DEPARTMENT OF SOCIAL WORK
FOUNDATIONS OF INTERVIEWING & INTERPERSONAL SKILLS
Remote Delivery
SOWK 3000-Section 002 - 3 credit hours
Fall 2020

Instructor: Dr. Amy Mayes, DSW, LMSW
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Telephone: 
Office: Chilton 300
Class Day & Time: Wednesdays 2-4:50pm
Classroom: ZOOM
Office Hours: Before class & By Appointment

“I, and every other professor on this campus, are here to help you to find, take back and keep, your righteous mind!” – Melvin Tolson, (The Great Debaters)

COURSE DESCRIPTION

The skills in this course serve as a foundation for students to build upon in practice classes for the social work program as well as future professional practice. This course focuses on development of the knowledge, values and skills essential to direct practice. Students will learn the importance of developing relationships with clients, colleagues, supervisors, other professionals. Content will include the examination of the skills, concepts and dynamics involved to engage in an appropriate professional relationship. Students will understand the helping process and complexity of effective communication. The components of the professional helping relationship will be honed such as use of verbal and nonverbal skills, active listening, the purpose of the social work interview, empathic skills and responding to the uniqueness of the individual client. Students will also incorporate critical and creative thinking in practice applications as well as other issues of relevance to social workers. This course emphasizes the demonstration of skills through small groups and large simulated labs in the classroom.

COMPETENCIES & OBJECTIVES

This course will focus on two core competencies in accordance with the CSWE Standards as indicated:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course Objectives</th>
<th>Assessment</th>
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| Emphasize the demonstration of ethical and professional behavior. | • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations  
• Demonstrate professional demeanor in behavior; appearance; and oral communication | • Social History Interview  
• Interview Video Segment  
• Quizzes |
Engage with clients

- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

- Simulation Exercises
- Interview Video Segment
- Quizzes

**NASW-COE Values**

- Dignity and worth of the person, Importance of human relationships, Integrity, Competence, Social justice, and Service

**REQUIRED TEXTBOOK & ADDITIONAL READINGS**

**Required Text**


**Suggested Text**


Students are required to read the textbook and all of the Blackboard readings prior to each week’s class. Class discussion will review all readings, but we will not review them all in class. Evidence that you have done the readings in your assignments will be evident.

**POLICIES**

**ATTENDANCE POLICY**

NASW-COE requires competency! Coming to class late (or leaving early) is an extreme distraction to the professor and your fellow students. As any professional social worker should do in the workplace, if you know you are going to miss a class or are going to be significantly tardy, you should contact your instructor in advance via email to alert them of your situation. Hence, regular attendance is expected, as is punctuality. Absences may be excused with documentation in accordance with UNT attendance policy 15.2.5. Two unexcused absences are permitted for unforeseen circumstances without penalty; however, you will miss essential information, so limit any absences. Your third unexcused absence will result in a 5% deduction from your overall final grade, and a 5% deduction for every unexcused absence thereafter.

Furthermore, arriving late and/or leaving early may also negatively impact your grade. Roll will be taken at the beginning or end of each class, if you come late or leave early (without prior approval), it will be counted as a tardy. Three ‘unexcused tardies’ will be counted as an unexcused absence…you are tardy after 10 minutes without notifying the professor in advance (in advance DOES NOT mean 15 minutes before class or during class). The professor reserves the right to determine the qualifications for an ‘excused tardy’. Using a classmate to tell the instructor you will not be in class is not appropriate or
sufficient. Also, you are required to email the professor (at least 25 minutes before class begins) if you are going to be tardy or absent from class.

**Consideration for make-up work (or excused absences) will only be made in the event your absence is caused by:**

1. a major event/illness that is life disrupting and clearly outside of your control, or
2. an illness that renders you incapable of participating or that is infectious and thus risks causing harm to your fellow students and professor if you participate.

**ACADEMIC INTEGRITY**

Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. Academic dishonesty includes cheating, plagiarism, forging the signature of the instructor or of another student, fabrication, and/or facilitating or sabotaging the academic dishonesty of other students. Any suspected occurrence of academic dishonesty will be investigated and handled in accordance with UNT policy and procedures. The following academic penalties may be assessed at the instructor’s discretion upon determination that academic dishonesty has occurred. Admonitions and educational assignments are not appealable.

1. **Admonition.** The student may be issued a verbal or written warning.
2. **Assignment of Educational Coursework.** The student may be required to perform additional coursework not required of other students in the specific course.
3. **Partial or no credit for an assignment or assessment.** The instructor may award partial or no credit for the assignment or assessment on which the student engaged in academic dishonesty, to be calculated into the final course grade.
4. **Course Failure.** The instructor may assign a failing grade for the course.

Specific details and description of UNT’s Policy on Student Standards of Academic Integrity (18.1.16) and students’ right to appeal are available at [https://policy.unt.edu/policydesc/student-standards-academic-integrity-18-1-16](https://policy.unt.edu/policydesc/student-standards-academic-integrity-18-1-16)

**DISABILITY ACCOMMODATION**

In accordance with university policies and state and federal regulations, UNT is committed to full academic access for all qualified students, including those with disabilities. To this end, all academic units are willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide the student with an accommodation letter to be hand delivered to the instructor to begin a private discussion regarding the student’s specific needs in the course.

Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Every semester, students must obtain a new letter of accommodation, and they must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment **prior to the first assignment or quiz due date.** Faculty
members have the authority to request that students discuss such letters during their designated office hours in order to protect the privacy of the student.

For additional information, visit the Office of Disability Accommodation (ODA) in Sage Hall, suite 167, or their website at http://disability.unt.edu. You may also contact the ODA office by phone at 940.565.4323. Specific information on UNT’s policies related to disability accommodations is available at https://policy.unt.edu/policydesc/disability-accommodation-students-and-academic-units-18-1-14.

Please note that disability accommodations are not retroactively applied to the start of a course. Accommodations in the course become effective after the student has delivered an official accommodation letter from UNT’s ODA.

STUDENT CONDUCT

*Please speak from your heart, but only after you have thought about the hearts of others; this class environment is a Bully-Free Zone.*

Any student behavior that interferes with an instructor’s ability to conduct class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional setting at UNT. This includes traditional face-to-face classes, online or blended classes, labs, discussion groups or boards, field trips, and verbal and/or written (including email) communication with the instructor and/or other students. Examples of unacceptable behavior include, but are not limited to, disrespectful treatment of other students (verbal or written), disrupting lecture, and use of inappropriate or profane language or gestures in class or other instructional settings.

CONFIDENTIALITY: The class necessarily addresses people with problems. Case material may be introduced by the instructor and/or students to advance learning and to meet course requirements and/or objectives. Students will hold case material confidential in explicit accordance with social work ethics, and reflect in their behavior appropriate sensitivity and judgment. Any audio and video taping in class is prohibited without the permission of the instructor. Furthermore, due to the sensitive nature of case examples, children and visitors are NOT allowed without permission of the instructor. Additionally, no student is allowed to audio or video record the professor and class unless they provide the professor with an ODA letter that states this is their accommodation.

Additionally, class must not be disturbed by the sounds of cell phones, beepers, or other electronic equipment that may disrupt the learning environment. In the case of an emergency, please answer your phone outside of the classroom, after the door has closed.

A student engaging in unacceptable behavior may be directed to leave the classroom or other instructional setting and may also be referred to the Dean of Students to consider whether his/her conduct violates UNT’s Student Code of Conduct.

CAMPUS CARRY & CONCEALED HANDGUNS

In accordance with state law and UNT policy, students who are licensed may carry a concealed handgun on campus premises except in locations and at any function, event, and program prohibited by law or by
this policy. Students may learn more about UNT’s concealed handgun policy at https://campuscarry.unt.edu.

**SEXUAL DISCRIMINATION, HARRASSMENT, & ASSAULT**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. In summation, I cannot promise you confidentiality when you reveal certain things, I can promise you compassion.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources](http://deanofstudents.unt.edu/resources). Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

**PROFESSIONAL ETIQUETTE**

The college experience is intended to assist in preparing students for professional and career pursuits. That preparation includes learning to use professional etiquette in dealing with people in positions of authority. The appropriate way to address your instructor depends on her/his particular education credentials. These are usually indicated on the course syllabus. If your instructor has a:

- Doctorate (Ph.D. or Ed.D.), you should address them as: Dr. Instructor’s last name
- Master’s degree (MA, MS, MSW, MSSW) you should address them as: Professor Instructor’s last name
- Law degree (J.D.) you should address them as: Professor Instructor’s last name

If you are not certain about an instructor’s education credentials, you should address them as “Professor.” **It is not appropriate to call the instructor by his/her first name!** Any type of communication—verbal or written—is most likely to achieve the intended result when it is polite or courteous. Please note that communication can be polite even if there is some type of conflict involved. **Instructors may choose not to respond to emails or other forms of communication that are perceived as insulting or disrespectful.**

**REQUESTS TO DROP THE CLASS:**

We want you to succeed in this class and at UNT. If you are concerned about your progress in the course, or believe you need to drop for other reasons, it is important that you contact the instructor as soon as possible. We want to make sure that dropping the course is your best or only option.
There are consequences to dropping classes that extend beyond losing your invested time, money, and effort. Dropping one or more classes may make you ineligible for financial aid. There are also limits on the number of courses you can drop. You can learn more about this at http://registrar.unt.edu/registration/dropping-class.

If you absolutely have to drop the course, after the 12th class day for fall or spring semesters, students must first submit a completed Request to Drop Class form to the Registrar's Office. Per university policy a WF will no longer be assigned as a grade. If you have any questions, please call the Registrar's Office at 940-565-2378 or come to the Eagle Student Services Center Room 147.

REQUESTS FOR AN INCOMPLETE

Students must meet specific criteria to be eligible to receive an incomplete in a course. Review these guidelines on UNT’s Incomplete Grade policy is available at http://registrar.unt.edu/grades/incompletes.

COMMUNICATION

The best way to communicate with your professor is through email. All communications with students should be done through an official UNT assigned email; external email address can be used but no private information will be provided if a student uses a non-UNT email account. Please be sure to check this account frequently, or forward it to your most frequently utilized email service.

EMERGENCY NOTIFICATIONS & PROCEDURES:

UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all currently enrolled students. Please make certain to update your phone numbers at https://my.unt.edu/. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

COURSE EVALUATION

The Student Perception of Teaching (SPOT) is required for all classes at UNT. I am very interested in the feedback I get from students, as I work to continually improve my teaching. The SPOT survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. Please visit my.unt.edu and fill out the evaluation form when it is available.

ASSIGNMENTS

MISSED ASSIGNMENTS

If you miss class for any reason, you are expected to get copies of notes/handouts from your peers. All assignments will be tuned in hard copy. If you miss class when an assignment is due, and you have an excuse, you may turn it in via email. However, if you are absent without a valid excuse the assignment is counted as MISSED. It is the students' responsibility to ensure that all assignments are in the correct
format. Late assignments will be accepted only at the discretion of professor, if accepted at all. The exceptions are only those students with university excused absences who are allowed to make up some assignments (i.e. military service, religious holy day, university function or closure, documented illness). Documentation must be provided within one week of the student’s return to class.

**COURSE OUTLINE, READINGS, AND ASSIGNMENTS**

*It is expected that you will complete all readings and online modules prior to class. The instructor reserves the right to modify the schedule and assignments, as class needs dictate. Record all due dates in your personal calendar! You are responsible for reading and adhering to all announcements stated in class and on CANVAS.*

**ASSIGNMENTS & MAKE-UP POLICY**

Assignments include:

I. **Quizzes:** 30 Points
   There will be three open-ended and multiple-choice item quizzes worth 10 points each throughout the semester. These quizzes will be administered via CANVAS (open for a few days) and will cover the content presented in class, class notes, the textbook, and any other documents uploaded on CANVAS or discussed during class.

II. **Mock Interview Video:** 25 Points
   Students will complete a video interview assignment with a ‘mock’ client. Students will demonstrate professionalism and engagement skills (demonstrate professional dress, informed consent, use of open/closed-ended questions, active listening, attending, empathy, effective body language, etc). Grading matrix is forthcoming.

III. **Cross Cultural Paper:** 15 Points
   Students will write a 3 page paper in APA style (6th edition). This paper will describe a cross-cultural issue that might occur between the interviewer and interviewee, a theoretical explanation of this issue, and at least two examples of how this issue could be addressed based on the readings and lecture. The student must use two journal articles that address this issue. A grading matrix will be forthcoming. See Purdue Owl…for APA style [https://owl.english.purdue.edu/owl/section/2/10/](https://owl.english.purdue.edu/owl/section/2/10/)

IV. **Social History Interview and Written Report:** 20 Points
   Students will interview any CURRENT UNT student about their initial visit, first semester experience, and continued experience within the UNT campus community. Develop 15 questions and a form; the questions should be typed, and answers should be hand-written during the face-to-face interview; turn this into a typed 2-page report. This is NOT an APA style paper.

V. **In-Class Assignments:** 10 Points
   Students will be given a number of in-class assignments throughout the semester to complete. These assignments will be approximately 1-4 points each. This assignment may also include a quiz on the syllabus and APA style writing.

**TOTAL Points 100**

**NOTE:** Approximately half (or a little more than half) of the class will be lecture, and the remainder will consist of practical application of interviewing skills via assignments and discussion.
## COURSE ASSIGNMENTS

<table>
<thead>
<tr>
<th>DAY of WEEK</th>
<th>GENERAL TOPIC IN CLASS</th>
<th>Kadushin READINGS</th>
<th>ASSIGNMENTS &amp; QUIZZES</th>
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<tbody>
<tr>
<td>August 26th</td>
<td>Introduction &amp; Expectations: Review of course, expectations, requirements, policies, assignments,</td>
<td>Overview</td>
<td>Conversation vs. Interview</td>
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<tr>
<td></td>
<td>The Interview Process: Defining the SW interview, Distinguishing interview from a conversation. Interview as communication, informed consent, learning styles</td>
<td>READING: Ch. 1 &amp; 2</td>
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<tr>
<td>Sept 9</td>
<td>BSW Program Coordinator in Class (tentative) Possible Guest Speaker Social Work Applications Listening and Silence as Interview Techniques: Hearing vs Listening, conditions for good listening, guidelines</td>
<td>READING: Ch. 3</td>
<td>Active Listening Interview 1 person</td>
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<tr>
<td>Sept 16</td>
<td>Nonverbal Communication: Sources and significance of nonverbal communication, communication problems</td>
<td>READING: Ch. 4</td>
<td>Nonverbal Comm.s &amp; Body language</td>
</tr>
<tr>
<td>Sept 23</td>
<td>The Developmental Phase: Questioning Techniques: Objectives of questioning, open &amp; closed questions, probing, preparation, common errors</td>
<td>READING: Ch.10</td>
<td>15 Questions DUE (Choose your interviewee for Soc Hist)</td>
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<tr>
<td>Sept 30</td>
<td>Establishing a Relationship: Defining the relationship, significance, developing a positive relationship, attitudes and behaviors</td>
<td>READING: Ch. 5</td>
<td>Question Development</td>
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<tr>
<td>Oct 7</td>
<td>Cross-cultural Interviewing and work with other populations: Working across racial/ethnic differences, self-awareness, knowledge of differences, skills, Knowledge, skills of cross-cultural interviewing</td>
<td>READING: Ch. 12</td>
<td>Culturally-sensitive communications/ Cultural competence</td>
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<tr>
<td>Oct 14</td>
<td>Continue Previous Lecture…</td>
<td>Finish Ch. 12</td>
<td>Social History Due</td>
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<tr>
<td>Oct 21</td>
<td>The Introductory Phase:</td>
<td>READING: Ch. 6</td>
<td>Cross-Cultural Paper Due</td>
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<tr>
<td>Oct 28</td>
<td>The interviewee’s &amp; interviewer’s background, preparations and settings. Starting the interview; establishing goals SMART Goals Process Recording: Feelings &amp; Empathy</td>
<td>READING: Ch. 6</td>
<td></td>
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<tr>
<td>Nov. 4</td>
<td>The Problem Exploration Phase: The meaning and sequence of techniques, attending behaviors (paraphrasing, reflection, summarizing)</td>
<td>READING: Ch. 7</td>
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<td>Nov. 11</td>
<td>The Developmental Phase: Problem-Solving Interventions: Clarification, interpretation, confrontation, self-disclosure, sharing information</td>
<td>READING: Ch. 8</td>
<td>QUIZ #2</td>
</tr>
<tr>
<td>Nov. 18</td>
<td>The Developmental Phase: More Problem-Solving Interventions: Support and reassurance, advice, silence, humor, integration of interviewing skills</td>
<td>READING: Ch. 8</td>
<td>BEGIN INTERVIEWING PROCESS</td>
</tr>
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<td>Nov 25</td>
<td>DISCUSSION BOARD – NO LIVE CLASS THANKSGIVING WEEK</td>
<td>READING: Ch. 9</td>
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<td>Dec 2</td>
<td>Problematic Interviews: Involuntary interviews and resistant clients</td>
<td>READING: Ch. 13</td>
<td>START UPLOADING YOUTUBE LINK AND QUIZ #3</td>
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<tr>
<td>BY DEC 8TH</td>
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<td>Download WORKING YouTube links or videos to CANVAS AND QUIZ #3</td>
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**GRADING**

*Overall course grades will be assigned strictly on the basis of a point system as follows:*

- **A =** 90 - 100 points
- **B =** 80 - 89 points
- **C =** 70 - 79 points
- **D =** 60 - 69 points
- **F =** < 60 points

Note: If you feel this course needs more points, add a ‘0’ to all the course assignments & the point system above!

**CRITERIA FOR STUDENT EVALUATION**

Students’ progress will be evaluated utilizing the following criteria for all assignments:

1. Adheres to specified format, outline, and page/word requirements – follows instructions!
2. Professional writing - Clarity of concepts and ideas, concise writing. Uses correct spelling, grammar, punctuation, sentence structure (few mechanical errors)
3. Quality presentation and organization (topics should be organized clearly). Use headings and subheadings, FOR ALL TYPED ASSIGNMENTS, to organize and present your work in a professional manner.

*Note: This syllabus (and the assignment due dates, quizzes, and lecture) can, and possibly will, change based on the needs of the professor and the pace of the course.*

**References**


**Spring 2020 Term**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 24, 2020</td>
<td>First Class Day (Monday)</td>
</tr>
<tr>
<td>NOVEMBER 26-27</td>
<td>Thanksgiving Break (university closed)</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>December 2-3</td>
<td>Pre-finals Days</td>
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<td>December 2(^{nd})</td>
<td>Last Class Day</td>
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<tr>
<td>December 4(^{th})</td>
<td>Reading Day (no classes)</td>
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<tr>
<td>December 5(^{th})-11(^{th})</td>
<td>Finals</td>
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