



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

### **Spring 2023**

#### **Instructor Information**

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**Instructor:**

Ericka Freeman, LCSW-S, Associate Professor of Practice

**Office:**

College of Arts and Sciences (CAS) #152B

**Telephone Number:** 817-774-8420 voice and text

**Email Address (preferred method of communication):** [efreeman@uttyler.edu](mailto:efreeman@uttyler.edu)

**Office Hours:** Tuesdays and Thursdays, 11 a.m. – 3 p.m.

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

#### **Course Information**

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**Time and Place of Class Meetings:** Thursdays, 3:30 – 4:50 p.m., CAS #104

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 dry-lab course, students will role-play with simulated clients, provide and receive helpful feedback to peers, 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

### **Social Work Educational Course Objectives (Competencies):**

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) comprised of nine core competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Economic, and Environmental Justice
3. Engage in Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

While most competencies will be touched upon throughout the semester, this course mainly focuses on competencies 1, 6, 7, 8 and 9 in the context of micro and mezzo environments.

### **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 Course Material:**

There is no required textbook for this course. All readings will be made available to students on Canvas through Open Education Resources (OER), UT Tyler Library E-Books or articles supplied by the instructor.

Podcasts and short videos will also be provided without cost to students.

**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 Thursday, January 23, 2025, at various times, students 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.

## Client Simulations: (75% Final Grade)

Each lab class, students will participate in a simulated client interview. Clients are portrayed by volunteer community members. Every student will participate each class, although only two students at a time will interview. Remaining students will provide feedback and practice note taking. During some classes, students will also be given in-class homework that compliments the interview and allows further practice of oral presentation skills. Sign up sheets for dates of interviewing provided first day of class. Additional information, instruction and rubric for this assignment will be posted in Canvas. The due date for completed notes is listed in the course schedule.

## Grading Information:

### Grading:

Assignment	%
PIT Service Project	25
Client Simulations (participation and submission of notes)	75
Total	100

All written assignments must be grammatically correct using APA style. Assignments with many grammatical errors, misspellings, and/or evidence of plagiarism or AI 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

### 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, 3:30 – 4:50 p.m. It is expected that students are in full attendance each week for both in-person components.

**Attendance:**

Engaged and timely participation in all assignments constitutes "attendance" for purposes of this course. The Census Date for the semester is January 27, 2025. 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 Thursday, in-person

Module	In-Person Class Dates	Required Readings/ Activities	Assignments Given and Due
Getting Started	January 16	Syllabus & Assignment  Review website of East Texas Human Needs Network.	<b>Sign up for Simulated Interviews</b>  <b>Complete the required training for the Service Project.</b>
1	January 23	Participate in Point in Time Count	Participate in Point in Time Count. <b>No In-Person Class</b>
2	January 30	Documentation Skills  Before class, review the BIRP, SOAP and DAP note material in Canvas.	<b>In class activity: Documentating client encounters</b>
3	February 6	Interview Notes (Non-interviewing students participate)	<b>Client simulation (Sarah)</b> <b>Students interviewing:</b>
4	February 13	Interview Notes	<b>Client simulation (Chuck)</b>

		(Non-interviewing students participate)	<b>Students interviewing:</b>
5	February 20	Interview Notes (Non-interviewing students participate)	<b>Client simulation Students interviewing:</b>
6	February 27	Interview Notes (Non-interviewing students participate)	<b>Client simulation Students interviewing:</b>
7	March 6	Interview Notes (Non-interviewing students participate)	<b>Client simulation Students interviewing:</b>
8	March 13	<b>Interview Notes</b> (Non-interviewing students participate)	<b>Client simulation Students interviewing:</b>
	March 20		<b>Enjoy your Spring Break!</b>
9	March 27	(Non-interviewing students participate)	<b>Client simulation Students interviewing:</b>
10	April 3	(Non-interviewing students participate)	<b>Client simulation Students interviewing:</b>
11	April 10	(Non-interviewing students participate)	<b>Client simulation Students interviewing:</b>
12	April 17	Goal Setting (Non-interviewing students participate)	<b>Client simulation Students interviewing:</b>
13	April 24	Goal Setting (All class)	<b>Students submit a completed note on a client simulation of their choice by end of day, 11:59 p.m.</b>

## University Policies and Information

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### Withdrawing from Class

Students may withdraw (drop) from this course using the Withdrawal Portal. Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email [enroll@uttyler.edu](mailto:enroll@uttyler.edu) to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the Withdrawal portal.

Texas law prohibits students from dropping more than six courses during their entire undergraduate career\*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance.

**CAUTION #1:** *Withdrawing before census day does not mean you get a full refund. Please see the*

*Tuition and Fee Refund Schedule. CAUTION #2: All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms. CAUTION #3: All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the Military and Veterans Success Center. \* Students who began college for the first time before 2007 are exempt from this law.*

## **Artificial Intelligence (AI) Statement**

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

Professor Freeman expects all work students submit for this course to be their own. She has carefully designed all assignments and class activities to support your learning. Doing your own work, with optional and appropriate use of artificial intelligence assistance as allowed on specific assignments, is best for your efforts in mastering course learning objectives. For this course, Professor Freeman expressly allows using ChatGPT or any other artificial intelligence (AI) tools for only certain portions of the course work process. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

### **AI For this course, SOCW 4132:**

AI is permitted for the following course material/assignments only:

- Assisting with best practice tips for simulated interviews
- Assisting with locating resources for clients

**AI is NOT permitted for any written assignment, such as client notes. Using AI for written submissions will result in a failing grade for the assignment.**

### **Final Exam Policy**

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

### **Incomplete Grade Policy**



If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average. The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

### **Grade Appeal Policy**

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the 08/2024 rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

### **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 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 the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

### **Military Affiliated Students**

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The Military and Veterans Success Center (MVSC) has campus resources for military-affiliated students. The MVSC can be reached at [MVSC@uttyler.edu](mailto:MVSC@uttyler.edu) or via phone at 903.565.5972.

**Students on an F-1 Visa** To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

### **Academic Honesty and Academic Misconduct**

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

### **FERPA**

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements to protect your confidential information.

### **Absence for Official University Events or Activities**

This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

### **Absence for Religious Holidays**

This course follows the practices related to Excused Absences for Religious Holy Days as noted in the Catalog.

### **Absence for Pregnant Students**

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at [parents@uttyler.edu](mailto:parents@uttyler.edu) and also complete the [Pregnant and Parenting Self-Reporting Form](#)

## **Campus Carry**

We respect the right and privacy of students 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>.

## **Student Resources**

For a complete listing of all student resources available at UT Tyler, please visit this link in our course's Canvas:

<https://uttyler.instructure.com/courses/36804/pages/student-resources>