

# El Paso Community College

## Syllabus

### Part II

## Official Course Description

<b>SUBJECT AREA</b>	<u>Social Work</u>
<b>COURSE RUBRIC AND NUMBER</b>	<u>SCWK 2311</u>
<b>COURSE TITLE</b>	<u>Interview and Counseling Theories</u>
<b>COURSE CREDIT HOURS</b>	<u>3      3    :    0</u>
	<b>Credits      Lec    Lab</b>

### **I. Catalog Description**

Provides a comprehensive study of major theories of various treatment modalities. (3:0)

### **II. Course Objectives**

#### **A. Unit I. The Human Condition**

1. Describe the need for establishing increased self-awareness and explore individual motivations for pursuing the Social Work Profession.
2. Explain the role and function (s) of the Social Worker utilizing the generic approach.
3. Discuss how people develop both as individuals and as social being in a continuously changing environment.
4. List four methods by which Social Workers can prepare themselves for Ethnic-Sensitive Practice.

#### **B. Unit II. Basic Communication Skills**

1. Identify and utilize the interview structure as a vehicle to implement the problem-solving method as the beginning skills in helping people.
2. Identify career opportunities available in Social Work that will enable the student to make a career choice.
3. Identify the initial task of Social Workers in relation to developing and maintaining communication with their clients.
4. Demonstrate verbal and nonverbal communication through role-play exercises.

#### **C. Unit III. Interviewing As a Process**

1. Describe one theory of behavior as a foundation for interpreting human behavior.
2. Relate the concepts of intervention most appropriate to the Mexican-American community.
3. Describe in order the phases of the interview process.
4. Demonstrate beginning ability to integrate individual communication skills into the total interview process.
4. Differentiate between individual and group counseling.

**D. Unit IV. From Interviewing to Counseling**

1. Define the basic concepts of one theory applicable to a counseling situation.
2. Demonstrate beginning ability to use interviewing skills in task-oriented counseling.
3. Define the meaning of social contract.
4. Identify interaction between the client and the worker in relation to vulnerability, dependency, and resistance.
4. Demonstrate specific intervention techniques in the helping profession.

**III. THECB Learning Outcomes (WECM)**

1. Compare and contrast major theoretical approaches to treatment.
2. Demonstrate interview techniques used to assist clients.
3. Discuss the need to individualize the counseling modality.

**IV. Evaluation**

The course may be taught using lecture, class discussion, in-class group exercises, videos, and guest speakers. The instructor may place articles on reserve at the Library for students to read. Additional handouts and materials may be provided by the instructor.

**A. Evaluation**

Evaluation activities will be established by each individual teaching a course in the Social Work Program. Instructor may choose those evaluation methods she/he determines as most appropriate for the particular course she/he is teaching. Evaluation methods may include, but are not limited to, written exams, individual or group projects demonstrations, oral presentations, a written journal, quizzes, and written assignments.

**B. Grading Scale**

A=90-100	points
B=80-89	points
C=70-70	points
D=60-69	points*
F=59	and below*

\* If these grades are earned, the student is encouraged to seek consultation with the instructor.

**V. Disability Statement (American with/Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

**VI. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.