

**The University of Tennessee
College of Social Work
BSSW Program
Spring 2018**

**SW 312: Interviewing Skills and the Helping Relationship in Social Work
Practice (3 credits)**

Instructor:	Stephanie Harness-Gambill, Ph.D., LCSW	Time:	T/R 12:40-1:55pm
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(RE) Prerequisite(s): 200 and 250.

Registration Restriction(s): By permission of instructor only.

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work BSSW Handbook (<http://www.csw.utk.edu/docs/BSSWHandbook.pdf>). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

CSW Standards of Professional Conduct

There are certain cognitive, emotional, and character requirements that students must possess that provide the College of Social Work (CSW) with reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and the professional practice of social work. Students in the CSW are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom as well as in their practicum.

- **Professional Behavior.** The social work student behaves professionally by knowing and practicing within the scope of social work, adhering to the National Association of Social Workers Code of Ethics and the Tennessee Board of Social Worker Standards of Conduct (1365-01-.10) as found in the Tennessee Board of Social Work Certification and Licensure General Rules and Regulations, <http://sharetn.gov.tnsosfiles.com/sos/rules/1365/1365-01.20151222.pdf>
- **Interpersonal Skills.** The social work student communicates and interacts with other students, faculty, staff, clients, and professionals in a professional manner, and demonstrates respect for and consideration of other students, faculty, staff, clients, and professionals in spoken, written, and electronic form. The social work student expresses her/his ideas and feelings clearly and demonstrates a willingness and ability to listen to others.
- **Self-awareness.** The social work student is willing to examine and change his/her behavior when it interferes with her/his working with clients and other professionals, and is able to work effectively with others in subordinate positions as well as with those in authority.
- **Professional Commitment.** The social work student has a strong commitment to the essential values of social work (the dignity and worth of every individual and her/his right to a just share of the society's resources). The social work student is knowledgeable about and adheres to the National Association of Social Workers Code of Ethics and the Rules of the Tennessee Board of Social Worker Certification.
- **Self-care.** The social work student recognizes the signs of stress, develops appropriate means of self-care, and seeks supportive resources if necessary.
- **Valuing Diversity.** The social work student appreciates the value of human diversity. Social work students do not impose their own personal, religious, sexual, and/or cultural values on other students, faculty, staff, clients or professionals. Social work students are willing to serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation, and/or value system.

Except for alleged academic dishonesty, which shall be addressed through the procedures set forth in [Hilltopics](#), code of conduct violations will be addressed through the CSW Professional Standards Committee.

Academic Standards of Conduct

All social work majors are expected to abide by the University **Honor Statement**. In social work classes, violations of the honor statement include cheating, plagiarism, collaborating on a graded assignment without the instructor's approval, providing or receiving unauthorized information during an examination or possession and/or use of unauthorized materials during an examination, submitting the same assignment for credit in more than one course, forging the signature of another or allowing forgery by another on a class attendance sheet, or other infractions listed in "[Hilltopics](#)". These violations are serious offenses, subject to disciplinary action that may include failure in a course and/or dismissal from the University. The instructor has full authority to suspend a student from his/her class, to assign an "F" for an assignment or examination or to assign an "F" in the course. See <https://hilltopics.utk.edu> for more detailed information.

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity ([Hilltopics](#)).

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability, and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus:

<http://civility.utk.edu/>

Disability Services

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), "the dimensions of diversity are understood as the intersectionality of multiple factors including" age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. "A person's diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim" (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Inclement Weather

Class will be cancelled only if the University is closed due to inclement weather. Campus and local radio and TV stations will be notified, so that appropriate announcement may be made. If class is cancelled, any assignments due that day will be due the next time class meets.

Course Competencies

By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. Define the elements of a systems orientation and the ecological perspective as reflected in generalist practice. 1.1
2. Describe the development, utilization, and elements of professional relationships including the importance of empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 1.2, 6.2
3. Define and illustrate the process and techniques of the social work interview. 7.3
4. Demonstrate basic interviewing skills with different type clients. 2.1, 2.3, 6.2
5. Explain the stages and activities involved in the problem solving process, with particular attention to: a) contact, contract, and assessment issues including the development of mutually agreed-on intervention goals; b) social study, c) use of assessment aids such as the genogram and ecomap; d) recording. 7.1, 7.3
6. Identify and define practice roles including their interventive activities and utilization. 7.4
7. Understand the importance of utilizing supervision and consultation to guide professional judgment and behavior. 1.1, 1.5, 2.3
8. Identify the key components of and the importance of inter-professional teamwork, communication, and collaboration that is necessary for beneficial practice outcomes at the micro, mezzo and macro levels. 1.1, 1.3
9. Explain the importance of facilitating effective transitions and endings that advance mutually agreed-on goals. 8.5
10. Critically assess the implications for practice with diverse, oppressed, and at-risk populations including the importance of engaging clients and constituencies as experts of their own experiences (see also the CSW Dimensions of Diversity Statement) [*Highlight the Adverse Childhood Experiences Questionnaire.*]. 2.1, 2.2, 6.2
11. Demonstrate self-awareness and evaluation of one's professional practice. 1.5, 2.3

Course Description

Knowledge, values, and skills for entry- level generalist practice in a variety of settings. The social work problem- solving process, different size client systems, ethnic-sensitive assumptions, and the worker's regard for person-environment configuration. Concurrent skills laboratory.

Class Attendance & Participation

Academic success is built upon regular class attendance. Because much of the learning in this course occurs through our class discussions, you are expected to attend all class meetings and actively participate in class discussions. In order to make meaningful contributions to class discussions, it is essential that you read assigned textbook chapters prior to class. If you miss a class, you are still responsible for what you missed. As a part of one's professional behavior, students are expected to notify me **by e-mail** (sharness@utk.edu) in a timely manner if circumstances interfere with your class attendance or the completion of course assignments. A student who finds it necessary to miss class assumes responsibility for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed. ***To earn maximum attendance & participation points, students are expected to attend every class session, to participate frequently in class discussions and activities and attend all skills labs. Students are allowed one absence without penalty. Five points will be deducted from the attendance/participation grade for all subsequent absences.***

Classroom Etiquette

Since class discussions may entail exploration of diverse opinions and sometimes controversial subjects, an open and respectful learning environment will be an important feature of the class. The class must work together to foster a respectful environment where differing views can be freely voiced and critical but constructive dialogue can be created. It is expected that you will respect the ideas and thinking of other students in the class by listening to their explanations and appropriately questioning their thinking and reasoning if you do not understand.

Cell phones should be silenced and kept out of sight at all times during class. If there is an emergency situation in your life and you need to keep your phone on vibrate, please inform the instructor before class. Do not text during class. The instructor reserves the right to disallow the use of laptops in class if he feels students are using them inappropriately (e.g. instant messaging, typing emails, or web surfing) and distracting others.

Course Requirements

We acknowledge students’ right to privacy. Therefore, when dealing with personal information either in class or in a class assignment, share only to the level at which you are comfortable.

The final course grade will be based on the following:

- What is Your Cultural Background?.....40 pts.
- Test I..... 80 pts.
- Test II 80 pts.
- Weekly Reflection Assignment..... 80 pts.
- Final Videotaped Interview..... 80 pts.
- Class attendance & participation (including skills labs)..... 40 pts.

What is Your Cultural Background? [Measures course competencies 2, 10 & 11; Dimensions of competency: Values and affective processes]

We all have a cultural background that has shaped and continues to shape who we are. Every person has his or her own unique identity, which is created by a person’s cultural background, or personal experiences. In this assignment, you will examine the multiple sources that make up your personal cultural background and that helped mold your individual identity. An individual’s cultural background, or personal experiences, influence the individual’s behavior, attitude, values, way of thinking, and the way that an individual perceives the world. For this assignment, you will write a short paper on your perceptions of your cultural background. Detailed guidelines for this paper are available on the Canvas site. **Due date- 2/13/18**

Test #1 [Measures course competencies 1, 2, 3, 4, 5, 6, 7, 8, 10; Dimensions of competency: Knowledge, values, cognitive and affective processes]

Test #2 [Measures course competencies 2, 4, 5, 6, 8, 9, 10; Dimensions of competency: Knowledge, values, and cognitive processes]

There will be two tests. The tests will be given electronically via Canvas and will consist of multiple choice, true/false, matching, and short answer essay questions. **Test #1 will be given on 2/22/18** and will include all readings from the beginning of the semester. **Test #2 will be given on 4/17/18** and will include all readings from mid-term to the end of the semester. Missed tests will be recorded as a “0”.

Weekly Reflection Assignment [Measures course competencies 2, 3, 4, 10 & 11; Dimensions of competency: Knowledge, values, and affective processes]

The purpose of this assignment is to provide students with an opportunity to reflect upon their development as a social work professional throughout the semester. In this assignment, students will keep a **weekly log** of their thoughts and reactions to class readings, class discussions, class activities, or any other observations they choose to discuss related to their development as a social worker. Their weekly reflections will be shared only with the instructor.

Final videotaped interview [Measures course competencies 2, 3 & 4; Dimensions of competency: Knowledge, skills, cognitive and affective processes]

To demonstrate proficiency in interviewing and working with clients, all students will complete a 15minute

interview with a “client” (actor) that will be directly observed and evaluated by the course instructor. This structure is designed to simulate as much as possible a role and situation you may encounter in your future internships and professional practice. Each student will assume the role of a case manager who is meeting with “the client” for the first time to begin building a relationship and conduct an initial assessment. This interview will be videotaped and will cover the first 15 minutes of a 60-minute social work interview. This interview is required for all students. Students will be evaluated based on their ability to demonstrate engagement and interviewing skills discussed throughout the semester. The grading rubric will be available at the Canvas site for students to review prior to the exam. All interviews will be conducted during finals week. Each student will reserve a 30-minute exam appointment using the sign-up sheets available in class. Students should arrive early for their appointment time. Students who miss their appointment forfeit their time and will fail the assignment. In the event of an emergency, students should contact the course instructor immediately to re-schedule their exam. Make-up appointments are made rarely, at the discretion of the instructor, and only in very extenuating circumstances.

Skills Labs

The SW 312 course has a concurrent skills lab that meets every other Thursday from 11:10 AM-12:25 PM in HBB 136. The labs are designed to provide students with opportunities to practice their interviewing skills, and participate in role-play scenarios, and other skill-building exercises to prepare them for their final interview. Specific dates will be announced in class and posted to the course’s Canvas site. ***Attendance at all skills labs is mandatory.*** For each lab missed, five (5) points will be deducted from the student’s final course grade. There are no make-up opportunities for missed labs.

For all exams and assignments, alternative arrangements, make-up exams, and deadline extensions are made rarely, at the discretion of the instructor, and only in extenuating circumstances.

The grading scale for SW 312 is:

A = 376-400 pts.	(Exceptional performance, consistently exceeds expectations)
A- = 360-375 pts.	(Consistently meets and occasionally exceeds expectations)
B+ = 348-359 pts.	(Very Good)
B = 332-347 pts.	(Consistently meets normal expectations)
B- = 320-331 pts.	(Frequently meets normal expectations)
C+ = 308-319 pts.	(Sometimes meets course expectations)
C = 292-307 pts.	(Inconsistently meets expectations)
C- = 280-291 pts.	(Does not meet course expectations)
D+ = 268-279 pts.	(Deficient performance; does not meet course expectations)
D = 252-267 pts.	
D- = 240-251 pts.	
F = 239 pts. and below	

As stated in the university’s Undergraduate Catalog, students must earn a C or better to receive credit for this course. Students earning a grade of C- or lower must repeat the course to earn an acceptable passing grade before they may advance in the social work major.

Required Text

Kirst-Ashman, K. & Hull Jr., G. (2017). *Understanding Generalist Practice* (8th Ed.). Pacific Grove, CA: Brooks/Cole.

Additional required readings can be found on the SW 312 Canvas site under the respective topic. Additional required readings may be added throughout the semester.

Canvas

This course uses Canvas for announcements, readings and grade recording. Please check the site regularly.

BSWO

BSWO is a student organization that provides an excellent opportunity for leadership development, community and university service, the enhancement of group skills, research opportunities, and socialization. The organization and its activities are viewed as an extension of the BSSW curriculum. All students, regardless of major, who are enrolled in a social work course or considering a major in social work, are welcome. BSWO meets every Tuesday from 11:10 -12:25 in 220 Henson Hall. This time slot is built into the class schedule as a lab for many social work courses. Given the time of the meetings, students are encouraged to bring their lunch.

SW 312–Class Schedule (Spring 2018)

Date	Topic(s)	Readings	Assignments Due
1/11	312 course overview and overview of skills labs; sign-up for final videotaped interview		
1/16	Generalist practice/ecological perspective	Kirst-Ashman & Hull, Chapter 1, Introducing Generalist Practice: The Generalist Intervention Model (pp. 1-58) Ecological Framework (PDF)	
1/18	Social Work Values & NASW Code of Ethics	NASW Code of Ethics (PDF) Key Ethical Principles (PDF)	
1/23	NASW Code of Ethics (cont'd)	Kirst-Ashman & Hull, Chapter 11, Values, Ethics, and the Resolution of Ethical Dilemmas (pp. 419-465). Impaired Social Workers (PDF)	
1/25	Resolving ethical dilemmas	Beyond the Code of Ethics, Part I: Complexities of ethical decision making in social work practice (PDF)	

<p>1/25 (con't)</p>		<p>Beyond the Code of Ethics, Part II: Dual relationships revisited (PDF)</p> <p>Boundary Issues in Social Work: Managing Dual Relationships (PDF)</p> <p>Guidelines for Ethical Decision Making (PDF)</p> <p>Steps to address ethical dilemmas (Word document)</p>	
<p>1/30</p>	<p>Culturally competent social work practice</p>	<p>Kirst-Ashman & Hull, Chapter 12, Culturally Competent Social Work Practice (pp. 466-498) & Chapter 10, Working with Families (pp.404 411).</p> <p>Culturally Competent Practice- Encyclopedia of Social Work (PDF)</p> <p>Is everyone a little bit racist? (PDF)</p>	
<p>2/1</p>	<p>Gender-sensitive social work practice</p>	<p>Kirst-Ashman & Hull, Chapter 13, Gender-Sensitive Social Work Practice (pp. 499-543.)</p> <p>Feminist Social Work Practice- Encyclopedia of Social Work (PDF)</p>	

<p>2/6</p>	<p>Non-verbal attending behaviors, listening, effective use of silence, common pitfalls/mistakes</p> <p><i>“People will forget what you said, people will forget what you did, but people will never forget how you made them feel.” – Maya Angelou</i></p>	<p>Kirst-Ashman & Hull, Chapter 2, Practice Skills for Working with Individuals (pp. 59-66 & 85-89).</p> <p>Client-centered theory and therapy (PDF)</p> <p>Communication Skills: Attending and Listening (PDF)</p> <p>The Personal Meaning of Silence (PDF)</p> <p>Social Work Skills Demonstrated- Pitfalls & Common Mistakes (PDF)</p>	<p>Reflective Journaling Assignment -Entry #1 <i>(Weeks of 1/15, 1/22, 1/29)</i></p>
<p>2/8</p>	<p>Conveying empathy</p> <p><i>“You never really understand another person until you consider things from his point of view— until you climb inside of his skin and walk around in it.” To Kill a Mockingbird</i></p>	<p>Kirst-Ashman & Hull, Chapter 2, Practice Skills for Working with Individuals (pp. 66-69)</p> <p>Breaking Boundaries with Empathy: How the Therapeutic Alliance Can Defy Client/Worker Differences (PDF)</p> <p>Empathic Communication (PDF)</p> <p>Levels of empathy (PDF)</p> <p>Feelings Vocabulary (PDF)</p>	

2/13	Open-ended questioning, probing	<p>Kirst-Ashman & Hull, Chapter 2, Practice Skills for Working with Individuals (pp.7074).</p> <p>Interviewing- Encyclopedia of Social Work (PDF)</p> <p>Verbal Following, Exploring & Focusing Skills (PDF)</p>	<i>Cultural Background Paper is due</i>
2/15	Effective responses & Self-disclosure	<p>Kirst-Ashman & Hull, Chapter 2, Practice Skills for Working with Individuals (pp. 74-78 & 80-85).</p> <p>Overview of the Helping Process (PDF)</p> <p>What is assertiveness? (PDF)</p> <p>Being Assertive- Mayo Clinic (PDF)</p>	
2/20	Emphasizing clients' strengths & handling spiritual/religious issues with clients	<p>Kirst-Ashman & Hull, Chapter 2, Practice Skills for Working with Individuals (pp. 78-79 & Highlight 2.6- pp. 86-88).</p> <p>Strengths Perspective (PDF)</p> <p>How to interview for client strengths (PDF)</p>	
2/22	<i>TEST #1</i>		

<p>2/27</p>	<p>Engagement in generalist practice</p>	<p>Kirst-Ashman & Hull, Chapter 5, Engagement and Assessment in Generalist Practice (pp. 177-186 & Highlight 5.2-p. 193).</p> <p>Engaging Clients (PDF)</p> <p>Engaging in the Beginning Stage (PDF)</p>	<p>Reflective Journaling Assignment -Entry #2 is due (Weeks of 2/5, 2/12, 2/19)</p>
<p>3/1</p>	<p>Assessment v. diagnosis</p>	<p>Hull, Chapter 5, Engagement and Assessment in Generalist Practice (p. 181 & pp. 194-195)</p> <p>Assessment- Encyclopedia of Social Work (PDF)</p> <p>The Judged, Not the Judges (PDF)</p>	
	<p>Ecomaps and genograms</p>	<p>Kirst-Ashman & Hull, Chapter 5, Engagement and Assessment in Generalist Practice (pp. 199-205 & pp. 184-198)</p> <p>About Ecomaps (PDF)</p> <p>Rules for building genograms (PDF)</p>	
<p>3/8</p>	<p>Prevention principles</p>	<p>Prevention as an Explicit Part of the Social Work Profession: A Systematic Investigation (PDF)</p> <p>A challenge to unleash the power of prevention (PDF)</p> <p>Experiences of religious minorities in public school settings (PDF)</p>	

<p>3/13 & 3/15</p>	<p>Spring Break</p>		
<p>3/20</p>	<p>Working with groups, Nominal Group Technique</p>	<p>Kirst-Ashman & Hull, Chapter 3, Practice Skills for Kirst-Ashman & Hull, Chapter 3, Practice Skills for Working with Groups (pp. 102-135). Nominal Group Technique (PDF)</p>	
<p>3/22</p>	<p>Working with organizations and communities</p>	<p>Kirst-Ashman & Hull, Chapter 4, Skills for Working with Organizations and Communities (pp. 139-172). What do the poor need? Try asking them! (PDF)</p>	
<p>3/27</p>	<p>Interdisciplinary collaboration, integrated primary care, crisis intervention</p>	<p>Kirst-Ashman & Hull, Chapter 7, Implementation Applications (pp. 270-281). A model for Interdisciplinary collaboration (PDF) Inter-professional teamwork: Professional cultures as barriers</p>	
<p>3/29</p>	<p>Child maltreatment, elder abuse</p>	<p>Kirst-Ashman & Hull, Chapter 7, Implementation Applications (pp.256-263 & pp. 282-287). Corporal Punishment in U.S. Public Schools: A Continuing Challenge for School Social Workers (PDF) Elder Abuse and Neglect: Warning Signs, Risk Factors, Prevention, and Reporting Abuse (PDF)</p>	

4/3	Substance Use and Abuse, Motivational Interviewing (MI)	<p>Kirst-Ashman & Hull, Chapter 7, Implementation Applications (pp. 290-302).</p> <p>Alcohol & Drug Problems: Prevention- Encyclopedia of Social Work (PDF)</p> <p>Motivational Interviewing Strategies and Techniques: Rationales and Examples (PDF)</p>	<p>Reflective Journaling Assignment - Entry #3 is due (Weeks of 2/27, 3/5, 3/19, 3/26)</p>
4/5	Advocacy	<p>Kirst-Ashman & Hull, Chapter 14, Advocacy (pp. 544-569).</p> <p>Advocacy- Encyclopedia of Social Work (PDF)</p>	
4/10	Recording	<p>Kirst-Ashman & Hull, Chapter 16, (pp. 599-654)</p> <p>Recording- Encyclopedia of Social Work (PDF)</p>	
4/12	Termination and follow-up	<p>Kirst-Ashman & Hull, Chapter 8, Evaluation, Termination, and Follow-Up in Generalist Practice (pp. 307-347).</p> <p>8 Considerations When Terminating the Social Worker- Client Relationship (PDF)</p>	
4/17	TEST #2		

4/19	Compassion fatigue, vicarious traumatization, and self-care	<p>Kirst-Ashman & Hull, (see Highlight 5.4 on pp. 207-208)</p> <p>Compassion Satisfaction, Fatigue, and Burnout (PDF)</p> <p>Maintaining Skills and Staying Happy in Your Work (PDF)</p> <p>Child welfare workers who are exhausted yet satisfied with their jobs: how do they do it? (PDF)</p>	<p><i>Reflective Journaling Assignment - Entry #4 is due (Weeks of 4/2, 4/9, 16 and final reflections on mindfulness meditations and journaling)</i></p>
4/24	Open practice for final interviews		
5/1-5/3	Final videotaped interviews 9 AM- 4 PM		