

EDUC 102 Interpersonal Skills Development

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.

Credits: 3 semester credits

Prerequisite(s): none.

Delivery Method: Online

Course Objectives/Student Outcomes:

It is expected that 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.

Instructor: Andre' L. Mooney

Office: Molberg Building, #21

Office Hours: Monday-Thursday, 8 am-12:00 pm

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Class Schedule: Mondays and Wednesday, 5:30-6:45 pm

Textbooks:

The Skilled Helper 8th ed. AND Exercises in Helping Skills workbook. Gerard Egan. Thomson Brooks/Cole. ISBN: 0-495-20029-8.

*Please note that there is a textbook and a workbook. When ordering from the bookstore, please remember to order both items.

Order by e-mail:

janeen.pollman@dakotacollege.edu

Order online:

<http://www.dakotacollege.edu/bookstore.shtml>

Course Requirements:

Cognitive understanding: Read the assigned chapters from textbook and review PowerPoints.

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

Workbook: Complete the workbook assignments and review the workbook material with assigned learning partner. Each partner will provide me with an evaluation of their learning partner's participation in the review of the workbook at mid-term and at the end of the semester. Finally, the workbook is to be **mailed** to the instructor by the date specified in the course calendar. This is to determine thoughtful completion of the book and **will not** be a review of all responses. If you would like your workbook returned, please enclose a self-addressed, stamped envelope, otherwise books will be shredded. The **thoughtful** completion of the workbook is worth up to **300 points**. Evaluation by your learning partner regarding level of participation is worth **50 points**.

Modeling: View videos demonstrating various interpersonal skills.

Training Exercises: 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 (review "Giving Feedback To Self And Others" on page 4 of the workbook). Also, role play will be used in which the student acting as the client uses an assigned problem 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 not to be discussed outside of class. This is practice for those going into the helping field where confidentiality is very important.

Late assignments: Late work will result in an automatic reduction in points, with 5 points being deducted for each day an assignment is late.

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 (see course calendar for starting dates and ending dates of quizzes). Each quiz consists of 15 multiple choice questions and each quiz is worth **15 points**. Students have 20 minutes to complete the quiz once it begins. Students have multiple days to select from to complete a quiz; therefore, if a student requests to have a quiz opened after the due date, there will be an automatic 7 point deduction for being late.

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%

Tentative Course Outline: Consult the course calendar for actual due dates.

Part One - Laying the Groundwork

WEEK 1: *Introduction to Helping*

WEEK 2: *Overview of the Helping Model*

WEEK 3: *The Helping Relationship: Values in Action & Therapeutic Dialogue*

Part Two - The Therapeutic Dialogue

WEEK 4: *Communication: The Skills of Tuning in & Actively Listening*

WEEK 5: *Communicating Empathy: Working Hard at Understanding Clients*

WEEK 6: *The Art of Probing and Summarizing*

WEEK 7: *Helping Clients Challenge Themselves*

WEEK 8: *Challenging Skills and the Wisdom to Use Them Well*

WEEK 9: *Helping Difficult Clients Move Forward: Reluctance, Resistance, and Resilience*

Part Three - The Stages and Tasks of the Helping Model

WEEK 10: *Stage 1: Help Clients to Tell Their Stories*

WEEK 11: *Introduction to Stages II and III: Decisions, Goals, and Plans*

WEEK 12: *Stage II: Help Clients Set Viable Goals*

WEEK 13: *Stage III: Help Clients Develop Strategies and Plans to Accomplish Their Goals*

Part Four - The Action Arrow: Making it all Happen

WEEK 14: *Getting there: Help Clients Implement Their Change*

Programs—“How do I Make It All Happen?”

WEEK 15: Workbooks Due & All Makeup Assignments

WEEK 16: Partner Evaluation

Relationship to Campus Theme:

This course fosters communication skills between individuals to assist in helping individuals.

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.

To learn how to avoid plagiarism in your work, review the website from Purdue University, <http://owl.english.purdue.edu/owl/resource/589/02/>. Violations of academic principles such as cheating, plagiarism or other academic improprieties will be handled using the guidelines outlined in the [Student Handbook](#) on pages 18, 19, and 37.

Disabilities and Special Needs:

If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.