# SOWK 3000.002 Foundation of Interviewing & Interpersonal Skills

## Instructor Information

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**Communication Expectations:** Connect with me through university email and/or by attending office hours. During busy times, my email inbox becomes rather full, so if you contact me and do not receive a response within two business days, please send a follow up email. A gentle nudge is always appreciated.

## Creating an Inclusive Learning Environment

## 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 the development of knowledge, values and skills essential to direct practice. Students will learn the importance of developing relationships with clients, colleagues, supervisors, and other professionals. Content will include the examination of the skills, concepts and dynamics involved in engaging 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 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 and Objectives

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

|  |  |  |
| --- | --- | --- |
| **Competency** | **Course Objectives** | **Assessment** |
| 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 (DIICSS)

## How to Succeed in this Course

Share your availability with students and communication preferences in a way that reveals the value of connecting outside of class and normalizes success through goals and challenges. You **must** include your office hours, and you might also share what success means to you or include common feedback you receive from students when they utilize office hours and/or other academic success resources.

### Accommodations

The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your faculty a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course.

You can request accommodations at any time, but it’s important to provide ODA notice to your faculty as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access resources that can support your needs, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (<https://studentaffairs.unt.edu/office-disability-access>).

### Communication

### Example language for a syllabus on communication practices

Faculty members could describe this content by stating:

*Connect with me through email and/or by attending office hours. During busy times, my inbox becomes rather full, so if you contact me and do not receive a response within two business days, please send a follow up email. A gentle nudge is always appreciated.*

or

*Office hours offer you an opportunity to ask for clarification or find support with understanding class material. Come visit me! I encourage you to connect with me. Additional office hours, in person and virtually, will be offered as the semester concludes. Your success is our goal.*

### Success Resources

UNT strives to offer a high-quality education in a supportive environment where you can learn, grow, and thrive. As a faculty member, I am committed to supporting you, and I want to remind you that UNT offers a range of mental health and wellness services to help maintain balance and well-being. Utilizing these resources is a proactive way to support your academic and personal success. To explore campus resources designed to support you, check out [mental health services](https://digitalstrategy.unt.edu/clear/student-support-services-policies.html) (<https://clear.unt.edu/student-support-services-policies>), visit [unt.edu/success](https://www.unt.edu/success/), and explore [unt.edu/wellness](https://www.unt.edu/wellness/index.html). To get all your enrollment and student financial-related questions answered, go to [scrappysays.unt.edu](http://scrappysays.unt.edu/).

## Supporting Your Success and Creating an Inclusive Learning Environment

Communicate your commitment to the importance/value of an inclusive learning environment. What barriers to student success would you like to prevent by working collectively to develop community norms within the course?

### Example language for a syllabus about inclusion

Faculty members could describe this content by stating:

*I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.*

or

*Every student in this class should have the right to learn and engage within an environment of respect and courtesy from others. We will discuss our classroom’s habits of engagement and I also encourage you to review UNT’s student code of conduct so that we can all start with the same baseline civility understanding* ([Code of Student Conduct](https://policy.unt.edu/policy/07-012)) (<https://policy.unt.edu/policy/07-012>).

## Materials

### Required

Kadushin, A. & Kadushin, G. (2013). The Social Work Interview (5th Ed). NY: Columbia University

Press. (Available as an EBook through the UNT Library)

### Recommended

Forni, P. M. (2010). Choosing Civility: The Twenty-five Rules of Considerate Conduct. NY: St. Martin’s

Press. ISBN 0-312-30250-9Supplementary materials and/or readings (including whether they are

## Course Requirements

### Quizzes (30%)

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.

### Social History Interview and Written Report (20%)

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 (it will be graded and returned to you to correct); the corrected questions should be typed and interview your “client” while documenting their answers on this corrected form during the face-to-face interview (Zoom interview or F2F); turn this into a typed 2-page report (double-spaced)**.** This is NOT an APA style paper. This assignment requires that 3 forms be submitted. This will be a 3-part assignment: (1) Questions; (2) Interview your “client” with corrected questions and type answers on the question form; (3) write up a report based on the answers on this form (#s 2 & 3 turned in together).

### Cross Cultural Paper (15%)

Students will write a 3-page paper in APA style (7th 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 (within past 10 years). See Purdue Owl…for APA style <https://owl.english.purdue.edu/owl/section/2/10/>

### Mock Interview Video (25%)

Students will complete a video interview assignment with a ‘mock’ client. Within their group that they have been assigned to. 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.).

### In-Class Assignments (10%)

Students will be given several in-class assignments throughout the semester to complete. These assignments will be approximately 1-4 points each. This assignment may also include a participation, which will entail staying focused in class and being prepared to answer questions if asked.

## Class Schedule

Students will be notified by Eagle Alert if there is a campus closing that will impact a class and describe that the calendar is subject to change ([Campus Closures Policy](file:///C:\Users\jls0992\Downloads\Campus%20Closures%20Policy) (<https://policy.unt.edu/policy/15-006>).

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| --- | --- | --- | --- |
| **DAY of WEEK** | **GENERAL TOPIC IN CLASS** | **Kadushin READINGS** | **TOPICS, ASSIGNMENTS & QUIZZES** |
| 8/20 | Introduction & Expectations:  Review of course, expectations, requirements, policies, assignments, | Overview  READING: Ch. 1 |  |
| 8/27 | The Interview Process:  Defining the SW interview, Distinguishing interview from a conversation. Interview as communication, informed consent, learning styles | READING: Ch. 1 & 2 | Conversation vs. Interview |
| 9/3 | BSW Program Coordinator in Class: Social Work Applications  Listening and Silence as Interview Techniques:  Hearing vs Listening, conditions for good listening, guidelines  **BSW Admission Meeting In-Class (2nd half of class)** | READING: Ch. 3 | Active Listening  **(**Quiz 1 work ahead) |
| 9/10 | Nonverbal Communication:  Sources and significance of nonverbal communication, communication problems | READING: Ch. 4 | Nonverbal Comm.s & Body language  QUIZ #1 |
| 9/17 | The Developmental Phase: questioning techniques,  objectives of questioning, open & closed questions, probing, preparation, common errors | READING: Ch.10 | (Choose your interviewee for Soc Hist)  Question Development |
| 9/24 | Establishing a Relationship:  Defining the relationship, significance, developing a positive relationship, attitudes and behaviors | READING: Ch. 5 | 15 Questions DUE |
| 10/1 | Cross-cultural Interviewing and working with other people:  Working across racial/ethnic differences, self-awareness, knowledge of differences, skills, Knowledge, skills of cross-cultural interviewing | READING: Ch. 12 | Culturally sensitive communications/  Cultural competence |
| 10/8 | Continue Previous Lecture… |  | Social History Due |
| 10/15 | The Introductory Phase:  The interviewee’s & interviewer’s background, preparations and settings. Starting the interview; establishing goals SMART Goals  Process Recording: Feelings & Empathy | READING: Ch. 6 |  |
| 10/22 | The Problem Exploration Phase:  The meaning and sequence of techniques, attending behaviors (paraphrasing, reflection, summarizing) | READING: Ch. 7 | Cross-Cultural Paper Due  QUIZ #2 |
| 10/29 | Continue Previous Lecture |  |  |
| 11/5 | The Developmental Phase: Problem-Solving Interventions:  Clarification, interpretation, confrontation, self-disclosure, sharing information | READING: Ch. 8 & 9 |  |
| 11/12 | Continue Previous Lecture… |  |  |
| 11/19 | Problematic Interviews:  Involuntary interviews and resistant clients | READING: Ch. 13 | Upload WORKING links (ZOOM, YouTube, etc.) for videos to CANVAS |
| 11/24-11/30 Thanksgiving Break | | | |
| 12/3 | Wrapping Up |  | Quiz #3 |

## Assessing Your Work

In this part of the syllabus, you **must** outline your grading policies and cite the [Academic Integrity Policy (PDF)](https://policy.unt.edu/policy/06-003) (<https://policy.unt.edu/policy/06-003>). Include the grading scale (A-F) along with the point totals and/or percentages you will use to calculate the final grade. Include a list that details the point/percentage values for each assignment/type of assignment. You might also include grading criteria that describe the quality of work that constitutes and A, B, C, etc.

As part of your grading policy, it is recommended that you address the use of Generative AI (GenAI) in your course. Please clarify whether or not GenAI tools (such as ChatGPT) are allowed for assignments, and if they are, specify how they should be used.

Lastly, it is best practice to provide your policy on late work here as well as details regarding the presence or lack of extra credit opportunities.

Final grades are based on the following grading scale:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0-59%

### Example language for a syllabus about GenAI use

Faculty members could describe this content by stating:

## Permitted Use: *In this course, you are encouraged to use Generative AI (GenAI) tools such as [insert tool(s) here, e.g., Claude, ChatGPT, Gemin] to support your learning and develop skills for a GenAI-oriented workforce. This use will help us stay technically proficient and ethically grounded. However, GenAI should complement, not replace, our course materials. If something seems unclear, feel free to ask.*

*I use GenAI to [insert action(s) here, e.g., enhance materials, streamline tasks, generate prompts, create scenarios, draft syllabi, build study guides, analyze performance]. I will always disclose how I use GenAI, and I expect the same from you.*

*In line with the UNT Honor Code, all work you submit must be your own. Using GenAI tools without attribution or relying on them to complete assignments violates academic integrity and will be addressed according to our policy.*

or

## Limited Use: *Throughout the semester, you will or may use specific Generative AI (GenAI) tools for certain assignments, with guidance on responsible use. These assignments help build ethical resilience and GenAI literacy, preparing you for careers in a GenAI-oriented workforce.*

*I use GenAI to [insert action(s) here, e.g., enhance materials, streamline tasks, generate prompts, create scenarios, draft syllabi, build study guides, analyze performance]. I will always disclose how I use GenAI, and I expect the same from you. In accordance with the UNT Honor Code, unauthorized use of GenAI tools is prohibited. Using GenAI content without proper credit or substituting your own work with GenAI undermines the learning process and violates academic integrity. If you're unsure whether something is allowed, please seek clarification.*

or

## Prohibited Use: *In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools like [insert tool(s) here, e.g., Claude, ChatGPT, and Gemini] is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using GenAI to complete any part of an assignment, exam, or coursework will be considered a violation of academic integrity, as it prevents the development of your own skills, and will be addressed according to the* [*Student Academic Integrity policy*](https://policy.unt.edu/policy/06-003) *(https://policy.unt.edu/policy/06-003).*

### Example language for a syllabus about policies

Faculty members could describe this content by stating:

*Grades are based on mastery of the content. As a rule, I do not grade on a “curve” because that is a comparison of your outcomes to others. I do, however, encourage you to find opportunities to learn with and through others. Explore* [*Navigate360’s Study Buddy*](https://myunt-my.sharepoint.com/personal/stacey_polk_unt_edu/Documents/Syllabus%202.023/Navigate360’s%20Study%20Buddy) *(*[*https://navigate.unt.edu*](https://navigate.unt.edu)*) tool to join study groups. Maximize your learning with our coaching staff at the Learning Center. Focus on areas where you are struggling in this course by attending scheduled study group sessions with me the week before each exam. Forward together!*

or

*Every student in my class can improve by doing their own work and trying their hardest with access to appropriate resources. Students who use other people’s work without citations will be violating UNT’s Academic Integrity Policy. Please read and follow this important set of* [*guidelines for your academic success*](https://policy.unt.edu/policy/06-003) *(*[*https://policy.unt.edu/policy/06-003*](https://policy.unt.edu/policy/06-003)*). If you have questions about this, or any UNT policy, please email me or come discuss this with me during my office hours.*

or

*Honor Code: “I commit myself to honor, integrity, and responsibility as a student representing the University of North Texas community. I understand and pledge to uphold academic integrity as set forth by* [*UNT Student Academic Integrity Policy, 06.003*](https://policy.unt.edu/policy/06-003) *(*[*https://policy.unt.edu/policy/06-003*](https://policy.unt.edu/policy/06-003)*). I affirm that the work I submit will always be my own, and the support I provide and receive will always be honorable.”*

## Attendance and Participation

You **must** include attendance expectations and consequences for your course.

### Example language for a syllabus on attendance

Faculty members could describe this content by stating:

*Research has shown that students who attend class are more likely to be successful. You should attend every class unless you have a university excused absence such as active military service, a religious holy day, or an official university function as stated in the* [S](https://policy.unt.edu/policy/06-039)*[tudent Attendance and Authorized Absences Policy (PDF)](https://policy.unt.edu/policy/06-039) (*[*https://policy.unt.edu/policy/06-039*](https://policy.unt.edu/policy/06-039)*). If you cannot attend a class due to an emergency, please let me know. Your safety and well-being are important to me.*

or

*I have great respect for students who are balancing the demands of their coursework with the responsibilities of caring for family members. If you run into challenges that require you to miss a class, please contact me or my TA. There may be some flexibility we can offer to support your academic success.*

or

*Because we only meet once a week, every class meeting is essential to your success. To encourage your attendance, punctuality, and learning, I will provide pop quizzes of the previous week’s material at the beginning of class. Plan to arrive on time because you must be present when class begins to take the quiz.*

or

*Being punctual indicates our respect for others. Please arrive before class begins to find a seat, prepare your materials, and connect with your peers. The beginning of class is especially critical—just like the beginning of a movie or book. Being late to class is sometimes inevitable. If you are late, know that you are welcome to join the class, but please do so without distracting others. More than two instances of tardiness will result in an absence from class.*

or

*Because this course involves collaboration, participation is essential to learning. Our project-based activities require you to be actively engaged in discussions and group work. I understand tardiness and absences may occur. If you are late to class, please drop me an email to let me know the circumstances. If you must miss class, please let me know prior to your absence.*