

TEXAS A&M UNIVERSITY – CENTRAL TEXAS
SOCIAL WORK PROGRAM
SWK 3301-110 Methods and Skills of Interviewing
Tuesdays and Thursdays, 5:30 to 6:45 PM, Room 305 Warrior Hall

Semester: Fall Semester 2017
Instructor's Name: Gene Kivett LCSW,
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Office hours: After class and before class.

I. COURSE DESCRIPTION

Catalog Description: This pre-practice course will introduce students to the Generalist Social Work Practice Model. Beginning social work skills introduced include the principles of conducting a helping interview, initial client contacts, attending and listening, empathetic responses, exploration and elaboration, questioning, gaining cooperation, self-disclosure, and termination. Issues of problem-solving with diverse populations and persons from different cultural backgrounds as well as ethical issues of helping relationships are explored.

Prerequisites: Completion of or concurrent enrollment in SWKK 308 (Introduction to Social Work). For students who enrolled at TAMU-CT BEFORE Fall 2011 (or articulation students who completed the associates degree in social work at CTC), SWK 208 taken at Central Texas College can be accepted.

II. NATURE OF COURSE

This course will cover basic skills of helping individuals and families in the context of generalist social work practice. Dual emphasis will be placed on (1) the knowledge base of these skills and (2) the performance of these skills. The course will assist the student in determining their desire to enter the field of social work and prepare students for further educational experiences at the university and in the social work program.

Generalist social work practice is a holistic approach that provides the practitioner with the knowledge and skills necessary to engage in a change process with a client. This course will particularly focus on the micro practice methods, working with individuals and families. Generalist social work incorporates knowledge that is transferable, empowers individuals, utilizes a variety of intervention strategies, analyzes development across the life span, evaluates the impact of social policies, and serves populations at risk. Generalist social work practice incorporates values that reflect the social worker's professional code of ethics, which demands social responsibility and respect for diverse value systems as well as a commitment to continued, ongoing professional development.

Teaching Method: The primary teaching approach in this course will be collaborative and active learning. Material in the course will be presented through class discussions, videotapes, and role-playing.

III. DEPARTMENT MISSION

The mission of the Texas A&M University-Central Texas Bachelor of Social Work Department (TAMUCT BSW Department) is to provide a high quality, rigorous, and innovative learning experience that helps students

develop the knowledge, professional behaviors, and values that are essential in a generalist social work practitioner. The Department aims to achieve its mission by

- responding to the needs of the local community, including the military and non-traditional students,
- providing a student-centered education that fosters personal and professional responsibility,
- providing compassionate mentorship that models the core values of the social work profession, and
- fostering commitment to the profession's core values of Service, Social Justice, Dignity and Worth of the Person, Importance of Human Relationships, Integrity and Competence, as well as a commitment to human rights and evidence-based practice

Until Fall 2014 the TAMUCT Social Work Department had accreditation through the Council on Social Work Education (CSWE) as a branch campus of Tarleton State University. Now our Department is seeking independent candidacy through CSWE, a process that is expected to continue until Spring 2017. For questions about the current status of this process, please contact Dr. Michael Daley, Program Director

. Course Objectives & Related CSWE Practice Behaviors

This course provides content that helps to prepare you, the generalist social work student, to engage in the following CSWE competencies and related practice behaviors:

- 2.1.1b: Practice personal reflection and self-correction to assure continual professional development
- 2.1.1c: Attend to professional roles and boundaries
- 2.1.1d: Demonstrate professional demeanor in behavior, appearance, and communication
- 2.1.2a: Recognize and manage personal values in ways that allow professional values to guide practice
- 2.1.3a: distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- 2.1.3b: Analyze models of assessment, prevention, intervention and evaluation
- 2.1.3c: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities
- 2.1.7a: Utilize conceptual frameworks to guide processes of assessment, intervention, and evaluation
- 2.1.7b: Critique and apply knowledge to understand person and environment
- 2.1.10a-d: Engage, assess, intervene and evaluate with individuals and families

The objectives for this course, that support the CSWE related practice behaviors, are:

1. Students will be able to recognize and demonstrate an understanding of essential concepts that arise from a wide variety (37) of theoretical frameworks designed to assist clients and family members with carrying out the change process.
2. Students will be able to utilize conceptual knowledge gained of theoretical frameworks to identify potential outcomes of use.
3. Students will be able to apply conceptual knowledge of theoretical frameworks, verbally and in writing, to carry out interventions that can help clients/family members bring about desired changes in their functioning.

- Students will be able to demonstrate the ability to document their interventions/utilization of theoretical frameworks in change efforts by developing progress notes to give an accurate portrayal of the work they have done with clients.

The following table shows the relationship between: A) the course objectives, B) the CSWE related practice behaviors, and C) the assignments used to assess your ability to fulfill the objective related to the practice behavior:

Department Framework

The Social Work Department curriculum is rooted in a framework established by the Council on Social Work Education (CSWE). Specifically, the Department endeavors to develop social workers who promote human and community well-being by being able to demonstrate the following 10 core competencies upon graduation:

- Identify as a professional social worker and conduct oneself accordingly (2.1.1a-f).
- Apply social work ethical principles to guide professional practice (2.1.2a-d).
- Apply critical thinking to inform and communicate professional judgments (2.1.3a-c).
- Engage diversity and difference in practice (2.1.4a-d).
- Advance human rights and social and economic justice (2.1.5a-c).
- Engage in research-informed practice and practice-informed research (2.1.6a-b).
- Apply knowledge of human behavior and the social environment (2.1.7a-b).
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services (2.1.8a-b).
- Respond to contexts that shape practice (2.1.9a-b).
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities (2.1.10a-d).

Each core competency has specific, measurable practice behaviors that help students and their professors determine if the competency has been achieved. There are 41 total practice behaviors. The complete list of practice behaviors can be found at the end of this syllabus or by reviewing the student handbook.

A. Objectives <i>(By the completion of the course, it is expected that you will be able to)</i>	B. CSWE- Related Practice Behaviors <i>(This is the practice behavior that objective supports)</i>	C. Course Assignments <i>(This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)</i>
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1. Recognize and demonstrate an understanding of essential concepts that arise from a wide variety (37) of theoretical frameworks designed to assist clients and family members with carrying out the change process.	217a 217b	<ul style="list-style-type: none"> • Theory journals • Exams • Client intervention and theoretical frameworks paper • Videotaped role-play client interview and self-analysis paper
2. Utilize conceptual knowledge gained of theoretical frameworks to identify potential outcomes of use.	217a 217b	<ul style="list-style-type: none"> • Theory Journal assignments • Exams • Client intervention and theoretical frameworks paper
3. Apply conceptual knowledge of theoretical frameworks, verbally and in writing, to carry out interventions that can help clients/family members bring about desired changes in their functioning.	211d 213a 213b 213c 217a 217b 2110a-d	<ul style="list-style-type: none"> • Theory Journal assignments • Videotaped role-play client interview and self-analysis paper
4. Demonstrate the ability to document their interventions/utilization of theoretical frameworks in change efforts by developing progress notes to give an accurate portrayal of the work they have done with clients.	211d 213b	<ul style="list-style-type: none"> • Theory Journal assignments • Client intervention and theoretical frameworks paper

VI. COURSE REQUIREMENTS

A. REQUIRED TEXTS:

Murphy, Bianca C.; and Carolyn Dillon (2011). *Interviewing in Action in a Multicultural World 5th Edition*. Belmont: Brooks/Cole.

Texas A&M University – Central Texas Social Work Program (2010). *The Social Work Program Student Handbook* (for social work majors only). Handbook is distributed to students when they attend the new social work student orientation the first Friday after classes start.

B. FINAL GRADES

A total of 10,000 points can be earned from the course assignments, as follows:

Course Assignment	Percentage of final grade	Total possible points
In-class quizzes	5%	500
Exam One	10%	1,000
Exam Two	15%	1,500
Exam Three/Final Examination	15%	1,500
Videotaped Interview	15%	1,500
Self-analysis paper of videotaped interview	15%	1,500

Personal Statement of SW Philosophy	10%	1,000
Attendance	5%	500
Class Participation in class discussions	5%	500
Totals	100%	9,500 (Total ÷ 100 = final grade)

Points and Corresponding Grades for individual assignments are based on the following:

A+: 100 points	A: 95 points	A-: 90 points	
B+: 88 points	B: 85 points	B-: 80 points	
C+: 78 points	C: 75 points	C-: 70 points	
D+: 68 points	D: 65 points	D-: 60 points	F – 59 points or less

Example: A test worth 15% of the grade, on which a student earned a B+, would give 1,320 points toward the final grade (88 x 15 = 1,320).

Final Class Grades are based on the following:

- A: 90 to 100 (9,000 to 10,000 points)
- B: 89 to 80 (8,900 to 8,000 points)
- C: 79 to 70 (7,900 to 7,000 points)
- D: 69 to 60 (6,900 to 6,000 points)
- F: 59 or less (5,900 points or less)

C. COURSE ASSIGNMENTS

The following activities will be completed during the semester.

1. Exams: 40% of final grade (3 exams total)

There will be three tests given in this course, at the end of each major section of the course. See the Course Schedule in this syllabus for test dates. Tests will include multiple choice, true-false, short answer, and short essay questions. The tests can include any of the course content, including class discussions, reading assignments, handouts from the professor, and videotapes.

In an emergency that keeps a student from being able to attend class on the day a test is given, the student is responsible for contacting the professor **in advance** to see what arrangements, if any, can be made to make up the test. **Note: Under no circumstances will a make-up test be given to any student after the date on which the graded tests are returned to the students in the class.**

2. In class quizzes (10% of final grade)

Many of the class periods will include a quiz to help students solidify their understanding of the course material and learn how to apply it. The quiz may be given at the beginning of class, after watching a videotape, or some may be given at the end of class. Some may be given as take-home quizzes, in which case the quiz is due at the beginning of the next regularly scheduled class period. **For quizzes given during class, there will be no make-up quizzes given; students who arrive at class late or who are absent will not be able to make up the quiz and will receive a zero for that quiz. If the quiz is given as a take-home assignment, a student who misses class will be allowed to submit a make-up quiz; however, it is the student's responsibility to pick up the quiz from Dr. Rappaport and turn it in by the class period in which it is due (typically the next scheduled class period). If the student does not do this, then a make-up quiz will not be accepted. DO NOT ASK FOR A COPY OF THE QUIZ AFTER STUDENTS HAVE ALREADY TURNED IT IN!**

At the end of the course, the student's average numerical grade on all quizzes (including any zeros) will represent 10% of their final grade. Each student will have one quiz grade (the lowest one) dropped by the professor; if you only missed a single class during the semester, that zero will not impact your average quiz grade. Quizzes are not pre-announced, so students should come to every class prepared for the possibility of having a quiz.

3. **Videotaped Interview and Self-Analysis: 15% and 15% of final grade (30% total)**

Each student will complete a videotaped interview with a classmate acting as "client". Students will be assigned in pairs; for one videotape, one student is the client. For the other videotape, the other student is the client, so each member of the team has a chance to be the social worker for purposes of the videotapes. The interview needs to last at least 12 minutes. Students will be given their client case scenario when they come to do the interview, and they will be given 5 minutes to talk together about the scenario before the videotaping begins. The "social worker" student will focus on implementing the communication, interviewing, and social work process guidelines that have been learned in the class. In each case scenario, the "social worker" will be meeting with the "client" for the first time, conducting an assessment interview. **THE ENTIRE 12 MINUTES MUST FOCUS ENTIRELY ON ASSESSING THE CLIENT'S SITUATION; NO ADVICE-GIVING, INTERVENTIONS, OR ATTEMPTS TO SOLVE THE CLIENT'S PROBLEMS CAN OCCUR. STUDENTS WHOSE INTERVIEWS INCLUDE PROBLEM-SOLVING EFFORTS WILL HAVE THEIR GRADE DEDUCTED FOR THIS.** Students are encouraged to practice interviewing their partner as much as possible before the day of the videotaping.

After completing the taping, each student will view his/her own taped interview, will write a COMPLETE TRANSCRIPT of everything (word for word) that was said/done during the interview, and in a second column will include comments that reflect a self-analysis of how well they think they did during the interview and things they feel might have been more effective. **Be sure the comments you make align correctly with what was said in the interview on which your comments are based. It is suggested that students write this paper by creating a table with 2 columns and as many rows as you need to cover each time the social work student says something and the "client" responds. At the end of the paper, after your comments on the videotape transcript, you also need to write a paragraph summarizing what you viewed as your overall strengths in the interview and what you think you need to continue working on improving with regard to your interviewing skills. PAPERS MUST BE DOUBLE SPACED IN THEIR ENTIRETY; SINGLE SPACED PAPERS WILL NOT BE GRADED. See the attached example of a small part of a self-analysis paper for a sample of how this should be written.** Students must bring a DVD mini-disk for the taping (see copy of the package of the correct kind of disk to buy at the end of this syllabus). A particular day and times are being set aside to do the videotaping at the university using equipment here, and students will sign up for the videotaping time they want. These are the only day/times on which videotaping will occur. A student who does not show up to do their videotape will receive a grade of 0 (zero) for this portion of the course. The professor will give each student written feedback about their videotaped interview, using the transcript provided by the student. This syllabus contains the form that will be used to provide feedback.

Grading of the videotaped interviews will have two aspects. 15% of the student's grade for the course will be based on how well the student has learned and is able to use guidelines for interviewing learned in class. **See the attached grading rubric to see how this portion will be graded; be sure and review this before you do your videotaped interview and again before you do your written self-analysis of your interview so you will remember the kinds of things we are expecting you to demonstrate during your interview.** 15% of the student's grade for the course will be based on the quality of the student's self-analysis of the tape. Thus, if the student makes a mistake during the interview (for example, constantly asking closed-ended yes/no questions), this will have less impact on the grade if the student's self-analysis shows recognition of this weakness and includes suggestions for more effective ways the questions could have been asked/interactions could have been handled.

4. Personal Statement of Social Work Philosophy paper (10% of grade)

Each student will write their personal social work philosophy statement, which is part of the students' application to the social work major. The following is an outline of what to include in your paper:

Personal Statement of SW Philosophy

Autobiographical Sketch

- ♦ Your personal history as it applies to your decision to go into social work
- ♦ Significant people/events that led you to choose this field
- ♦ How your motives, personality characteristics, and values relate to mission/purposes of SW profession

Self-assessment

- ♦ Your strengths and weaknesses as you are currently aware of them
- ♦ How the SW program fits into your career aspirations and what you would like to do in SW, as far as you know right now
- ♦ How your learning style, personality characteristics, and learning needs/goals fit with the SW program
- ♦ What areas of professional KSA's (knowledge, skills and abilities) are you already proficient in, and what areas need further study/work?
- ♦ What have we studied so far that most struck a chord with you, and why?

Personal and Philosophical Perspectives

- ♦ Your personal philosophy/perspectives about profession of SW and SW roles you envision performing
- ♦ Your personal philosophy/perspectives about SW practice issues
 - What approaches do you most value?
 - What models might you use in helping clients?
- ♦ Your personal philosophy/perspectives about human behavior and change
- ♦ Your personal philosophy/perspectives about the future, about society and how SW fits into that future
- ♦ Your personal philosophy and how it fits with the social work Code of Ethics. What ethical issues do you currently anticipate being most difficult for you, and why? (For example, are there personal or religious beliefs that you hold that might conflict with the Code of Ethics? How do you plan to keep that from being a problem in your practice as a professional social worker?)

Note: On your Personal Statement of Social Work Philosophy paper, 25% of the grade will be based on the style of your writing – i.e., on correct spelling, composition, punctuation and grammar. The other 75% of the grade will be on content of the written assignment. Social workers do a great deal of writing; it is essential that you develop professional, clear patterns of written communication since it will affect your professional reputation. All writing errors in your paper will be corrected by the professor, and you need to study those corrections after the paper is returned so you will understand what kinds of errors you tend to make and you can avoid making the same mistakes in subsequent papers. Your score on this 25% of the grade will depend on how many writing errors you made. If you do not understand some of the corrections that are made in your papers, ask the professor about them.

The grade on the 25% for writing will be based on the following:

0-3 errors = A+	4-6 errors = A
7-9 errors = A-	10-12 errors = B+
13-15 errors = B	16-18 errors = B-
19-21 errors = C+	22-24 errors = C
25-27 errors = C-	28-30 errors = D+
31-33 errors = D	34-36 errors = D-
37 errors or more = F	

5. Class Attendance (5% of final grade)

Students are expected to be present for every scheduled class session. If you are unable to avoid missing a class, you must **email** the professor **within one week of the class period** to explain the absence if you want it to be considered an excused absence. Every unexcused (or unexplained) absence will affect this portion of your grade. For example, an illness, doctor appointment, or funeral of a family member is an excused absence; the professor also allows one day's absence if a deployed significant other returns home. You need to email about **every** absence from class; for example, if you were sick both days of the week, one email for the first day will not suffice as the professor will not assume that you were still sick on the second day. The professor will review other types of absences to determine how unavoidable they were; not being able to leave work is NOT an excused absence. If your work schedule will not permit you to attend this class on a predictable basis, you should not be enrolled in the class.

Students must be present when class begins and are expected to remain until class is dismissed; students are not allowed to arrive late. (See the Code of Conduct for further details.)

The following shows the degree to which unexcused absences will impact your attendance grade:

<i>Number of Unexcused Absences</i>	<i>Attendance Grade</i>
1	A-
2	B
3	B-
4	C
5	D
6 or more	F

5. Class Participation (5% of grade)

Gene Kivett has an interactive teaching style and expects every student to be an active participant in class. . If you are a student who has never before chosen to talk in classes, this will be a good opportunity for you to start developing a new life skill that will serve you well in the profession of social work. (Students are encouraged not to divulge any personal information they will not be comfortable having their fellow students know about them.) Being an active participant increases understanding of the material for your fellow students as well.

Your class participation grade will be determined by whether you talked during class discussions **and by whether your contributions added to the quality of the class sessions**. Gene Kivett also reserves the right to call on students in class if they are not participating regularly in the discussions. Each day a student will earn between 0 and 3 participation points; the points will be totaled at the end of the semester, and grades will be determined based on the student's total number of points compared to the points of all the other students in the class.

VII. CODE OF CONDUCT FOR CLASSROOMS

Social work practitioners respect others. Unfortunately, we have had extreme problems with disruptive and disrespectful behavior by students in classes, leading to the development of this code of conduct, which all students are required to follow.

1. Students are not permitted to enter class if they are more than ten minutes late in arriving. It is too disruptive to the class process to have students arriving throughout the class period, making noise while they are getting into their seats and getting out class materials. Once the "class business" (lecture, discussion, videotape, or whatever) has begun, it is too late to come in; if you arrive at that point, you must turn around and leave rather than come into the classroom. If you do try to come in, you will be told that it is too late and that you need to leave. Even that is disruptive, so do NOT make the professor do this!

2. There is also no leaving class until the official end of the class period, including to go to the restroom or to go get something. Take care of all your business before class starts, or wait until the class ends to do it. The **ONLY** exceptions are students who have a medical condition who have gone through disability services and received permission to leave classes because of that condition (i.e., they have been granted a disability accommodation). If you decide to leave, you will not be allowed to return to class, and you will be counted absent for the entire class period.
3. There is **ABSOLUTELY** no talking to other students after class has begun. The only person who should be talking is the professor **OR** a student who has been called on by the professor. If you have something you want to share in class, or if you want to try to answer a question posed by the professor, raise your hand to see if you will be called on by the professor rather than just shouting out your answer. In raising your hand, do this respectfully – if the professor is talking, or if the professor called on another student, do not constantly wave your hand in the air and make noises trying to get the professor to call on you; this is extremely distracting and is unnecessary. The professor deliberately tries to call on a variety of students rather than constantly calling on the same student. If you have something you want to share with the class, either follow this process and share it formally with the entire class or keep it to yourself until class has ended. Do **NOT** turn to another student in the classroom and say it to them. These side conversations are disruptive, rude, and make it difficult for students to hear what is being said by the professor, and this behavior is going to stop. If you **ARE** caught talking, you will be asked to leave the class for the day, and you will be counted absent. If this happens a second time, the professor reserves the right to give you an assigned seat for the remainder of the semester so you will not be next to a friend.
4. No personal stories are to be shared in class unless you feel **CERTAIN** that what you say will add significantly to the class discussion. Most of the time when students start talking about personal issues, it gets the class discussion off track and uses up valuable discussion time. If you want to ask about a personal issue that you think of as a result of the class discussion, wait until the end of the class and talk with the professor privately about it. If you do start talking about a personal issue and the professor feels it is not contributing to the class discussion, the professor will suggest that you wait and talk about it after class so the discussion can return to the topics that need to be covered. An obvious exception will be if a professor asks in class if any students have had experiences with the issue being discussed; in that case, you are being given permission to share your personal stories if you are willing to do this.
5. Students are **NOT** allowed to use any personal technology or gadgets during class period. This includes laptop computers, cell phones, I-pads, or any other kind of equipment. Put them away and do not touch them during the class period. One exception is someone who has been granted use of some kind of technology as a disability accommodation. If you have some other kind of unique individual need, you need to talk about this with the professor teaching the class to see if an exception can be made for you. If you break this rule, you will be asked to leave class and will be counted absent.
6. All assignments must be turned in at the beginning of class on the day they are due. Late work will not be accepted or graded unless you have discussed a personal issue with the professor **BEFORE** class started and you were granted an extension to the due date. Being absent from class on a day when an assignment is due does **NOT** grant a student an extension to the due date; the student must still arrange to get that assignment turned in to the professor before class starts. Allowing students to turn in assignments late is not fair to all the other students who got their work done on time, and it disrupts the grading process for the professors. If you have personal issues that will keep you from being able to do the assigned work, you may need to consider dropping the class and taking it at a time when you are able to do all the required work.
7. TAMU-CT expects all students to maintain high standards of personal and scholarly conduct and avoid any form of academic dishonesty, for which disciplinary sanctions exist. Academic dishonesty includes, but is not limited to, plagiarism, copying another person's work, turning in someone else's work as your own, downloading material from the internet and inserting it into a paper as if it was your own work, taking ideas from classes or readings and

putting them in a paper without citations/references, cheating on an examination or other academic work, collusion, and the abuse of resource materials. Any idea, even paraphrased ideas, used or borrowed must be given credit by showing the source with an appropriate citation or reference. Any student who violates the university's policies regarding Academic Honesty will receive a failing grade in this course and will be reported to the Director of Student Affairs for additional university sanctions. More information can be found at www.ct.tamus.edu/student_conduct.

8. Class discussions, oral presentations, and written materials must adhere to professional standards of expression and conform to the style described by the American Psychological Association (APA, 2009). This includes avoidance of the use of language that degrades women, people of color, gays, lesbians, bisexuals, transgendered, and other diverse and at-risk populations. All students are expected to display the utmost respect for all people, regardless of differences.

Students need to understand that the way you behave in class and the degree of responsibility you demonstrate in approaching your schoolwork are used by the professors as a measure of your readiness to be formally admitted to the social work major, accepted for a field agency placement, and allowed to graduate with a BSW degree. Students who consistently fail to comply with this code of conduct will be considered inappropriate candidates for any of these measures of success in social work education because their behavior is considered inappropriate for a social work practitioner.

VIII. Additional Class Policies

1. Reading assignments: Students are expected to read the assigned materials (both in the textbook and in the class notes from the professor) prior to the class for which they are assigned. Students are responsible for the information in the assigned readings (whether or not the material has been discussed in class) and for the materials and videotapes presented in class. While in class, students are expected to raise any questions they have about material in the reading assignments they did not understand, and they should come to class prepared to discuss what they have read.
2. The professor will be giving handouts to be used as supplements to the textbook. Because of the expense of copying, each student will be given only one copy of them. If you lose yours, you will need to borrow them from another student and copy them at your own expense.
3. Drop policy: If you discover that you need to drop this class, you must go to the Records Office and get the necessary paperwork. When you receive the form, they will put on it the deadline by which it must be returned to their office with the necessary signatures. It is your responsibility to get the necessary signatures and return the form to the Records Office by the deadline. Do not give the form to someone else and ask them to do this for you, because if it does not get done correctly, it will still be your responsibility for not having followed proper procedure. After you return the signed drop slip to the Records Office, the next day you need to go into the Duck Trax computer system and make sure that you are no longer enrolled in that class. If you are still enrolled, follow up with the Records Office until you are off the class enrollment. Professors cannot drop a student from a class; this is always the student's responsibility. If you do not follow the correct procedure or you miss a deadline, then you will receive an F in the class for not having completed the work; incompletes will not be given to students because they did not complete the drop process correctly.
4. It is understood that many students who are in this class will need or want to eat or drink something during the class period. I do not have a problem with this occurring, as long as it is done respectfully. If you have to open wrappers that may be noisy, do it before class begins to minimize disruption. Be thoughtful of fellow students in terms of deciding whether to bring something to eat that has a strong odor that will make all the other students hungry. Finally, if you should spill anything or leave crumbs or trash, it is expected

that you will clean this up yourself at the end of the class period so no mess is left for the next class that will be coming to the room.

5. Students should not bring their children with them to class. Mature subject matter is dealt with in social work classes, and much of it is inappropriate for young children to hear. Under no circumstances should you consider bringing a child to class without first checking with the professor to see if it would be a problem, and in most circumstances you will be told that it should not be done. If you are allowed to bring the child and the child begins making noise or can't sit still in their seat, you need to go ahead and leave class so that there is no disruption to the learning process of other students.
6. **Library Services.** INFORMATION LITERACY focuses on research skills that prepare individuals to live and work in an information-centered society. TAMU-CT librarians (located in the library at Central Texas College) will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques, including exploring information resources, such as library collections and services; identifying sources, such as subject databases and scholarly journals; executing effective search strategies; retrieving, recording, and citing relevant results correctly; and interpreting search results and deciding whether to expand the search. Library Resources are outlined and can be accessed through the TAMU-CT web page.
7. UNILERT is the emergency warning system for TAMUCT. Messages about any health, weather, or safety emergency will be delivered to students via email or text messages if they have enrolled in the system. This includes messages that the university has cancelled classes. Please enroll at TAMUCT.org/unilert.
8. TAMU-CT offers its students some types of tutoring, both on-campus and online. Subjects tutored include: Accounting, Finance, Statistics, Mathematics, and Writing (MLA and APA). For hours, or if you are interested in becoming a tutor, contact Academic Support Programs at 254-519-5496 or by emailing gnichols@ct.tamus.edu.
9. The professor reserves the right to amend this syllabus at any time, as needed.

Americans with Disabilities Act: It is the policy of Texas A&M University-Central Texas to comply with the Americans with Disabilities Act and other applicable laws. If you are a student who has a disability and you are seeking accommodations for this course, please contact Ryan Thompson in Student Affairs at 254-519-5796.

IX. The professor teaching this class

Gene Kivett has been working in the Social Work Profession for the past 19 years. He is a Licensed Clinical Social Worker and Substance Abuse Counselor. He has worked as a Social Worker in various clinical settings throughout his career. These settings include providing clinical support services to individuals/groups in outpatient, maximum security prison, community mental health centers and private practice settings. Currently I am working for the Department of Defense as a Clinical Social Worker. My job responsibilities include working with soldiers and their families that have experienced domestic violence, addictions, anger management and parenting issues.

COURSE SCHEDULE

Date	Description	Text / Readings
Tuesday 8/29/17	Review course syllabus Issues Regarding Salaries of Social Workers Exercise: Multiple Intelligence Quiz Exercise on Critical Thinking and Lifelong Learning	Becoming a social worker Learning Skills for Social Workers
Thursday 8/31/17	The Professionalizing of Helping Characteristics of Helpers The Clinical Interview Relationship/Use of Self Ethics/Values Worldview Class Exercise: Social Work Values/Decision-Making	Pathways Model, Roberts and Greene Understanding Your Personal Values Burden of the Middleweight Appearance of Social Worker/Authority Personal/Professional Relationships Diagram Murphy and Dillon, pp. 1-18
Tuesday 9/5/17	Continued discussion on the professionalizing of helping	
Thursday 9/7/17	Multicultural Diversity Identity Prejudice, Discrimination, Racism Clip 2.1 Multicultural Practice Clip 2.2	Murphy and Dillon, pp. 29-40 Acceptance of Others Scale Cultural Complications in Interviews Advocacy
Tuesday 9/12/17	Professional Ethics, Ethical Dilemmas, Ethical Decision-making	Murphy and Dillon, pp. 41-60 Review Code of Ethics in SWK Student Handbook SWK Liability Laws and Ethics Confidentiality of MH Records/Info
Thursday 9/14/17	Interview Environment: The Office Home Visits Safety	Murphy and Dillon, pp. 61-75 Helping Process Interviewing Home Visiting Gusukuma, Safety Guidelines
Tuesday 9/19/17	Clinician Expectations, Clinician Gestalt Diagnosis, Labeling Client Expectations Anticipatory Empathy Clip 3.2 Greetings and Welcoming Use of Names Opening Lines Client Rights and Responsibilities	Murphy and Dillon, pp. 76-96 Cournoyer: Preparing Skills

Thursday 9/21/17	Interviews Focused Attending Clip 4.1 Clinical Listening Non-Verbal Communication Clip 4.2 Paralinguistic Cues Silence Metacommunication Observation of Client Class Exercise	Murphy and Dillon, pp. 97-111 Listening Non-Verbal Communication Self Control Schedule Observation of Client
Tuesday 9/26/17	Listening to Clients' Stories Clip 4.3 Listening for Themes and Patterns Clip 4.4 Listening to the Relationship Bridging Linguistic Differences, Use of Interpreter	Murphy and Dillon, pp. 111-125
Thursday 9/28/17	Supportive Presence Warmth and Caring Clip 5.1 Acceptance Societal Norms and Personal Values Genuineness Availability Validation Clip 5.2 Concrete Support Advocacy	Murphy and Dillon, pp. 127-138
Tuesday 10/3/17	Empathy Clip 5.3 Mirroring Empathy and Communicating It Empathic Echo Empathic Reflection Empathic Failures Clip 5.4 Empathy Class Exercise	Personal SWK Philosophy Statement Due Murphy and Dillon, pp. 139-156 Empathy/Sympathy
Thursday 10/5/17	Exploration and Elaboration Questions Closed/Open Ended Questions Prompts Silence	Murphy and Dillon, pp. 157-172 Uses of Questions, Open/Closed Questions "Exploring" (Cournoyer)
Tuesday 10/10/17	Exam #1	
Thursday 10/12/17	Assessment of cultures/diversity	Murphy and Dillon, pp. 185-201 Social Support Appraisal Assessing Substance Abuse
Tuesday 10/17/17	Assessment Findings Inference DSM Diagnosis/Axes Assessment Reports Clip 7.1 Clinical Record Goal Setting Partializing Prioritizing Clip 7.2 Class Exercise: Practice Assessment	Murphy and Dillon, pp. 201-220 Practice Assessment Outline Setting Goals with a Client TURN IN NAME OF INTERVIEW PARTNER SIGN UP FOR VIDEO SESSION

Thursday 10/19/17	Stages of Change Resistance and Motivation Treatment Plan Choosing Interventions Evidence-based Practice Contracting Clip 8.1 Evaluation Class Exercise: Practice Interview Videotape: “Getting the Addict into Treatment” (0:17)	Murphy and Dillon, pp. 221-243 Change Process, Change Strategies Talking Doesn’t Pay (Psychiatry) Trusting Families to Help Themselves Advice Giving Motivating Reluctant Clients
Tuesday 10/24/17	Hypothesis Building/Hunches Clip 9.2 Reflecting Discrepancies Clip 9.3 Educating Self-Disclosure Clip 9.4 Social Change Class: Practice Interview	Murphy and Dillon, pp. 265-282
Thursday 10/26/17	Changing Client Behaviors Identify Exceptions Clip 10.1 Identifying Behaviors to Change Normalizing Ambivalence Behavioral Techniques Partializing Behaviors Clip 10.2	Murphy and Dillon, pp. 283-293
Tuesday 10/31/17	Exposure Therapies Modeling Behavioral Rehearsal Reinforcement Homework Direct Influence Clip 10.3 Behavioral Balking Clip 10.4	Murphy and Dillon, pp. 293-305
Thursday 11/2/17	Exam #2	
Tuesday 11/7/17	Clinical Relationship Transference/Counter-Transference Examining the Moment Clip 11.1 Processing the Process Clip 11.2 Indirect References Clip 11.3	Murphy and Dillon, pp. 307-325
Thursday 11/9/17	Continued discussion on the clinical relationship	
Tuesday 11/14/17	Crisis and Crisis Intervention Help Client Tell Story Clip 13.1 Sense of Safety Clip 13.2 Stress Reduction Clip 13.3 Class Exercise: Violence Scenarios	Murphy and Dillon, pp. 367-383 Violent Client
Thursday 11/16/17	Crisis, Continued Make Meaning of Events Clip 13.4 Rituals for Healing Suicide Prevention Community Crises Clip 13.5 Clinician in Crisis Videotape: “When Helping Hurts: Sustaining Trauma Workers” (0:52) (DVD # 1518)	Murphy and Dillon, pp. 384-407
Tuesday 11/21/17	Discussion on CAMS method/prevention of suicide	

Thursday 11/28/17	Tasks of Endings and Transitions Clip 14.2 Follow-Up and Evaluation Planned Breaks Interruptions Transitions Abrupt Endings Feeling the Loss Clip 14.1 (numbered wrong) Class Exercise: Drawing	Murphy and Dillon, pp. 430-438 Court Testimony Responding to Subpoena
Tuesday 12/5/17	Continued discussion on task and endings: Video Taped sessions	Murphy and Dillon, pp. 439-457 Stress Management/Relaxation Social Work Distress and Burnout Job Burnout Ups Diabetes Risk
Thursday 12/7/17	Video Taped sessions	
Tuesday 12/12/17	Self-Care and Burnout Ongoing Education Supervision, Consultation Continued discussion on Self-care plan and burnout	
Thursday 12/14/17	Final Exam	

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Methods and Skills
Sample Entries of Video Self-Analysis Paper

<u>Transcript of Videotape</u>	<u>Analysis</u>
SW: Good morning, Ms. Jones. I'm glad you were able to make it in. What brings you here today?	Good introduction, but my body language was stiff. I should have tried to appear more relaxed. I had good eye contact with her.
CL: I have really been stressed out lately because	

of my job. I was hoping maybe you could help me with that.

SW: What kind of job do you have?

CL: I am a sixth grade teacher.

SW: What do you teach, and how long have you been teaching?

(You would put here everything client said about the job.)

SW: I can hear that you are in a very challenging position. You have a lot of concerns about how to cope with it.

I could have said something empathetic before just jumping in with my first question. For example, I could have said, "I'm glad you decided to come get some help with that; job stress can be very frustrating." Closed ended questions and multiple questions are not good. I should have asked an open ended question at first, such as, "Tell me about your job and the kinds of stresses it has been creating for you."

I'm sitting forward and really listening to her, which is good. I think she could tell I was really interested in hearing her story. I was patient and did not interrupt her while she was talking. I did notice that I was having a little trouble listening to her, because I was busy wondering what to say next. But I don't think that showed.

Good empathy and reflecting client's feelings.

<p>CL: I love working with the kids, but I am just so stressed out, I am about to lose it.</p>	
<p>SW: What do you mean when you say you are about to lose it?</p>	<p>It was good that I asked a clarification question. I also wish I had said something about the fact that she has a love of teaching, and that hopefully we can work together to help her feel that love again.</p>
<p>CL: I get so depressed, sometimes I just go home and cry.</p>	
<p>SW: Have you tried just taking relaxing walks after class?</p>	<p>Jumping to solutions way too soon. I didn't ask her detailed questions about how depressed she is feeling. I didn't ask what she has tried to do to deal with those feelings of depression. I didn't find out if she has previously sought help with this problem. I shut down her talking about the problem in my eagerness to help her.</p>

Grading Rubric: Methods and Skills Videotaped Interview

Scoring: 0 - Not done 1 – Poor 2 – Fair 3 – Good 4 – Very Good 5 – Excellent

<i>Skill</i>	<i>Score and Comments</i>
Establishing positive rapport with client	Possible points – 5 Points earned -- _____
Use of open body language, avoids distracting body movements	Possible points – 5 Points received -- _____
Staying with what the client wants to talk about, no sudden changes in topic without using transitions appropriately	Possible points – 5 Points received -- _____

Encouraging client to talk	Possible points – 5	Points received -- _____
Remembering what client said and returning to it	Possible points – 5	Points received -- _____
Demonstrates active listening skills	Possible points – 5	Points received -- _____
Use of open-ended questions, minimal use of closed-ended questions	Possible points – 10	Points received -- _____
Clarity of questions asked of client	Possible points – 5	Points received -- _____
Appropriate use of partializing (breaking complex issues down into simpler steps)	Possible points – 5	Points received -- _____
Seeking clarification of what client stated	Possible points – 5	Points received -- _____
Appropriate use of “going beyond” what client stated	Possible points – 5	Points received -- _____
Use of reflection of content and feelings of client’s statements	Possible points – 5	Points received -- _____
Verbalizing understanding of issues client wants help with, identifies client’s issues accurately	Possible points – 5	Points received -- _____
Gives empathetic statements appropriately	Possible points – 5	Points received -- _____
Respectful toward client	Possible points – 5	Points received -- _____
Avoids professional jargon and/or labeling; language used is appropriate and professional; avoids unnecessary fillers (“ummm,” “I mean,” “You know,” etc.)	Possible points – 5	Points received -- _____
Use of summarizing what client said	Points possible – 5	Points received -- _____
Avoids giving advice prematurely	Possible points – 5	Points received -- _____
Quality of final summary paragraph pointing out strengths and weaknesses of the overall interview	Possible points – 5	Points received -- _____
Total points/grade: _____		
Final comments, if needed:		

