policies & Procedures: There is a quiz for each chapter for a total of 14 quizzes. Students need to take the quiz on the dates scheduled. Each quiz consists of 15 multiple choice questions and each quiz is worth **15 points**. Students have 20 minutes to complete the online format quizzes once they begin. If a student requests to have a quiz re-opened after the due date, there will be an automatic 7 point deduction for being late.

Tentative Course Outline: Actual due dates will be discussed in class and posted online.

Part One – Laying the Groundwork

WEEK 1: *Introduction to Helping*

WEEK 2: *The Helping Relationship: Values in Action*

WEEK 3: *Overview of the Helping Model*

Part Two – Stage One of the Helping Process and the Skills of Therapeutic Dialogue

WEEK 4: *Stage 1-The Current Picture*

WEEK 5: *The Communication Skills of Therapeutic Dialogue: Skills of Tuning In and Actively Listening to Clients*

WEEK 6: *Empathic Responding: Working at Mutual Understanding*

WEEK 7: *The Art of Probing and Summarizing*

WEEK 8: *Stage 1-Task 2 Facilitate Client Self-Challenge: From New Perspectives to New Behavior*

WEEK 9: *Stage 1-Task 3 Partner with Clients in Their Search for Value*

Part Three – The Underappreciated Dimensions of Helping

WEEK 10: *Introduction to Stages II and III: Decisions, Goals, Outcomes, and Impact*

WEEK 11: *Stage II: The Preferred Picture—Help Clients Design and Commit to a Better Future Task 1 & 2*

WEEK 12: *Stage II: The Preferred Picture—Help Clients Design and Commit to a Better Future Task 2 & 3 and Action*

WEEK 13: ***Stage III: The Way Forward: Help Clients Develop Plans to Accomplish Goals***

WEEK 14: ***The Action Arrow: Making it All Happen***

WEEK 15: Role plays, scenarios and life experiences

WEEK 16: Partner Evaluation/Case Studies

Relationship to Campus Theme:

This course fosters effective communication skills between individuals to assist in helping roles. This course also aids to prepare students for positive communication skills to be used in their future careers as social helpers in their community and world.

Academic Integrity: The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.
- Students should have high ethical standards and conduct themselves in an appropriate manner.
- Cheating and/or plagiarism may include: using unauthorized assistance on any exam, paper or project; presenting the work of someone else as your own without acknowledging the source; taking exams or course material from an instructor or student; or submitting the same academic work for credit more than once without consent. Violations will result in receiving a "zero" on the assignment or exam, even if cheating is suspected by the instructor.