

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
FALL 2016-2017
SW 301 INTERVIEWING TECHNIQUES**

This document does not constitute a contract with the University. It contains guidelines only.

Academic Term and Year:

Course Prefix and Number: SW 301

Course Title: Interviewing Techniques

Days, Time and Location of class: William Sullivan Building Room

Professor:

Office Location: William Sutton Administration Suite 218

Office Hours:

Office Phone Number:

Main Office Number 662-254-3365

Email Address:

Prerequisite: None

Required Technology Skills: Basic computer, internet skills, Web 2.0 technologies

CATALOG COURSE DESCRIPTION

Study of interviewing principles and skills and their use in a variety of social service settings.

COURSE DESCRIPTION

This basic tool used by all human service workers, including social workers, is the interview. It is through which social workers gather information, assess clients, develop intervention plan, implement intervention plan, evaluate intervention and terminate the social work process. This course is designed for students to gain knowledge of basic concepts and principles related to the interviewing process and their use in various situations, especially in social work problem solving

process. It is important that social workers acquire the knowledge on these topics that are reliable, valid and useful.

DEPARTMENT OF SOCIAL WORK/BSW PROGRAM MISSION

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations at risk in rural areas. The Bachelor of Social Work (BSW) Program prepares students to apply the knowledge and skills of generalist social work practice with individuals, families, groups, organizations and communities. Through the curriculum, the program instills in students social work knowledge, values, and skills in a manner which enables students to work with diverse populations in a wide range of settings. Concurrently, special emphasis is placed on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta in which the University is located and committed to serve, as well as rural areas globally.

BSW PROGRAM GOALS

1. Educate students for entry level social work positions for generalist practice with individuals, families, groups, organizations and communities.
2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.
3. Instill in students a professional social work identity which incorporates the values and ethics of the profession.

COMPETENCIES

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

EPAS Competency: 2.1.2 Apply social work ethical principles to guide professional practice.

EPAS Competency: 2.1.3 Apply critical thinking to inform and communicate professional judgments.

EPAS Competency: 2.1.4 Engage diversity and difference in practice.

EPAS Competency: 2.1.5 Advance human rights and social and economic justice.

EPAS Competency: 2.1.6 Engage in research-informed practice and practice-informed research.

EPAS Competency: 2.1.7 Apply knowledge of human behavior and the social environment.

EPAS Competency: 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work practice.

EPAS Competency: 2.1.9 Respond to contexts that shape practice.

EPAS Competency: 2.1.10(a)–(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Rural Competency: 2.1.11: Use interventions that recognize the needs and strengths present in rural communities.

Rural Competency: 2.1.12: Coordinate interventions with social workers, related professions, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients.

EXPECTED PRACTICE BEHAVIORS

| Course Competencies | Course Practice Behaviors | Assessment of Practice Behaviors |
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| EPAS Competency: 2.1.1 Identify as a professional social worker and conduct oneself accordingly. | Demonstrate professional demeanor in behavior, appearance, and communication. | 1. Professional Dress day 2. Interview Project 3. In-class interviews |
| EPAS Competency: 2.1.2 Apply social work ethical principles to guide professional practice. | Recognize and manage personal values in a way that allows professional values to guide practice. | 1. Interview Project 2. In-class interviews |
| EPAS Competency: 2.1.3 Apply critical thinking to inform and communicate professional judgments. | Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. | 1. Interview Project 2. In-class interviews |
| EPAS Competency: 2.1.4 Engage diversity and difference in practice | Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. Recognize and communicate their understanding of the importance of difference in shaping life experiences. | 1. Interview Project 2. In-class interviews |
| EPAS Competency: | Critique and apply knowledge | 1. Interview Project |

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| 2.1.7 Apply knowledge of human behavior and the social environment. | to understand person and environment. | 2. In-class interviews |
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COURSE REQUIREMENTS

Required Textbooks:

Stewart, C.J. & Cash, W. B. Jr. (2014). *Interviewing: Principles and practices* (14th ed.). Boston: McGraw Hill.

Class Attendance Policy:

Class attendance is required. Students are expected to attend all class sessions. If a class is missed, the student is still responsible for any announcements, handouts, or material presented in class.

Policy and Procedure on Cheating and Plagiarism:

Philosophy

Honesty and integrity are essential values of Mississippi Valley State University's mission to pursue truth and knowledge. All persons – administrators, faculty, staff, and students – share the responsibility for achieving high standards of excellence. Academic dishonesty of any kind negates this mission and is antithetical to the development of morally and ethically sound human beings. Therefore, Mississippi Valley State University will not tolerate cheating or plagiarism in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation conferred by the University. Students who engage in such activities deny themselves the opportunity to benefit from accurate assessment and feedback and prevent full academic and personal development.

Responsibility

Although the faculty of Mississippi Valley State University is responsible for establishing the standards for moral and academic excellence in teaching and learning, these standards can be reached only with the cooperation and support of students. Each student is expected, therefore, to accept responsibility for maintaining honesty and integrity in all endeavors inside and outside the classroom, studio, or laboratory. Faculty encourages ethical behaviors by: establishing an atmosphere of respect in the classroom; stating clearly on the syllabus their standards and expectations for academic performance, structuring learning situations that encourage honesty and deter cheating and plagiarism; and for presenting and enforcing the University's policy on academic dishonesty.

Definitions

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Such behavior also includes assisting another student in such practice. Although cheating is often associated with examinations, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but also

that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific type of cheating which consist of the misuse of the published and/or unpublished works of others by misrepresenting the intellectual property of others as one's own ideas or works.

Academic Sanctions for Cheating or Plagiarism

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the aforementioned definitions, the faculty member should initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the wrong doing, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a grade of "0" or "F" for the work submitted, assigning an "F" for the entire course, or recommending another penalty, including dismissal from the University. In the advent that the student does not admit wrong doing or that no mutually agreeable settlement is reached as a result of the faculty-student conference, the faculty member will consult the department chair.

Make-up Examination Policy:

It is the responsibility of the student to request to make up an examination within one week following the missed examination. The decision rests with the class instructor as to whether a student will be allowed to make up the test. The decision will be based on whether the instructor considers the reason for missing the examination to be justifiable.

Teaching/Learning Strategies:

Various teaching methods will be used to meet the course objectives and stimulate discussions in the class. Students are expected to participate in discussion and share their thoughts regarding issues being discussed. This class will be formatted in order to accommodate the use of videos, assigned readings and presentations as well as lecturing. guest speakers who are experienced in mental health assessment will present information to help students to understand the progression of mental illness and the cutting edge intervention to help those diagnosed with mental illness to live and maintain a healthier emotional being.

Required Tasks/Activities:

1. Each student will audio tape an interview. Students may choose to interview a license social worker or an elderly person.
2. Each student will conduct an in-class interview along with other students. Students are to select a role play scenario from the list of role-playing cases in-class interview.
3. Students will take a syllabus quiz.
4. Students will participate in professional dress day.

5. Students will take chapter exams, mid-term, and final exam.
6. Other assignments may be required.

Evaluation Procedures:

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| In-class interview | 100 points |
| Out of class interview | 100 points |
| Professional Dress Day | 100 points |
| Syllabus quiz | 50 points |
| Chapter exercises 3 @ | 75 points |
| Chapter exams (including midterm and final exams) 5@100 | 500 points |

Performance Standards:

Students will be evaluated according to interviews, class assignments, mid-term, final, and chapter examinations. Students will be expected to complete satisfactorily the assigned activities as listed above. Satisfactory completion includes adequate preparation prior to each class meeting.

The final grade assessed for each student will be determined using the following scales:

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| A | 90 -100 |
| B | 80 - 89 |
| C | 70 - 79 |
| D | 60 - 69 |
| F | Below 60 |

AMERICANS WITH DISABILITIES ACT: Services for Students with Disabilities (SSD)

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

COURSE ACTIVITIES

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| Week One | Review of course syllabus and assignments Ice Breaker: First Interview Assigned Readings: Chapter1: An Introduction to Interviewing The Fundamental Characteristics of Interviews Traditional Forms of Interviewing | Class Discussion |
| Week Two | Assigned Readings: Chapter 1 continues Selection of in-class Role play exercise Exercise #1 What is and is Not an Interview? | Class Discussion/Role-Play Exercises |
| Week Three | Assigned Readings: Chapter 2: An Interpersonal Communication Process Two Parties in the Interview Interchanging Roles during Interviews Perceptions of Interviewer and Interviewee Communication Interactions | Class Discussion |
| Week Four | Chapter 2 continues Feedback The Interview Situation Outside Forces | Class Discussion |
| Week Five | Assigned Reading: Chapter 3: Questions and Their Uses Open and Closed Questions Primary and Probing Questions Neutral and Leading Questions | Class Discussion |
| Week Six | Chapter 3 continues Common Question Pitfalls | Class Discussion |
| Week Seven | Assigned Reading: Chapter 4: Structuring the Interview | Class Discussion |

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| | The Body of the Interview Opening the Interview Closing the Interview | |
| Week Eight | Mid-Term Exam | Exam |
| Week Nine | BREAK | |
| Week Ten | Assigned Reading: Chapter 5: The Informational Interview Preparing the Interview Selecting Interviewees and Interviewers Opening the Interview | Class Discussion |
| Week Eleven | IN CLASS INTERVIEWS | Role Play Exercises/Interview |
| Week Twelve | IN CLASS INTERVIEWS CONTINUE | Role Play Exercises/Interview |
| Week Thirteen | Chapter 5 continues Conducting the Interview Closing the Interview Preparing the Report or Story The Interviewee in the Probing Interview | |
| Week Fourteen | Assigned Reading: Chapter 11: The Counseling interview Ethics and the Counseling Interview Prepare thoroughly for the counseling Conducting the Interview | Class Discussion |
| Week Fifteen | Assigned Reading: Chapter 12: The Health Care Interview Ethics and the Health Care Interview Patient-Centered Care | Class Discussion |

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| | Opening the Interview Getting Information Giving Information | |
| Week Sixteen | PROFESSIONAL DRESS DAY, IN CLASS EXERCISE, AND FINAL EXAM WEEK | Role-Play Exercises |
| Week Seventeen | PROFESSIONAL DRESS DAY, IN CLASS EXERCISE, AND FINAL EXAM WEEK | Role-Play Exercises Exam |

BIBLIOGRAPHY

- Cameron, H. (2008). *The Counseling Interview: A Guide for the Helping Profession* (7th ed.) New York: Palgrave Macmillan.
- Cournoyer, B. (2013). *The Social Work Skills Workbook*. (4th edition) Belmont, CA: Brooks-Cole.
- De Jong, P. & Berg, I.K. (2013). *Interviewing for Solutions* (4th ed.). Belmont, CA: Thompson, Brooks-Cole.
- Fleisher, W. (2011). *Effective Interviewing and Interrogation Techniques* (3rd edition) Academic Press, Inc.
- Hill, C. E. (2009), *The Helping Skills: Facilitating Exploration, Insight, and Action*. Washington, DC: American Psychological Association.
- Miller, W. R. & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd.ed.). New York: Guilford Press.
- Sommers-Flanagan, J. (2012). *Clinical Interviewing Skills (DVD)*. John Wiley & Sons, Inc.
- Stewart, J. (2011). *Bridges Not Walls: A Book about Interpersonal Communication* 11th ed.). New York: McGraw-Hill.
- Trenholm, S. & Jensen, A. (2013). *Interpersonal Communication*. New York: Oxford University Press.