

Mary Baldwin University
Department of Social Work
SOWK 156: Interviewing in Human Service Professions
Adult Degree Program: Staunton
Spring 2021

Instructor: Kim Higgins, MSW

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Phone Number/text: 540-255-3113

Schedule: Saturdays 9-12 on 1/9, 1/23, 2/13, 3/6, 4/3

Location: –VIRTUAL—

Bachelor's 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.

Required Text:

Kadushin, A. and G. (1997). The Social Work Interview, 4th ed. New York: Columbia University Press. ISBN-13 9780-231-096591 (note: the 5th edition can be used as well)

Recommended Websites:

www.socialworkers.org

www.socialworker.com

www.socialworktoday.com

www.cswe.org

www.naswdc.org/practice

www.apa.org

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 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 MBC Honor

Code. Please be aware that your professors will be documenting your success in these areas as you progress through the BSW program.

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 Director, Adult Degree Program (lpond@mbc.edu). If the student(s) does not self-report within 24 hours, I will submit the report myself.

If the Honor Code offense is related to a course assignment, I reserve the right to assess a grade penalty prior to and/or separate from any penalty awarded by ADP. The student's acceptance of responsibility or history of infractions will be taken into consideration as well as other information relevant to the student's performance in the course.

Plagiarism, cheating, and all other forms of academic misconduct are not only considered a violation of the MBC 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).

In most instances, the first incidence of such failure to properly cite, quote and/or appropriately include sources in the reference list will require that the assignment be revised making corrections as necessary. Failure to redo the assignment by the due date will result in "0" points for the assignment. An additional incident will result in a referral for investigation of an Honor Code violation.

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 (6th Edition).

Additional information on writing for ADP students is included here:

https://mymbc.mbc.edu/ICS/icsfs/Writing_Guide.pdf?target=7a686037-63d7-4bf2-81a0-3887044645b9

4. Learning Styles:

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 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 contact Disability Services/Bev Askegaard at 540-887-7250. **Special accommodations, as suggested by MBC 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, will be completed by their due dates. If assignments are late, a 5% penalty will be deducted for each day and assignments submitted more than one week after their due date will not be accepted.

No extensions are permitted for quizzes, tests, exams, facilitated interviews (exception: verifiable emergency) and extra credit.

Class Attendance and Participation:

We meet only five times and you are expected to be on-line (with video and audio working), on time, and for the entire class. **You will be permitted one absence, for emergencies. Any additional absences will result in a deduction of 5 points each missed class.** If you have to miss a class, you are responsible for getting the information you missed. If there is a family emergency, it is your responsibility to notify me within 24 hours (before or after) of the missed class/due date. You can email, text, or call me. A portion of your grade will be based on your participation and your ability to respond appropriately to any absences. A portion of your grade will be based on your participation. 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.

Core 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 video taped 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 five 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 five 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. Assessments will be completed by each student.

Grading:

Assignment #1 Practice Process Recording/Assessment	10 points
Assignment #2 Personal Interview/Social History	10 points
Assignment #3 10 Things article	10 points
Assignment #4 Clear Language Exercise	10 points
Class Participation	75 points
Role Play Interviews (4)	40 points @ 10 points each
Process Recordings /Assessments (4)	100 points @ 25 points each
Reflections (4)	40 points @ 10 points each
Mid-term Exam	50 points
Final Exam	50 points
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Total possible points	395

Grading Scale – 395 points possible

Percentage	Course Grade	Minimum Points Needed
93-100	A	367-395
90-92	A-	355-366.5
87-89	B+	343-354.5
83-86	B	327-342.5
80-82	B-	316-326.5
77-79	C+	304-315.5
73-76	C	288-303.5
70-72	C-	276-287.5
67-69	D+	264-275.5
63-66	D	248-263.5
60-62	D-	237-247.5
0-59	F	Under 237 points

*Class participation points include not only in-class participation and coming to class prepared, but also your ability to effectively communicate and maintain communication between classes. Also included is the completion of worksheets, reading articles, and student peer assessments.