

**Mary Baldwin University**  
**Susan Warfield Caples Department of Social Work**  
**SOWK 156: Interviewing in Human Service Professions**  
**MBU Online - Staunton**  
**Spring 2021**

**Instructor:** Doris Dodson, MSW, LCSW

**Location and Meeting Times:** Class will be taught *virtually* 9 am – noon on the following dates: 1/16, 1/30, 2/27, 3/27 and 4/10

**Email:** [ddodson@marybaldwin.edu](mailto:ddodson@marybaldwin.edu)

**Office:** ACA 214 (office hours will be offered virtually)

**Office Hours:** T/TR: 9 – 10:30 am

**Office Phone Number:** 540-887-7150 (as I will not be on campus, email is the best communication)

### **Bachelors of Social Work Program Mission**

The mission of the Mary Baldwin Social Work program is to prepare students for beginning level generalist social work practice with oppressed, at-risk, and vulnerable populations. The program provides a rigorous intellectual base and opportunity for effective skill development and an educational perspective that views human diversity as normal, desirable, and enriching for society. Students are equipped with the knowledge, skills and values appropriate to the social work profession. Students in the program are expected to develop sensitivity to human suffering and injustice. They will develop an understanding of the factors that contribute to discrimination, oppression and vulnerability; and a strong commitment to advocacy, empowerment, social change, and economic justice.

### **Course Description:**

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.

**Note:** We will be using an online component to the course in Canvas, and it will be the student's responsibility to participate both in class and as instructed in Canvas.

### **Required Text:**

Kadushin, A. and G. (1997). *The Social Work Interview*, 4<sup>th</sup> or 5<sup>th</sup> ed. New York: Columbia University Press.

ISBN-13: 9780231096591 (4th)

ISBN-13: 9780231135818 (5<sup>th</sup>)

<https://b-ok.cc/book/3320015/15d4fc> (free download)

### **Recommended Websites:**

[www.socialworkers.org](http://www.socialworkers.org)

[www.nabsw.org](http://www.nabsw.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)

Upon the completion of the course students will be able to:	Social Work Program Competency	Instructional Strategies	Assessment Methods
Demonstrate professional behaviors that include the ability to engage in personal reflection, self-correction, management of personal values, and ethical decision-making to assure professional development and ethical practice with clients	2.1.1; 2.1.2	Written assignments, reading, lecture, class exercises, videos	Class participation, Facilitated interviews, Process recordings, Exams
Apply critical thinking skills to inform and communicate professional decision making.	2.1.3	Readings, written assignments, mid-term exam, final exam , lecture, group discussion	Class participation, Facilitated interviews, Process recordings, Exams
Identify ways in which cultural structures contribute to diversity and oppression and articulate methods that value difference, empower clients, and advance social and economic justice.	2.1.4; 2.1.5	Readings, experiential assignments, written assessments, mid-term exam, final exam, lecture, group discussion, videos	Class participation, Facilitated interviews, Process recordings, Exams
Respond to contexts that shape practice by working with various locations and populations	2.1.9	Experiential exercises, Mid-term exam, final exam, videos	Class participation, Facilitated interviews, Process recordings, Exams

### **Expectations of Students**

Students are expected to approach this course with openness and an eagerness to learn. Students are expected to communicate questions and/or concerns to their instructor in a timely manner and to be open to feedback. Students are expected to be responsible for their learning.

#### **1. Personal and Professional Behavior**

Students are expected to ***attend class by logging on at or prior to the start of class and using a webcam/video feature for the length of the class***, and devoting their undivided attention. **Students will be permitted only one absence from class for emergencies. Additional absences will result in a point reduction from your grade (1 point per absence). You will be expected to arrive on time. Arrivals after the start time for class will result in a tardy; two tardies will count as one absence.** In all situations, it is the student's responsibility to obtain material from their classmates due to a missed class

or late arrival. You are expected to contact your instructor in advance, whenever possible, if you are going to be absent from class or immediately thereafter in the event of an emergency.

Students are expected to use class time to foster the use of professional behavior and practice skills used as a social worker. The course offers students the opportunity for self-reflection, experimentation with unfamiliar ways of thinking and acting, the challenge of dependability and timeliness in completing assignments, and appreciation of the mutual accountability between instructor and student. This includes your ability to uphold the requirements of the MBU Honor Code. *Please be aware that your professors will be documenting your success in these areas as you progress through the BSW program.*

You will be graded on attendance, participation, willingness to learn, and attitude. Students are responsible for completing the course work and assignments according to posted timeframes. (See previous notation regarding late assignments.)

(Competency 2.1.1)

## 2. **Ethical Integrity and Honor Code**

Mary Baldwin students pledge to uphold the Honor Code. They pledge to refrain from cheating on assignments, papers and tests, to refrain from plagiarism, and always to be honest in their dealings with faculty, staff and other students. To maintain the integrity of the system, students, faculty and staff who witness Honor Code infractions are expected to report them.

Should I become aware of an Honor Code offense in this classroom, I will encourage the student(s) to self-report by e-mailing the Honor Council chair or by filing an incident report. If the student(s) does not self-report within 24 hours, I will submit the report myself.

Plagiarism, cheating, and all other forms of academic misconduct are not only considered a violation of the MBU honor code, but are also a serious breach of the ethical code of conduct for the social work profession. You, as social work students, are expected to abide by the ethical standards of the profession. The National Association of Social Workers Code of Ethics is available on the NASW website ([www.socialworkers.org](http://www.socialworkers.org)).

**In most instances, the first incidence of such failure to properly cite and/or use a reference list will require that the assignment be revised making corrections as necessary. Failure to redo the assignment will result in “0” points for the assignment. An additional incident will result in a referral for investigation of an Honor Code violation. History of infractions will be taken into consideration.**

(Competency 2.1.2)

## 3. **Writing**

Good writing skills are crucial for social workers. Being able to organize thoughts in clear sentences, using proper English, is essential in professional communication. All written materials submitted for the class will be evaluated on content as well as sentence construction, grammar, spelling and usage. The use of “person-first language” (e.g., *people with disabilities* rather than *the disabled*) in all written and verbal aspects of the class is mandatory. Please adhere to the style guidelines of the *Publication Manual of the American Psychological Association (7th Edition)*.

#### 4. **Learning Styles**

You are responsible for your learning. I am cognizant of our varying learning styles and abilities and will do my best to accommodate this in class. However, if you have a documented learning disability or mental health need and require additional accommodations in learning, please let me know at the beginning of the semester so that I can best meet your needs. **Please note that accommodations, as suggested by MBU Accessibility Services, are not retroactive.**

**Accessibility Services:** Any student with documented accessibility needs who feels they may need academic accommodations while taking this course, should first contact Dr. Carey Usher, Associate Provost (cusher@marybaldwin.edu, 540-887-7064) or Accessibility@marybaldwin.edu.

See below for student support services:

**The Academic Resource Center:** The ARC is your one-stop-shop for writing, math, and all other subject and studentship tutoring. Residential students can meet with tutors virtually or face-to-face in the Center for Student Success, on the first floor of Grafton Library. Online and remote students can work virtually with tutors on papers, assignments, and test-taking strategies. Appointments are scheduled through TutorTrac (tutortrac.marybaldwin.edu). For more information, contact Dr. Carey Usher, Associate Provost (cusher@marybaldwin.edu, 540-887-7064) or ARC@marybaldwin.edu.

#### **Special Instructions for Online Courses**

**Class Feedback:** I will begin reviewing all class assignments following the deadline for submission. Additionally, I will be monitoring class activity, checking for questions, etc., at a minimum of twice per week. However, at least initially for the first several weeks, I will more likely be checking in with the class daily (Monday through Friday). Please note that I will not be checking the class or providing feedback on questions, assignments, etc., on the weekends and/or holidays for MBU.

**Please note that, if at any point, throughout the course you need to contact me, it's best to email me at [ddodson@marybaldwin.edu](mailto:ddodson@marybaldwin.edu). I would also be available to meet virtually with you, if that would work. However, it would be best to schedule a time in advance.**

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, will be completed by their due dates. **If assignments are late, a 5% penalty will be deducted for each additional day and assignments submitted more than two weeks 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, facilitated interviews (exception: verifiable emergency) and extra credit.**

#### **Class Participation**

“Come” to class! I want to know that you are “attending” the class and are ready to learn as well as share your thoughts about social work. You can demonstrate your “attendance” through your participation in discussion board posts, questions, and exchanges with your fellow students. I invite you to bring your ideas, questions, and whole selves to the class each and every week!

**Participation in class is required within the first week to avoid being dropped from the course due to financial aid requirements.**

**I also teach SOWK 156 Interviewing in Human Service Professions on campus. Both classes will be enrolled in the same Canvas course; therefore, there might be some interactions between the two groups. In my experience, this has only enriched the class experience. You will be responsible for completing all work in Canvas unless an activity/assignment is labeled “MBCW Only”.** A variety of learning modalities will be utilized possibly including discussion, lecture, role play, and video.

**In the rare event I will be unable to attend class, I will make every attempt to email all of you as soon as possible, either in advance or the morning prior to class.**

**Assignments:**

**Interviews:** Students will be expected to facilitate a series of interviews throughout the semester in which they practice skills learned in the course. These interviews will be videotaped and reviewed within class to provide feedback on the utilization of the designated interviewing techniques. Successful implementation of interviewing techniques, enhanced self-awareness and ability to accept and effectively utilize constructive feedback will be assessed. A minimum of four interviews will be completed by each student.

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

**Assessments:** Students will be expected to complete a written assessment of student-facilitated interviews throughout the semester. Successful recording of the interview process, hypotheses about the verbal and nonverbal cues and process as well as writing skills will be assessed. A minimum of four assessments will be completed by each student.

## GRADING

<b>Class preparation and participation</b>	<b>10 points</b>
<b>Interviews</b>	<b>20 points @ 5 points each</b>
<b>Process Recordings</b>	<b>20 points @ 5 points each</b>
<b>Assessments</b>	<b>20 points @ 5 points each</b>
<b>Mid-term Exam</b>	<b>15 points</b>
<b>Final Exam</b>	<b>15 points</b>

**A total of 100 points is possible**

**Grades are earned in the following way:**

<b>A</b>	<b>=</b>	<b>93 - 100</b>	<b>B-</b>	<b>=</b>	<b>80 - 82</b>	<b>D+</b>	<b>=</b>	<b>67 - 69</b>
<b>A-</b>	<b>=</b>	<b>90 - 92</b>	<b>C+</b>	<b>=</b>	<b>77 - 79</b>	<b>D</b>	<b>=</b>	<b>63 - 66</b>
<b>B+</b>	<b>=</b>	<b>87 - 89</b>	<b>C</b>	<b>=</b>	<b>73 - 76</b>	<b>D-</b>	<b>=</b>	<b>60 - 62</b>
<b>B</b>	<b>=</b>	<b>83 - 86</b>	<b>C-</b>	<b>=</b>	<b>70 - 72</b>	<b>F</b>	<b>=</b>	<b>under 60 points</b>

**Please note: Per academic policy, failure to take the final exam is grounds for failing the course. Please also note that social work majors are expected to earn at minimum C- in all major courses. Failure to do so will result in retaking the course.**