



## **SOCW 4132: Interviewing Techniques (Dry Lab)**

**Spring 2024**

### **Instructor Information**

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**Instructor:**

Triciana Porter, MSW

**Office:**

College of Arts and Sciences (CAS)

**Telephone Number:** 409-382-3498

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**Office Hours:** Monday and Wednesday 12p-2p

(Other hours available by appointment in person or via Zoom)

### **Course Information**

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**Time and Place of Class Meetings:** Wednesday, 6 p.m Room 257

This course is for students to acquire knowledge and practice behavior in professional use of self in various interpersonal situations, including professional interviewing, therapeutic relationships, cultural considerations, and personal assertiveness. The course content will reflect the Council on Social Work Education's (CSWE) core competencies.

**Course Overview:** In this 1 hour dry-lab course, students will role-play with peers, provide and receive helpful feedback, and individually complete programmed learning exercises to demonstrate engagement, assessment, intervention planning with clients, and evaluation of practice.

**Prerequisites:** SOCW 2361, SOCW 2362, SOCW 2371, SOCW 3303.

**Corequisites:** SOCW 4331

**Student Learning Outcomes:**

Below are the Nine (9) CSWE Core Competencies established by the Council on Social Work Education. Each of the competencies is included as an objective to understand and be met as appropriate for each course learning objective.

**Competency 1: Demonstrate Ethical and Professional Behavior**

**Competency 2: Engage Diversity and Difference in Practice**

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

**Competency 5: Engage in Policy Practice**

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**  
**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

The Nine CSWE Core Competencies are the basis for the Learning Outcomes that follow.

**Student Learning Outcomes for SOCW 4132:**

Upon successful completion of this course, students will be able to demonstrate the following outcomes as progression in the noted areas of the nine Core Competencies established by the Council on Social Work Education (EPAS 2015):

1. Demonstrate willingness to apply knowledge of the history of the profession to serve as representatives the mission and values through professional demeanor in behavior, appearance and communication. Practice personal reflection and self-correction and use of supervision and consultation to assure continual professional development. **Competency 1:**
2. Demonstrate the disciplined and ethical use of self in interpersonal

relations. Recognize and manage personal values to allow professional values to guide practice. Make ethical decisions by applying standards of the National Association of Social Workers' Code of Ethics utilizing strategies of ethical reasoning to arrive at principled decisions. Demonstrate ability to tolerate ambiguity in resolving ethical conflicts. **Competency 1**

3. Demonstrate the ability (knowledge & skills) to communicate across cultures in order to affirm the rich and diverse experiences and needs of all peoples and apply multi-cultural counseling skills in practice, including, individuals and families distinguished by race, ethnicity, culture, gender, class, age, sexual orientation, religion, physical and mental ability, and national origin. Demonstrate appreciation that person's life experience may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Integrate a view of self as learner and engage those with whom they work as informants. **Competency 2**
4. Demonstrate integration of understanding the forms and mechanisms of oppression and discrimination and power differentials within families and society in order to use advocacy skills to influence client's access to services and policy to support client rights and advance social and economic justice. **Competency 3**
5. Demonstrate use of practice experience to inform scientific inquiry and quantitative and qualitative research evidence to inform best practices with individuals and families. **Competency 4**

6. Demonstrate understanding of historical and current policies that affect service delivery and clients. Actively engage in collaboration with colleagues and clients to analyze, formulate, and advocate for policies that advance social well-being. **Competency 5**

7. Demonstrate the practice skills involved in the following: (a) effectively prepare for action with individuals, families (b) engaging, focusing, and following a client/participant, (c) use empathy and other interpersonal skills, (d) making effective inquiries, (e) reflecting feeling and content, (f) structuring for information, (g) communicating thoughts, feelings, and immediacy, (h) using confrontation, (i) using self-disclosure, (j) structuring for information and action, (k) developing self-awareness and identifying personal barriers to communication, (l) dealing with power, (m) dealing with intimidation, inferiority, embarrassment, (n) develop mutually agreed-upon focus of work, intervention goals, objectives and desired outcomes, (o) collect, organize, and interpret client data, including strengths and assets, (p) develop appropriate interventions to enhance client capacities and assist client in problem-solving, (q) refer, mediate and advocate for client when appropriate, (r) facilitate transitions and endings  
**Competencies 6-9**

8. Apply knowledge of human behavior across the life course; the range of social systems in which people live and how social systems promote or deter people in maintaining or achieving health and well-being. Apply understanding of biological, social, cultural, psychological, and spiritual development and utilize appropriate conceptual frameworks in assessment, intervention, and evaluation.  
**Competencies 6-9**

9. Apply critical thinking, logic, scientific inquiry, and discernment. Demonstrate creativity and ability to communicate relevant information to others. Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom, theoretical models in the process of assessment, prevention, intervention, and evaluation. **Competencies 6-9**

10. Demonstrate recognition of the dynamic context of practice and respond in a resourceful and proactive way to changing locales, populations, scientific and technological developments, and emerging societal trends in order to provide relevant services to individuals and families. **Competencies 6-9**

**Required Textbook and Other Course Material\*:**

Cummins, L.K. & Sevel, J.A. (2018). *Social work skills for beginning direct practice: Text, workbook and multimedia interactive case studies* (4<sup>th</sup> edition). Pearson.

Students may choose from the following:

ISBN 9780134995151 - Revel access card (includes e-text) with loose leaf copy of the text

**OR**

ISBN 9780134303277 - Revel access card (includes e-text)

\*This text and access card will also be used as in SOCW 4331 Individual Practice

*Any additional readings, videos or handouts will be posted in Canvas..*

### **Descriptions of Major Assignments:**

#### **Service Project in Interviewing: Point in Time Homeless Count (25% Final Grade)**

In this assignment, students will be working with a community partner to conduct the annual “Point in Time” survey. This survey is conducted yearly by all major cities in the United States to collect data on those experiencing homelessness. On January 25, 2024, at various times, students and Professor Porter will work alongside the community partner to count the homeless population in Tyler. Prior to this date, students will register for time slots, complete an online training, and role play engagement skills and important day-of information.

Instructions on how to access the training and downloading the counting mobil app will be emailed to each student. Students will also submit either a written or video journal of their experience during the count. Additional information, instruction and rubric for this assignment will be posted in Canvas. The due date for this assignment is listed in the course schedule.

#### **Weekly Role-Plays, Evaluations, and Observations: (75% Final Grade)**

There will be ten (10) in-class sessions during which students will either role play, evaluate a case study, or observe a simulated social worker-client interaction. Students will receive points for participating in each session via a participation sheet initialed by each student. Each session participation is worth 10 points. Points are awarded for effort, not success. Full points will not be awarded to students who either do not attempt to participate or do not alert Professor Porter of an absence or hardship prior to a session in order to receive an alternate assignment.

### **Grading Information:**

#### **Grading:**

<b>Assignment</b>	<b>%</b>
<b>Service Project</b>	<b>25</b>
<b>Weekly Role-Plays, Evaluations and Observations</b>	<b>75</b>
<b>Total</b>	<b>100</b>

All written assignments must be grammatically correct using APA style. Assignments with many grammatical errors, misspellings, and/or evidence of plagiarism will not

receive a satisfactory grade. All written assignments will be due on the date listed on the course schedule. Ten percent will be deducted for late assignments. **No assignment will be accepted after five days late.**

90 – 100 =A

80 - 89.9 =B

70 –79.9 =C

60 - 69.9 =D

Below 60 =F

A grade of incomplete will not be given for this class.

### **Late Assignments:**

Late assignments are strongly discouraged. There will be 10 percent (total) deducted for each late assignment. No assignment will be accepted after 5 days following the due date. It is the student's responsibility to ensure that his/her work is completed on time and submitted correctly.

### **Expectations for Out-of-Class Study:**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

### **4331 Individual Practice Co-Requisite Expectations:**

Every student enrolled in this course will also be enrolled in SOCW 4331, Individual Practice. This co-requisite course is taught in a hybrid format, with the in-person component held each Tuesday, 2-3:20 p.m. It is expected that students are in full attendance each week for the Tuesday in-person component.

### **Attendance:**

Engaged and timely participation in all assignments constitutes "attendance" for purposes of this course.

The **Census Date for the semester is 1/29/24.** This is the last day students may withdraw from the course without penalty.

## **Course Schedule**

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As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Any changes will be communicated in a timely manner through UT Tyler email and announcement(s) in Canvas.

We will meet each Wednesday, in-person

<b>Module</b>	<b>In-Person Class Dates</b>	<b>Topics</b>	<b>Required Readings/ Activities</b>	<b>Assignments Given and Due</b>
Getting Started		Course Overview	Syllabus & Assignments	<b>Before our next class: Getting Started Module</b>
1	January 17	Service Project: Review	Review website of East Texas Human Needs Network.  In class: Go over Service Project Assignment	<b>Complete the required training for the Service Project.</b>
2	January 24	Service Project: Execution	Preparation for the oint in Time Count	<i>Clarification and Preparation</i>
3	January 31	Values and Ethics	Chapter 2	<b>In-Class Session #1</b> <i>Time for Ethical Dilemma Work</i>
4	February 7	Theory Directed Social Work Practice	Chapter 3	
5	February 14	Cultural Context and Interviewing Skills	Chapter 4	<b>In-Class Session #2</b>
6	February 21	Direct Practice Basic Skills	Chapter 5	<b>In-Class Session #3</b>
7	February 28	Direct Practice Basic Skills, cont.	Chapter 5	<b>In-Class Session #4</b>
8	March 6	Direct Practice Advanced Skills	Chapter 6	<b>In-Class Session #5</b>
		Spring Break		<b>Enjoy your Spring Break!</b>
9	March 20	Common Errors in Direct Practice	Chapter 7	<b>In-Class Session #6</b>
10	March 27	Intake and	Chapter 8	<b>In-Class Session #7</b>

		Engagement		
11	April 3	Assessment	Chapter 9	<b>In-Class Session #8</b>
12	April 10	Problem Identification, Planning and Contracting	Chapter 10	<b>In-Class Session #9</b>
13	April 17	Intervention and Termination	Chapters 11-13	<b>In-Class Session #10</b>

## **Institutional Information**

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### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

### **UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

### **Grade Replacement/Forgiveness and Census Date Policies**



Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waiver through Financial Aid State-Mandated

### **Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### **Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### **Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

### **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
  - copying from another student's test paper;
  - using, during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed

- “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

### **UT Tyler Resources for Students**

- [UT Tyler Writing Center](http://www.uttyler.edu/writingcenter) (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center](http://www.uttyler.edu/tutoring) (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](http://www.uttyler.edu/counseling) (903.566.7254)

