

**Mary Baldwin University**  
**Department of Social Work**  
**SOWK 156 RO: Interviewing in Human Service Professions**  
**Baldwin Online Adult Program: Roanoke**  
**Spring 2021**

**Instructor:** Dianna B. Parrish, LPN, MSW, LCSW  
**Location:** MBU's Roanoke Higher Education Center  
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**Office Hours:** Monday, Tuesday, & Thursday –9:00 to 2:30  
**Class Times:** 11:15 A.M. to 2:00 P.M.  
**Schedule:** 1/16, 2/6, 3/13, & 4/3  
**Room:** 806 E:

**Course Description:** I reserve the right to change this syllabus at any time with proper notification to students of the changes made to ensure assignments are turned in on time. Dates may be added or changed if needed.

The interview is an integral part of social work practice. In fact, it can be seen as a cornerstone of social work practice. As opposed to a conversation, the interview is purposeful, directed, evaluative and even therapeutic. This course is designed to teach basic interviewing techniques, including the self-assessment necessary to listen effectively. The course will also address issues in cross-cultural interviewing and in specific problematic interview situations. We will emphasize the development of skills through role-playing and practice. This course and supporting text and assigned readings will assist students in recognizing diversity in the field and become aware of how culture, race, and ethnicity impacts individuals, families, and group systems.

**Objectives:**

**Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly.**

- P.B.2.1.1.a Advocate for client access to the services of social work
- P.B.2.1.1.b Practice personal reflection and self-correction to assure continual professional development
- P.B.2.1.1.c Attend to professional roles and boundaries
- P.B.2.1.1.d Demonstrate professional demeanor in behavior, appearance and communication
- P.B.2.1.1.e Engage in career-long learning
- P.B.2.1.1.f Use supervision and consultation

**Competency 2.1.2 Apply social work ethical principles to guide professional practice**

- P.B.2.1.2.a Recognize and manage personal values in a way that allows professional values to guide practice

- P.B.2.1.2.b Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, International Federation of Social workers/ International Association of Schools of Social Work Ethics in Social Work, statement of Principles.
- P.B.2.1.2.c Tolerate ambiguity in resolving ethical conflicts
- P.B.2.1.2.d Apply strategies of ethical reasoning to arrive at principled decisions

**Competency 2.1.3 Apply critical thinking to inform and communicate professional judgments**

- P.B.2.1.3.a Distinguish, appraise, and integrate multiple sources of knowledge including research based knowledge and practice wisdom
- P.B.2.1.3.b Analyze models of assessment, prevention, intervention and evaluation
- P.B.2.1.3.c Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues

**Competency 2.1.4 Engage diversity and difference in practice**

- P.B.2.1.4.a Recognize the extent to which a culture's structures and values may Oppress, marginalize, alienate or enhance privilege and power
- P.B.2.1.4.b Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- P.B.2.1.4.c Recognize and communicate their understanding of the importance of difference in shaping life experiences
- P.B.2.1.4.d View themselves as learners and engage those with whom they work as informants

**Competency 2.1.5 Advance human rights and social and economic justice**

- P.B.2.1.5.a Understand the forms and mechanisms of oppression and discrimination
- P.B.2.1.5.b Advocate for human rights and social and economic justice
- P.B.2.1.5.c Engage in practices that advance social and economic justice

**Competency 2.1.6 Engage in research-informed practice and practice-informed research**

- P.B.2.1.6.a Use practice experience to inform scientific inquiry
- P.B.2.1.6.b Use research evidence to inform practice

**Competency 2.1.7 Apply knowledge of human behavior and the social environment**

- P.B.2.1.7a Utilize conceptual frameworks to guide the processes of assessment, Intervention and evaluation
- P.B.2.1.7b Critique and apply knowledge to understand person and environment.

**Competency 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

- P.B.2.1.8a Analyze, formulate, and advocate for policies that advance social well-being
- P.B.2.1.8b Collaborate with colleagues and clients for effective policy action

### **Competency 2.1.9 Respond to contexts that shape practice**

- P.B.2.1.9.a Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- P.B.2.1.9.b Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

### **Competency 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

- P.B.2.1.10.a Engagement
  - i) substantively and affectively prepare for action with individuals, families, groups, organizations and communities
  - ii) use empathy and other interpersonal skills
  - iii) develop a mutually agreed on focus of work and desired outcomes
- P.B.2.1.10.b Assessment
  - i) collect, organize and interpret client data
  - ii) assess client strengths and limitations
  - iii) develop mutually agreed-on intervention goals and objectives
  - iv) select appropriate intervention strategies
- P.B.2.1.10.c Intervention
  - i) initiate actions to achieve organizational goals
  - ii) implement prevention interventions that enhance client capacities
  - iii) help clients resolve problems
  - iv) negotiate mediate, and advocate for clients
  - v) facilitate transitions and endings
- P.B.2.1.10.d Evaluation
  - 1. Critically analyze, monitor and evaluate interventions

### **COURSE REQUIREMENTS:**

**Kadushin, A. & Kadushin, G. (2013). The Social Work Interview, 5<sup>th</sup> Ed. New York: Columbia University Press. ISBN-13 978-0231135818**

**Government supplement--Mental health: culture, race, and ethnicity, a supplement to mental health: a report of the surgeon general. 2001—Down load 7 chapters onto USB or computer to read. Go to :<http://www.ncbi.nlm.nih.gov/books/NBK44243/>**

#### **Recommended Websites: /Read**

[www.socialworkers.org](http://www.socialworkers.org)  
[www.socialworker.com](http://www.socialworker.com)  
[www.socialworktoday.com](http://www.socialworktoday.com)  
[www.cswe.org](http://www.cswe.org)  
[www.naswdc.org/practice](http://www.naswdc.org/practice)  
[www.apa.org](http://www.apa.org)  
[www.hhs.gov](http://www.hhs.gov)

## **Attendance**

Your attendance in class is required and necessary for us all to share our learning experiences together and participate in class. **If you are going to be late or absent, contact Professor Parrish at 540-767-6173 if you are notifying on the day of absence or tardiness. If you know beforehand, you can email or leave a message.**

## **Participation:**

Please come to class ready to participate, listen and learn.

Throughout the semester, I encourage you to revisit your learning goals and educational needs. It is your responsibility to seek the necessary support and supervision to increase your learning curve.

**Note: Use of cell phones in any capacity will not be tolerated during the class. Your cell phone must be put on silent and used only on breaks.**

## **Learning Styles:**

I am cognizant of varying learning styles and abilities and will do my best to accommodate this in class. However, if you have a documented learning disability and need additional accommodations in learning, please let me know at the beginning of the semester so that I can best meet your needs and you must contact Carey Usher, Ph.D. Email is [cusher@marybaldwin.edu](mailto:cusher@marybaldwin.edu).

**Special accommodations, as suggested by MBU Disability Services, are not retroactive.**

**Please note that timely participation in the class and completion of the assignments will allow for the most optimal learning experience. Therefore, it is my expectation that assignments, reading and written work will be completed by their due dates. If assignments are late, grades are lowered by a letter grade for each late day and assignments submitted more than 5 days after their due date will not be accepted. You are strongly encouraged to communicate with me in advance of a due date if you are having difficulty completing an assignment.**

**No extensions are permitted for quizzes, tests, exams unless approved before due dates.**

## **Resources:**

**Computer Helpdesk:** [help@marybaldwin.edu](mailto:help@marybaldwin.edu); 540-887-7075

**The Academic Resource Center:** The person to contact for the Academic Resource Center for Student Success. Dr. Carey Usher is the director of Academic Resource. You can receive tutoring by going on the main webpage at [www.marybaldwin.edu](http://www.marybaldwin.edu). Type in Academic Resource Center in the search bar and it will bring up tutoring hours and link.

## **Requirements for writing assignments**

This paper should comply with APA format (excluding the Abstract) but will include a title page and reference list since you are using other resources either for the theories themselves or for the individual (s) you chose which will also include interviews if it is someone you know. Please double-space, size 12 fonts, 1 inch margins, running head, and page numbers which are on the title page as well.

**All assignments are due by due day indicated on the syllabus. If they are late, there will be a drop by one letter grade for each day late unless you have talked to professor before due date and given permission for a later time. Please maintain contact with professor if there are any problems that would interfere with assignments and class work. \*\*\*no papers accepted after 5 days.**

**Honor Code: For all assignments & group presentations, students are allowed to use internet sites and collaboration with other students/professionals as long as the ideas are your own and every student will agree to up hold the integrity of the honor code and refrain from plagiarism by citing all sources in all of the homework assignments.**

***\*\*\*Should I or other students witness Honor code infractions, a report be sent to the honor council chairwoman by email or filing an incident report. If the honor code offense is related to a course assignment, the assignment will not receive a grade until the matter is resolved by the Honor Council.***

**Note: Use of cell phones in any capacity will not be tolerated during the class. Your participation grade will drop every time you are seen using one in class.**

**ET POLICY: I do not like to grant ET's, but I will do so if the student has completed at least half of the work required and has a valid medical or personal explanation when requesting one.**

### **Inclement Weather Policy:**

If the forecast is calling for bad weather, please check your email before you leave for MBU or call me at 540-767-6173. I will make a decision about class. If you are having bad weather where you live, and you do not feel it is safe to drive to class, please call me and let me know. Also RHEC closes so check your local television channels which will have the RHEC closings.

## **Assignments:**

**Assessments:** Students will be expected to facilitate a series of assessments throughout the semester in which to practice skills learned in the course. These interviews will be written up on the template provided. Successful implementation of interviewing techniques, enhanced self-awareness and ability to accept and effectively utilize constructive feedback will be assessed. A minimum of three interviews will be completed by each student. The student must interview a person whether it is a family member, friend, or existing client. I may ask the actual name if there is a question about whether it was an actual person. Writing skills & proper documentation will be assessed.

**Process Recordings:** Student will be expected to complete process recordings on their student-facilitated interviews throughout the semester. Successful recording by writing the interview process, interpretation of verbal and nonverbal cues, and by self-awareness and ability to describe the process will be assessed. A minimum of three process recordings will be completed by each student.

## **Assignments:**

Process Recordings	135 points @45 points each
Assessments	135 points @45 points each
Summaries	60 points @ 15 points each
Class Participation	10 points
1 <sup>st</sup> Week Assignment	10 points
Mid-term Exam	75 points
Final Exam	75 points

**Grading:**

**GRADING SCALES-500 points total**

Percentage	Course Grade	Minimum Points Needed
93-100	A	465-500
90-92	A-	450-464
87-89	B+	435-449
83-86	B	415-434
80-82	B-	400-414
77-79	C+	385-399
73-76	C	365-384
70-72	C-	350-364
67-69	D+	335-349
63-66	D	315-334
60-62	D-	300-314
0-59	F	Under 300 points