

**COURSE APPROVAL DOCUMENT**  
Southeast Missouri State University

Department: Social Work  
Title of Course: Building the Professional Relationship

Course No. SW205  
Date: Fall 2016

Please check:  New  
 Revision

I. Catalog Description (Credit Hours of Course):

This course provides knowledge and skill practice to create effective, beginning professional helping relationships with diverse populations. Limited to non-Social Work majors. Three credit hours.

II. Co- or Prerequisite(s):

SW110; or declared Child Development: Childhood Trauma and Outcomes Minor

III. Purposes or Objectives of the Course:

This course provides non-social work majors with the knowledge necessary to understand the components of the professional helping relationship with individuals along with the opportunity to develop the basic interviewing skills necessary to maintain that relationship.

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

- A. Understand the components of interpersonal communication that impact the development of the professional helping relationship.
- B. Demonstrate an ability to maintain professional roles, boundaries, and demeanor.
- C. Demonstrate self-understanding and empathy for others in the framework of interpersonal communication and professional helping.
- D. Demonstrate essential practice skills with individuals such as attending behaviors, rapport building, active listening, use of reflecting and questioning, use of eliciting responses and clarification, and focusing on strengths.
- E. Utilize interviewing skills as an important method of learning from clients.
- F. Understand the use of the professional helping relationship with individual clients including engagement, assessment, intervention, and evaluation.

IV. Student Learning Outcomes:

- A. Demonstrate skill of personal reflection and self-correction in order to promote understanding of the communication and interviewing skills necessary to maintain a professional helping relationship.
- B. Demonstrate professional demeanor in behavior, appearance, and communication.
- C. Demonstrate empathy and other interpersonal skills.

V. Optional departmental/college requirements:  
None

VI. Course Content or Outline:

Unit A:	Understanding Interpersonal Communication and Helping Self-Perception Perception of Others Impact of Culture and Diversity Verbal Interaction Nonverbal Interaction	6 hrs
Unit B:	Understanding the Professional Relationship Professional Responsibilities Professional Roles and Boundaries Professional Presentation and Expectations Theories of Human Behavior	6 hrs
Unit C:	Developing Helping Skills Interpersonal Qualities Building Rapport Attending Behaviors Active Listening Reflection of Content and Feelings Questioning Clarification Strengths-Focus Practice of Skills	18 hrs

Unit D:	Applying Helping Skills	15 hrs
	Planned Change Process with Individual Clients	
	Engagement/Assessment	
	Intervention	
	Evaluation	
	Client Situations	
	Family Systems as Clients	
	Children as Clients	
	Crisis Intervention	
	Crisis Intervention Model	
	Risk Assessment	
	Cultural Competence	
	Total Lecture Hours	45 hrs

Please Attach copy of class syllabus and schedule as an example

Signature: \_\_\_\_\_  
Chair

Date: \_\_\_\_\_

Signature: \_\_\_\_\_  
Dean

Date: \_\_\_\_\_

## Southeast Missouri State University

**Department of Social Work**

**Course No. SW 205**

**Title: Building the Professional Relationship**

**Semester: Fall 2016**

**Instructor: Kathie Miller, MSW, LCSW**

**Office: CH201B**

**E-mail: kmiller@semo.edu**

**Phone: 651-2328**

**Office Hours: MW 1:30-3:30**

**I. Catalog Description:**

This course provides knowledge and skill practice to create effective, beginning professional helping relationships with diverse populations. Limited to non-Social Work majors. 3 credit hours.

**II. Prerequisites: SW 110; or declared Child Development: Childhood Trauma and Outcomes Minor**

**III. Course Purpose and Objectives:**

This course provides non-social work majors with the knowledge necessary to understand the components of the professional helping relationship with individuals along with the opportunity to develop the basic interviewing skills necessary to maintain that relationship.

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

- A. Understand the components of interpersonal communication that impact the development of the professional helping relationship.
- B. Demonstrate an ability to maintain professional roles, boundaries, and demeanor.
- C. Demonstrate self-understanding and empathy for others in the framework of interpersonal communication and professional helping.
- D. Demonstrate essential practice skills with individuals such as attending behaviors, rapport building, active listening, use of reflecting and questioning, use of eliciting responses and clarification, and focusing on strengths.
- E. Utilize interviewing skills as an important method of learning from clients.
- F. Understand the use of the professional helping relationship with individual clients including engagement, assessment, intervention, and evaluation.

**IV. Student Learning Outcomes:**

- A. Demonstrate skill of personal reflection and self-correction in order to promote understanding of the communication and interviewing skills necessary to maintain a professional helping relationship.
- B. Demonstrate professional demeanor in behavior, appearance, and communication.
- C. Demonstrate empathy and other interpersonal skills.

**V. Expectations of Students:**

**A. Americans With Disabilities Act:**

If you have special needs as addressed by the Americans with Disabilities Act and need any course materials provided in an alternative format, please notify the instructor as soon as possible. Reasonable efforts will be made to accommodate your needs. Students with disabilities seeking academic accommodation must also register with Office of Disability Services, Dearmont B 1, 651-5927. The office will then assist in planning for any necessary accommodations. [http://www.semo.edu/ds/program\\_info.html](http://www.semo.edu/ds/program_info.html)

**B. Scholastic Dishonesty: (Found in student handbook)**

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University.

### **Plagiarism:**

In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

### **Cheating:**

Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination;
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes, or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Has someone else take an examination or takes the examination for another.

### C. **Cell Phones, Other Electronics, and Disruptive Behavior Policy:**

Cell phones, pagers, iPods, and other similar devices are prohibited. They must remain off or muted during the entire class period. Furthermore, these devices are not permitted to be visible during examinations. **Any student using or having visible access to these types of devices during examinations will be immediately removed from the classroom, his/her exam confiscated, and he/she will receive a zero for the examination.** There are no exceptions to this policy.

Check with the instructor for permission to use recording devices and laptop computers during classroom lectures.

### **Incivility**

Civility in the classroom and respect for the opinions of others is critical in class. You may not agree with everything which is said or discussed in the classroom, yet courteous behavior and responses are expected. To optimize teaching and learning, all of us share a responsibility in creating a civil and non-disruptive atmosphere. You are expected to conduct yourselves at all times in this classroom in a manner that does not disrupt teaching or learning. Examples of Incivility include:

1. arriving late to class
2. noisily packing up early
3. leaving early
4. talking to others during lecture or while someone else is speaking
5. coming to class unprepared
6. repeating questions
7. eating in class
8. acting bored or apathetic
9. groaning disapprovingly
10. making sarcastic remarks or gestures
11. sleeping in class
12. inattention
13. not answering a direct question
14. using a computer class for non-class purposes

15. letting cell phones and pagers go off
16. cutting class habitually
17. dominating discussion
18. demanding make-up exams, extensions, grade changes, or other special favors
19. working on homework for another class
20. taunting or belittling other students
21. challenging the instructor's knowledge or credibility
22. making harassing, hostile, or vulgar comments to the instructor in or out of class
23. sending the instructor inappropriate emails
24. making threats of physical harm to the instructor

Disruptive Behavior

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property. Disruptive behavior includes, but is not limited to, name calling, intimidation, verbal aggressiveness, physical aggressiveness, etc... Incivility and disruptive behavior in violation of the University's Code of Student Conduct will be dealt with according to University Policy.

Questions, comments or requests regarding this course or program should be taken to the instructor for this course. Unanswered questions or unresolved issues involving this class may be taken to Dr. Cathy McElderry, Department Chair of the Social Work Department, Crisp Hall, Room 201, phone 651-2004.

- D. Students are expected to demonstrate an active identification with the professional demeanor, behaviors, communication and values introduced in this course.
- E. Students are expected to work respectfully with fellow students in the development of basic professional helping skills.
- F. Students are expected to attend all classes and participate in all class activities. This is especially important due to the practice nature of this course; extensive learning will take place through class discussions, class activities, and class examples. Attendance is critical and expected except when students are excused for University-sponsored events.
- G. Students are expected to independently engage in enriching their own educational process by out of class study, volunteer work, etc..., and are encouraged to share in class information gained in that process.
- H. Students are expected to complete all assignments by the due dates and submit all written assignments when due.

**VI. Course Outline:**

Unit A: Understanding Interpersonal Communication and Helping	6 hours
Self-Perception	
Perception of Others	
Impact of Culture and Diversity	
Verbal Interaction	
Nonverbal Interaction	
Unit B: Understanding the Professional Relationship	6 hours
Professional Responsibilities	
Professional Roles and Boundaries	
Professional Presentation and Expectations	
Theories of Human Behavior	
Unit C: Developing Helping Skills	18 hours

Interpersonal Qualities  
 Building Rapport  
 Attending Behaviors  
 Active Listening  
 Reflection of Content and Feelings  
 Questioning  
 Clarification  
 Strengths-Focus  
 Practice of Skills

Unit D: Applying Helping Skills 15 hours  
 Planned Change Process with Individual Clients  
     Engagement/Assessment  
     Intervention  
     Evaluation  
 Client Situations  
     Family Systems as Clients  
     Children as Clients  
 Crisis Intervention  
     Crisis Intervention Model  
     Risk Assessment  
 Cultural Competence

**VII. Textbook:**

Kottler, J. (2008). *A Brief Primer of Helping Skills*. Sage Publications: Thousand Oaks, California.

**VIII. Basis for Student Evaluation:**

A. Perception and Helping Paper	60 points
B. Interpersonal Qualities Paper	40 points
C. Tests/Quizzes	200 points
D. Video/Process Recording Assignment	220 points
E. Skills Journal	80 points
F. Class Participation	300 points

**Total Points 900 points**

**A = 810 to 900 points; B = 720 to 809 points; C = 630 to 719 points; D = 540 to 629 points**

**IX. Social Work Department Writing Standards:**

1. Documentation:

- In general, all written work should follow APA guidelines (the most recent revision).
- All citations should follow APA format in the body of the text.
- All papers with citations should include a "reference list" in APA format at the end. The basic APA format is essential for referencing books, articles, and all other material. This is the case no matter how the material was located or accessed. The student should refer to the Social Work Department's website for APA guidelines or the APA standards under the Writing Center's web page for additional APA guidelines (See: [http://ustudies.semo.edu/writing/Documentation/mla\\_apa.htm](http://ustudies.semo.edu/writing/Documentation/mla_apa.htm)).
- In addition to always documenting direct quotations, general references to ideas, summarized texts, and quotes from lectures must also be documented using APA standards. In short, *any idea, in any form, that is taken from someone else* must be documented. Deviations from this standard will be regarded as plagiarism. Plagiarism may result in disciplinary action in accordance with university and departmental standards.

- Running headers and abstracts are unnecessary for student work unless required by the specific professor.
2. **Grammar:**
    - Papers should be completely free of spelling mistakes and grammatical errors including sentence fragments, run-on sentences, subject/verb agreement problems, verb/object agreement problems, missing articles, vague pronoun references, improper or missing punctuation, and so forth.
  3. **Organization:**
    - All written work should be organized into clear, logical sections. Subheadings are encouraged in every paper.
    - Within the sections, ideas should be organized into clear paragraphs. An individual paragraph should be about one idea (generally stated close to the beginning). Subsequent sentences within the paragraph should all be related to that idea. Paragraphs should typically end with a conclusion or summary sentence related to the original idea and/or a transitional sentence introducing the subject of the next paragraph in the text. Students should avoid overly long or very short paragraphs.
  4. **Flow of thought:**
    - Sentences should be organized so that they sustain a consistent flow of thought. Sentences within paragraphs should flow into each other in a way that makes sense and enhances readability.
  5. **Economy of language:**
    - In general, students should strive to write with a minimum of words. Consider combining short sentences in ways that enhance readability and use less space. (At the same time, however, avoid overly long and complex sentences.) Consider dropping whole sentences that may be redundant or unnecessary.
    - Consider word choice very carefully and work toward building a stronger vocabulary.
  6. Individual professors may have requirements in addition to those specified here

## **X. Bibliography:**

- Andrews, A. B. (2007). *Social history assessment*. Thousand Oaks, CA: Sage.
- Barnett, O., Miller-Perrin, C. L., & Perrin, R. C. (2011). *Family violence across the lifespan: An introduction* (3rd ed.). Thousand Oaks, CA: Sage.
- Bureau of Indian Affairs, (2007). <http://www.doi.gov/bureau-indian-affairs.html>
- Borsari, B., Apodaca, T. R., Jackson, K. M., Mastroleo, N. R., Magill, M., Barnett, N. P., & Carey, K. B. (2015). In-session processes of brief motivational interventions in two trials with mandated college students. *Journal of Consulting and Clinical Psychology*, 83(1), 56. Retrieved from <http://search.proquest.com/docview/1655594947?accountid=38003>
- Bradford, K., Stewart, J. W., Higginbotham, B. J., & Skogrand, L. (2015). The perceived relationship knowledge scale: An initial validation. *Family Relations*, 64(2), 305-318. Retrieved from <http://search.proquest.com/docview/1662078816?accountid=38003>
- Carlsson, C., Nilsson Ranta, D., & Traeen, B. (2015). Mentalizing and emotional labor facilitate equine-assisted social work with self-harming adolescents. *Child & Adolescent Social Work Journal*, 32(4), 329-339. doi:<http://dx.doi.org/10.1007/s10560-015-0376-6>
- Chang, V., Scott, S., Decker, C. (2013). *Developing Helping Skills: A Step by Step Approach to Competency* (2<sup>nd</sup> ed.). Belmont, CA: Brooks/Cole.
- Cheung, E. O., Slotter, E. B., & Gardner, W. L. (2015). Are you feeling what I'm feeling? the role of facial mimicry in facilitating reconnection following social exclusion. *Motivation and Emotion*, 39(4), 613-630. doi:<http://dx.doi.org/10.1007/s11031-015-9479-9>

- Collins, D., Jordan, C., & Coleman, H. (2010). *An introduction to family social work* (3rd ed.). Belmont, CA: Brooks/Cole.
- Corey, G., Corey, M. S., & Callahan, P. (2007). *Issues and ethics in the helping professions*. (7<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.
- Cournoyer, B. (2008). *The social work skills workbook* (5<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.
- Dooley, J., Bailey, C., & McCabe, R. (2015). Communication in healthcare interactions in dementia: A systematic review of observational studies. *International Psychogeriatrics*, 27(8), 1277-1300. doi:<http://dx.doi.org/10.1017/S1041610214002890>
- Evans, D. R., Hearn, M. T., Uhlemann, M. R. & Ivey, A. E. (2008). *Essential interviewing* (7<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.
- Hendriks, H., van, d. P., & de Bruijn, G. (2015). Subjective reality: The influence of perceived and objective conversational valence on binge drinking determinants. *Journal of Health Communication*, 20(7), 859. Retrieved from <http://search.proquest.com/docview/1695388095?accountid=38003>
- Hepworth, D., Rooney, R., Dewberry-Rooney, G., Strom-Gottfried, K. (2013). *Direct Social Work Practice* (9<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.
- Huber, R., Nelson, H. W., Netting, F. E., & Borders, K. W. (2008). *Elder advocacy: Essential knowledge & skills across settings*. Belmont, CA: Brooks/Cole.
- Hunt, J. (2014). Bio-psycho-social-spiritual assessment? teaching the skill of spiritual assessment. *Social Work and Christianity*, 41(4), 373-384. Retrieved from <http://search.proquest.com/docview/1655810190?accountid=38003>
- Ivey, A. E., & Ivey, M. B. (2008). *Essentials of intentional interviewing: Counseling in a multicultural world*. Belmont, CA: Brooks/Cole.
- Kanel, K. (2007). *A guide to crisis intervention* (3<sup>rd</sup> ed.). Belmont, CA: Brooks/Cole.
- Kirk, G., & Okazawa-Rey, M. (2007). *Women's lives: Multicultural perspectives* (4<sup>th</sup> ed.). New York, NY: McGraw-Hill.
- Knight, C. (2015). Trauma-informed social work practice: Practice considerations and challenges. *Clinical Social Work Journal*, 43(1), 25-37. doi:<http://dx.doi.org/10.1007/s10615-014-0481-6>
- Koprowska, J. (2104). *Communication & Interpersonal Skills in Social Work* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage.
- Krysiak, J. L., & Finn, J. (2007). *Research for effective social work practice*. New York, NY: McGraw-Hill.
- Lum, D. (2007). *Culturally competent practice* (3<sup>rd</sup> ed.). Belmont, CA: Thomson Brooks/Cole.
- Marzuki, N. A., Mustafa, C. S., & Saad, Z. M. (2015). Emotional intelligence: Its relationship with communication and information technology skills. *Asian Social Science*, 11(15), 267-274. Retrieved from <http://search.proquest.com/docview/1695234113?accountid=38003>
- Mathe, J., Lager, P. B., & Harris, N. J. (2007). *Child welfare: Policies and best practices* (2<sup>nd</sup> ed.). Belmont, CA: Brooks/Cole.
- McClam, T. & Woodside, M. (2007). *Generalist case management*. Belmont, CA: Thomson Brooks/Cole.
- Miller-Perrin, C. L., & Perrin, R. D. (2007). *Child maltreatment: An introduction* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Murphy, B. C. & Dillon, C. (2008). *Interviewing in action in a multicultural world* (3<sup>rd</sup> ed.). Belmont, CA: Brooks/Cole.
- National Association of Social Workers, (2008). *Code of ethics of the National Association of Social Workers*, Washington, D.C.: Author.

- Nelson-Jones, R. (2014). *Practical Counselling and Helping Skills* (6<sup>th</sup> ed.). Thousand Oaks, CA: Sage.
- Okun, B. F., & Kantrowitz, R. E. (2008). *Effective helping: Interviewing and counseling techniques* (7<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.
- Pecora, P. J., Chahine, Z., & Graham, J. C. (2013). Safety and risk assessment frameworks: Overview and implications for child maltreatment fatalities. *Child Welfare, 92*(2), 143-60. Retrieved from <http://search.proquest.com/docview/1464748091?accountid=38003>
- Poppo, P. R., & Leighninger, L. (2008). *The policy-based profession: An introduction to social welfare policy analysis for social workers* (4<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Poteat, V. P. (2015). Individual psychological factors and complex interpersonal conditions that predict LGBT-affirming behavior. *Journal of Youth and Adolescence, 44*(8), 1494-1507. doi:<http://dx.doi.org/10.1007/s10964-015-0257-5>
- Ragg, M. (2011). *Developing Practice Competencies*. Hoboken, NJ: John Wiley and Sons.
- Raman, S., Maiese, M., Hurley, K., & Greenfield, D. (2014). Addressing the clinical burden of child physical abuse and neglect in a large metropolitan region: Improving the evidence-base. *Social Sciences, 3*(4), 771-784. doi:<http://dx.doi.org/10.3390/socsci3040771>
- Reamer, F. G. (2015). Clinical social work in a digital environment: Ethical and risk-management challenges. *Clinical Social Work Journal, 43*(2), 120-132. doi:<http://dx.doi.org/10.1007/s10615-014-0495-0>
- Santa-sosa, E., & Runyon, M. K. (2015). Addressing ethnocultural factors in treatment for child physical abuse. *Journal of Child and Family Studies, 24*(6), 1660-1671. doi:<http://dx.doi.org/10.1007/s10826-014-9969-5>
- Sidwell, N. & Smiley, D. (2008). *Professional communication skills in social work*. Boston, MA: Pearson.
- Taun-Rogers, A. (2013). *Human Behavior in the Social Environment* (3<sup>rd</sup> ed.). New York, NY: Routledge.
- Taylor, L., & Simon, J. (2014). Opportunities: Organizing the solution-focused interview. *Journal of Systemic Therapies, 33*(4), 62-78. doi:<http://dx.doi.org/101521jsyt201433462>
- Vogl, S. (2015). Children's verbal, interactive and cognitive skills and implications for interviews. *Quality and Quantity, 49*(1), 319-338. doi:<http://dx.doi.org/10.1007/s11135-013-9988-0>
- Westerhausen, R., Bless, J. J., Passow, S., Kompus, K., & Hugdahl, K. (2015). Cognitive control of speech perception across the lifespan: A large-scale cross-sectional dichotic listening study. *Developmental Psychology, 51*(6), 806. Retrieved from <http://search.proquest.com/docview/1686815686?accountid=38003>
- Zastrow, C. & Kirst-Ashman, K. K. (2007). *Understanding human behavior and the social environment*