

The University of Tennessee
College of Social Work
BSSW Program
Fall 2008

SOCIAL WORK 312—Interviewing Skills and the Helping Relationship in Social Work Practice

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BSSW Program Mission

The BSSW Program at the University of Tennessee exists to fulfill a need for disciplined, highly educated and trained generalist social workers to help people improve their social functioning in a technologically complex, culturally diverse, and rapidly changing world without borders. There is a focus on the reciprocal relationships between persons and their environments. Social workers are doers; they are problem-solvers who are able to intervene in multiple-level systems and perform various professional roles. Their actions are guided and informed by a broad knowledge-base, code of ethics, and professional values. Social workers are educated and trained to do things right as well as to do the right thing.

The mission of the BSSW Program is to develop generalist social workers who are strategic thinkers, life-long learners, and opinion shapers. The knowledge-base, skills, and values necessary for generalist practice are taught in an environment that fosters professional development and prepares students for critical thinking throughout their careers. We are dedicated to preparing practitioners for the challenges of today's complex pluralistic world. Since the amount of knowledge doubles approximately every five years, what is taught today may soon be obsolete. Our challenge, therefore, lies in the on-going development and implementation of a curriculum that prepares and energizes students for generalist practice today and in the future.

BSSW Program Goals

Provision of education and training that enable students to become generalist social work practitioners who:

- are committed to advancing social and economic justice and the principles, values, and ethics that guide the social work profession
- are committed to evidence-based practice
- are grounded in systems theory and operate within a person-in-the-environment framework
- use the problem-solving process to intervene in multiple-level client systems
- have an understanding of human diversity, special populations, and domestic and international challenges, that informs practice interventions
- use critical thinking, evaluative, and leadership skills to address the needs of a complex, changing global world
- are committed to continuous development of professional self

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 (www.csw.utk.edu).

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.

Disability Services

If you need course adaptation or accommodations because of a documented disability or if you have emergency information to share, please contact the Office of Disability Services at 2227 Dunford Hall at 974-6087. This will ensure that you are properly registered for services.

Course Description

SW 312: Interviewing Skills and the Helping Relationship in Social Work Practice (3) 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 the person-environment configuration. Concurrent skills laboratory. Progression required. Social work majors only.

Rationale

Social Work 312 is the first of three (3) required practice courses. It introduces students to the generalist approach required for beginning professional practice and examines the knowledge and skills essential for interpersonal communication and the interviewing process within the helping relationship. It recognizes the practice implications with diverse and at-risk populations.

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. Explain the common knowledge, value, and skill base of practice;
2. Define the elements of a systems orientation as reflected in generalist practice;
3. Describe the development, utilization, and elements of professional relationships;
4. Define and illustrate the process and techniques of the social work interview;
5. Demonstrate basic interviewing skills with different type clients;
6. Discuss the stages and activities involved in the problem solving process, with particular attention to:
 - a. Contact, contract, and assessment issues
 - b. Social study
 - c. Use of assessment aids such as the genogram and eco-map
 - d. Recording;

7. Identify and define practice roles including their interventive activities and utilization;
8. Critically discuss the implications for practice with diverse and at-risk populations;
9. Demonstrate self-awareness and evaluation of one's professional practice.

Course Outline

I. Introduction

- A. Organization of the Course
- B. Course Expectations
- C. Course Assignments

II. Social Work Practice

- A. Generalist Practice
- B. The Ecological Perspective
- C. The Strengths Perspective
- D. Ethics and Ethical Dilemmas

III. The Helping Relationship

- A. Purpose
- B. Empathy
- C. Establishing a Relationship

IV. Communication

- A. Elements of Communication
- B. Barriers to Communication
- C. Verbal and Nonverbal Communication

V. The Social Work Interview

- A. Basic Concepts and Principles
 1. Interviewing Skills
 2. Questions and Techniques
- B. Multicultural Interviewing
 1. Skills and Techniques
 2. Gender Sensitive Social Work Practice
 3. Cross-Cultural Interviews
 4. "Problematic" Clients/Unique Situations

VI. The Problem Solving Process

- A. Engagement and Assessment
 1. Individuals
 2. Families and Support Systems
 - a. Genograms
 - b. Eco-Maps
- B. Planning
- C. Implementation

VII. Culturally-Sensitive Practice/Practice with Diverse and At-Risk Populations

VIII. Endings and Evaluation in Social Work Practice

- A. Evaluation
- B. Recording
- C. Termination and Follow-Up

Course Requirements

I. Readings

In addition to the required texts identified in this syllabus, students will also be expected to read professional journal articles and research literature. Such additional readings are indicated in the "Class Schedule and Readings" section of this syllabus. These readings are on reserve in the University Library. Students should be prepared to discuss all readings before class begins on the day that they are listed.

II. Assignments and Evaluation

- A. **Thought Papers:** Students will be required to write two (2) brief, thoughtful papers during the semester that deal with topics discussed in class. Specific guidelines and requirements for these assignments will be distributed in class. Thought Paper #1 is due September 30 and will focus on professional social work and ethical issues surrounding social workers' salaries. This paper evaluates course competencies #1, 7, 8, and 9.

Thought Paper #2 is due November 4 and will focus on ethical issues surrounding the implementation of evidence-based practice in professional social work. This paper evaluates course competencies #1, 8, and 9.

Papers are due at the *beginning of class* on the due date. Papers sent via email will not be accepted. Late assignments (not submitted by the beginning of class) will be penalized 10% for each calendar day past the due date unless alternative arrangements are made with the instructor prior to the due date.

- B. **Examinations:** There will be two examinations. The exams will be given electronically via BlackBoard and will consist of multiple choice, true/false, matching, short answer and essay questions. Exam #1 will be given on October 21. This exam includes readings and class materials covered from August 21 through October 16 and evaluates course competencies #1, 2, 3, 4, 6, 7, and 8.

Exam #2 will be given on November 20 and includes readings and class materials covered from August 21 to September 2 and October 23 to November 18. This exam evaluates course competencies #1, 2, 3, 4, 6, 7, and 8.

Missed examinations will be recorded as a "0". 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.

- C. **Skills Lab:** The course has a concurrent skills lab designed to provide practice experience in interviewing, assessment, relationship building, work with diverse and at-risk populations and case situations. Under the supervision of a qualified skills lab leader, students will participate in role-play scenarios, mock interviews, and other skill-building exercises. Students will be graded by the lab leader based on their attendance as well as their ability to demonstrate social work practice roles and required interviewing skills. The skills lab evaluates course competencies #3, 4, 5, and 7.

The skills lab is mandatory/required and begins on September 11, 2008. A lab schedule with

topics is attached to this syllabus. Individual lab assignments and meeting locations will be distributed in class.

- C. **Attendance and Participation:** This is the first of three required practice course. Attendance therefore is especially important since skills taught in this class are fundamental for your professional development and have direct application in future courses, field placements, and practice. Students are expected to be in attendance at each class and lab meeting. Students are allowed to be absent or tardy two (2) times from class and one (1) time from skills lab without penalty. For each additional absence or tardy, five (5) points will be deducted from the student's final course grade unless other arrangements have been made in advance with the course instructor. To earn maximum participation points, students are expected to be prepared for each class meeting and participate in class discussions and activities.

The course grade will be computed as follows:

Class Attendance and Participation	5%
Lab Attendance and Participation	15%
Exam #1 (October 21)	30%
Thought Papers	20%
Thought Paper 1 (due September 30)	(10%)
Thought Paper 2 (due November 4)	(10%)
Exam #2 (November 20)	30%

The grading scale for SW 312 is:

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	59 and below

As stated in the university's 2008-2009 Undergraduate Catalog (p. 180), 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 and earn an acceptable passing grade prior to advancing in the social work major.

Required Texts

Kadushin, A. & Kadushin, G. (1997). *The Social Work Interview* (4th Ed.). New York, NY: Columbia University Press.

Kirst-Ashman, K. & Hull Jr., G. (2006). *Understanding Generalist Practice* (4th Ed.). Pacific Grove, CA: Brooks/Cole.

Class Schedule and Readings

Introduction

August 21, 2008

Social Work Practice

August 26: Overview of Generalist Practice, Systems Theory, and the Ecological Perspective: Key Concepts and Definitions

Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 2-39.

Garrett, A. (1994). The professional base of social casework. *Families in Society*, 75, 513-520.

August 28: Social Work Professional Values and the NASW Code of Ethics

Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 352-375.

Banks, S., & Williams, R. (2005). Accounting for ethical difficulties in social work: Issues, problems, and dilemmas. *British Journal of Social Work*, 35, 1005-1022.

Reamer, F. G. (2005). Ethical and legal standards in social work: Consistency and conflict. *Families in Society*, 86(2), 163-169.

September 2: Ethical Dilemmas, Difficult Choices, and Ethical Ambiguity in Social Work Practice

Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 376-393.

Raines, J. C. (2004). To tell or not to tell: Ethical issues regarding confidentiality. *School Social Work Journal*, 28(2), 61-78.

The Helping Relationship

September 4: The Importance of the Helping Relationship in Social Work Practice

Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 40-51.

September 9: Establishing a Relationship

Kadushin & Kadushin, *The Social Work Interview*, pp. 99-134.

Communication

September 11: Overview of the Social Work Interview: Communication and Listening

Kadushin & Kadushin, *The Social Work Interview*, pp. 1-62.

[SKILLS LABS BEGIN TODAY]

September 16: Non-Verbal Communication

Kadushin & Kadushin, *The Social Work Interview*, pp. 285-319.

Allen, S. F., & Tracy, E. M. (2004). Revitalizing the role of home visiting by school social workers. *Children & Schools*, 26(4), 197-208.

LeCroy, C. W., & Whitaker, K. (2005). Improving the quality of home visitation: An exploratory study of difficult situations. *Child Abuse & Neglect*, 29, 1003-1013.

The Social Work Interview

A. Basic Principles

September 18: Starting the Interview and the Introductory Phase

Kadushin & Kadushin, *The Social Work Interview*, pp. 63-98.

Kadushin & Kadushin, *The Social Work Interview*, pp. 387-402.

Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 51-75.

September 23: Questions and Questioning Techniques

Kadushin & Kadushin, *The Social Work Interview*, pp. 235-270.

September 25: No class; Please use this time to work on Thought Paper #1 (due September 30) and catch up on unfinished reading.

B. Multicultural Interviewing

September 30: Problem Exploration Phase

Kadushin & Kadushin, *The Social Work Interview*, pp. 135-172.

Becker, D., Hogue, A., & Liddle, H. A. (2002). Methods of engagement in family-based preventive intervention. *Child and Adolescent Social Work Journal*, 19(2), 163-179.

[THOUGHT PAPER #1 DUE TODAY]

October 2: Problem Solving Interventions (Clarification, Interpretation, Self-Disclosure, Sharing Information, and Silence)

Kadushin & Kadushin, *The Social Work Interview*, pp. 173-204.

October 7: More Problem Solving Interventions (Support and Reassurance, Advice, Confrontation, and Humor)

Kadushin & Kadushin, *The Social Work Interview*, pp. 205-234.

October 9: FALL BREAK (No Class or Labs)

October 14: Gender-Sensitive Social Work Practice

Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 424-459.

Yodanis, C. (2005). Divorce culture and marital gender equality: A cross-national study. *Gender & Society*, 19(5), 644-659.

October 16: Considerations in Cross-Cultural Interviewing

Kadushin & Kadushin, *The Social Work Interview*, pp. 321-354.

Caple, F., Salcido, R., & di Cecco, J. (1995). Engaging effectively with culturally diverse families and children. *Social Work in Education*, 17, 159-170.

October 21: EXAM #1**October 23: Interviewing Involuntary Clients**

Kadushin & Kadushin, *The Social Work Interview*, pp. 355-385.

October 25: Interviewing to Assess Child Sexual Abuse

Alaggia, R., & Kirshenbaum, S. (2005). Speaking the unspeakable: Exploring the impact of family dynamics on child sexual abuse disclosures. *Families in Society*, 86(2), 227-234.

Malekoff, A. (2005). Assuming a stance of uncertainty: Essentials for social work with adolescents. *Families in Society*, 86(2), 207-216.

October 30: No Class; Please use this time to work on Thought Paper #2 (due November 4) and catch up on unfinished reading.

The Problem-Solving Process**November 4: Assessment: Exploring Sources of Problems and Strengths**

Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 136-178.

Tucker, E. W., Potocky-Tripodi, M. (2006). Changing heterosexuals' attitudes toward homosexuals: a systematic review of the empirical literature. *Research on Social Work Practice*, 16(2), 176-190.

[THOUGHT PAPER #2 DUE TODAY]**November 6: Understanding and Working with Families**

Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 290-351.

Bent-Goodley, T. B. (2005). An African-centered approach to domestic violence. *Families in Society*, 86(2), 197-206.

Orthner, D. K., Jones-Sanpei, H., & Williamson, S. (2004). The resilience and strengths of low-income families. *Family Relations*, 53, 159-167.

November 11: Planning for Change

Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 180-209.

November 13: Special Topics: Child Abuse and Alcoholism

Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 210-251.

November 18: Culturally-Sensitive Social Work Practice

Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 394-423.

Dhooper, S. S. (2003). Social work response to the needs of biracial Americans. *Journal of Ethnic & Cultural Diversity in Social Work*, 12(4), 19-47.

Gelman, C. R. (2004). Empirically-based principles for culturally competent practice with Latinos. *Journal of Ethnic & Cultural Diversity in Social Work*, 13(1), 83-108.

November 20: EXAM #2

November 25: Recording in Social Work Practice

Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 510-559.

Reamer, F. G. (2005). Documentation in social work: Evolving ethical and risk-management standards. *Social Work, 50*(4), 325

November 27: THANKSGIVING (No Class or Labs)

December 2: Termination and Follow-Up

Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 252-289.

Kadushin & Kadushin, *The Social Work Interview*, pp. 271-284.

Recommended Readings

- Bell, H. (2003). Strengths and secondary trauma in family violence work. *Social Work, 48*(4), 513-522.
- Black, B. M., & Weisz, A. N. (2004). Dating violence: A qualitative analysis of Mexican American youths' views. *Journal of Ethnic & Cultural Diversity in Social Work, 13*(3), 69-90.
- Coady, N. (1993). The worker-client relationship revisited. *Families in Society, 74*, 291-300.
- Congress, E. (1997). Using the culturagram to assess and empower culturally-diverse families (pp. 3-16). In E. Congress (Ed.), *Multicultural Perspectives in Working with Families*. New York, NY: Springer.
- Daniels, J. E. (2001). Africentric social work practice: The new approach for social work practice intervention in the 21st century. *International Social Work, 44*, 301-309.
- Davis, K., Daniels, M., & See, L. (1998). The psychological effects of skin color on African-Americans' self esteem. *Journal of Human Behavior in the Social Environment, 1*, 63-89.
- Eliason, M. & Rahome, S. (1996). Categorical measurement of attitudes about lesbian, gay, and bisexual people. *Journal of Gay and Lesbian Social Services, 4*(3), 51-65.
- Freedberg, S. (1989). Self-determination: Historical perspectives and effects in current practice. *Social Work, 34*, 33-38.
- Hess, P. & Hess, H. (1998). Values and ethics in social work practice with lesbian and gay persons. In G. Mallon (Ed.), *Foundations of Social Work Practice with Lesbian and Gay Persons*. New York, NY: Harrington Park Press, 31-46.
- Hill, R. (1998). Enhancing the resilience of African-American families. *Journal of Human Behavior in the Social Environment, 1*, 49-61.
- Lens, V. (2000). Protecting the confidentiality of the therapeutic relationship: *Jaffe v. Redmond*. *Social Work, 45*(3), 273-276.
- McFadden, S. (1997). Redefining the family: The concept of family for lesbians and gay men. In E. Congress (Ed.), *Multicultural Perspectives in Working with Families*. New York, NY: Springer, 167-180.
- Millstein, K. (2000). Confidentiality in direct social-work practice: Inevitable challenges and ethical dilemmas. *Families in Society, 81*(3), 270-282.
- Paulino, A., & Burgos-Servedio, J. (1997). Working with immigrant families in transition (pp. 125-141). In E. Congress (Ed.), *Multicultural Perspectives in Working with Families*. New York, NY: Springer.
- Robbins, S., Chatterjee, P., & Canda, E. (1999). Ideology, scientific theory and social work practice. *Families in Society, 80* (4), 374-384.
- Robinson, J. (1989). Clinical treatment of black families: Issues and strategies. *Social Work, 34*, 323-329.
- Rock, B. & Congress, E. (1999). The new confidentiality for the 21st Century in a managed care environment. *Social Work, 44*, 253-262.
- Saleebey, D. (1996). The strengths perspective in social work practice: Extensions and cautions. *Social Work, 41*, 296-305.

Lab Schedule
SW 312
Fall Semester 2008

<u>DATE</u>	<u>LAB TOPIC</u>
September 11, 2008	Introductions and Getting Acquainted
September 18, 2008	Meeting the Clients: Introductions and Communicating Purpose
September 25, 2008	Empathetic Listening; Asking Questions
October 2, 2008	Encouraging Collaboration
October 9, 2008	FALL BREAK (No Class or Labs)
October 16, 2008	Respecting Client Diversity
October 23, 2008	Assessment
November 6, 2008	Problem Definition—Contracts/Goals
November 13, 2008	Practice Roles and System Termination
November 20, 2008	Evaluations