FAYETTEVILLE STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF SOCIAL WORK
BACHELOR OF SOCIAL WORK PROGRAM

Locator Information:
Instructor:
Course Number and Name: SWRK 365 Intervention and Communication Skills
Semester Hour of Credit:
Day/Time Class Meets:
Email:
Class Location Building:
Office Phone:
Fax: (910) 672-1755
Office Location:
Office Hours:

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf.
**Course Description:**

SWRK 000 introduces students to interviewing, intervention, and communication skills. Students must demonstrate an ability to utilize interviewing and documentation skills in helping relationships with individuals and or families. Students learn by doing through role plays, case scenarios, analysis of taped case presentations, and identifying skills used by master social work interviewers.

**BSW Program Mission:**

The mission of the Bachelor of Social Work Program (BSW) at Fayetteville State University (FSU) is consistent with the profession’s purpose and values, and program’s context. The BSW program seeks: to provide the knowledge, skills and values needed to practice beginning generalist social work practice with individuals, families, groups, organizations and communities; to prepare students for practice within a rural context and military setting; to enable students to engage in practice according to the NASW Code of Ethics; to provide the framework needed for students to identify and utilize evidence based practice for intervention; to instill in students the importance of engaging in practices that alleviate oppression, poverty, social and economic injustice and discrimination; to graduate students who will understand the impact of diversity and difference on human behavior; to prepare students for leadership in the professional community, and who will understand the dynamics of practice in a multicultural society, and a global community.

**BSW Program Goals:**

| 1. To prepare students for beginning generalist social work practice with individuals, families, groups, organizations and communities with emphasis on rural and military social work |
| 2. To develop social workers who advance and promote social justice |
| 3. To empower social work students with the knowledge, skills, and values needed to alleviate oppression, poverty, discrimination, and social and economic injustice. |
| 4. To inculcate in students respect for diversity and an appreciation of difference as they prepare for service in a multicultural society and global community. |
| 5. To produce social workers who will be effective consumers and producers of research for evidence based practice |
| 6. To produce students who will embrace the concept of lifelong learners |
## Course Core Competencies and Related Practice Behaviors

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Practice Behaviors</th>
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<tbody>
<tr>
<td><strong>Educational Policy 2.1.3 --- Apply critical thinking to inform and communicate professional judgment</strong></td>
<td>10. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
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<td></td>
<td>12. Recognize and communicate their understanding of the importance of difference in shaping life experiences</td>
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<tr>
<td><strong>Educational Policy 2.1.10(a)—Engage with individuals, families, groups, organizations, and communities.</strong></td>
<td>26. Use empathy and other interpersonal skills</td>
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### Required Text:


### Supplemental support:
Important web sites:
- [http://www.socialworkers.org](http://www.socialworkers.org) (NASW, national)
- [http://www.naswla.org](http://www.naswla.org) (Louisiana)
- [http://www.cswe.org](http://www.cswe.org)

BOOK COMPANION SITE: [http://www.ablongman.com/cummins2e](http://www.ablongman.com/cummins2e)

On the Website for students there are additional e resources that will be reviewed in class.
COURSE OBJECTIVES:
This course will address the following knowledge, values and skills objectives:

A. Knowledge Objectives
   1. Define the social work helping process including social work roles
   2. Identify key theories of social work practice
   3. Explain the importance of the cultural context of practice
   4. Discuss how key concepts of the engagement process relate to developing a professional relationship with clients.

B. Values Objectives
   1. Discuss the mission of social work
   2. Relate the social work values as explored in the textbook to the values and principles identified in the NASW Code of Ethics.
   3. Respond to conflicting values between social work values and social welfare policy
   4. Demonstrate a beginning level of self awareness by being able to accept constructive criticism in a professional manner.
   5. Enhance self awareness by being able to identify areas of strengths and weakness

C. Skills Objectives
   1. Use at a beginning level of competence interviewing skills
   2. Use at a beginning level of competence attending behaviors
   3. Detect mistakes in the use of interviewing skills
   4. Apply critical thinking as a means of learning from mistakes
   5. Identify at a beginning level of competence as a professional social worker

COURSE RATIONALE RELATIVE TO THE REST OF THE CURRICULUM:
SWRK 000 Intervention and Communication Skills provides the knowledge, values and skills needed for beginning generalist practice. It is taken concurrently with Generalist Practice I, and focuses heavily on skills building including skills needed for engagement, skills needed for assessment, skills needed for intervention, and skills needed for evaluation.
Teaching Strategies:

Research indicates that learning among adults occurs when cognitive, affective and experiential methods are utilized concurrently in the learning process. In order to provide the optimum learning experience, a variety of methods will be used.

A. Cognitive Methods

This course may utilize such methods as assigned readings, quizzes, classroom handouts, lecture materials, PowerPoint presentations, videos from the textbook CD-Rom, and classroom discussions to foster student learning.

B. Affective Methods

This course may use the course textbook web site which has interactive videos that the students may respond to as well as in-class role plays to demonstrate the social work skills. They will also respond to case scenarios that illustrate ethical dilemmas.

C. Experiential Methods

The students will demonstrate skills through a role play with another classmate that will be graded. Their classmates will provide constructive criticism and how they react to that criticism will also be a part of the instructor’s grade. The application assignment will be an interview that will be taped or videoed by the student. The student will write a paper that will include a modified process recording that analyzes the interview process. The students will also complete workbook assignments that will involve use of social work skills and their responses will be in writing. The written responses should enhance their ability to write.

Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACT) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); (910) 672-1203

Attendance and Class Participation Policy

Please refer to the FSU Student Catalog for the Undergraduate Attendance Policy. Regular class attendance is required, and full participation all class activities is expected. Participation means that you are engaged with the current task of the class. You are also expected to arrive for class on time. Special policies for tardiness and attendance will be discussed and established on the first day of class. If you miss three classes you will automatically lose five points from your final grade. If you are sick or have any other emergency that causes you to miss class you are to inform the professor by calling before class. If you are sick you should have appropriate official documentation. The same applies for military related absences.

If you must leave class early you must be excused by the professor at the beginning of class and/or this can count as a portion of a missed class, portions of missed classes can add up to an entire class that is missed. The University policy is that upon your fourth absence you are withdrawn from the course.

Course Requirements and Evaluation Criteria

Assignments and Exams:
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<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>Quiz 1</td>
<td>5</td>
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<tr>
<td>Mid-Term Exam</td>
<td>10</td>
<td></td>
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<tr>
<td>Workbook Skills assignments (10)</td>
<td>20</td>
<td></td>
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<tr>
<td>Workbook Pitfalls Cases (10)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Application Assignment with process recording section</td>
<td>20</td>
<td></td>
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<tr>
<td>Final examination—“Putting it all together-Open book – Cases (3)</td>
<td>15</td>
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<tr>
<td>Professionalism/Attendance/Participation</td>
<td>10</td>
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<tr>
<td>Total</td>
<td>100</td>
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**Grading Scale:**

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<tr>
<th>Grade</th>
<th>Description</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>Exceptionally High</td>
<td>92-100</td>
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<tr>
<td>B</td>
<td>Good</td>
<td>83-91</td>
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<tr>
<td>C</td>
<td>Satisfactory</td>
<td>73-82</td>
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<tr>
<td>D</td>
<td>Marginally Passing</td>
<td>64-72</td>
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<tr>
<td>F</td>
<td>Failing</td>
<td>Below 63</td>
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<tr>
<td>FN</td>
<td>Failing</td>
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<tr>
<td>W</td>
<td>Withdrew by due date</td>
<td>W</td>
</tr>
</tbody>
</table>
**Grading Criteria:**

**A:** Exceeded expectations on individual and group oriented projects, consistent performance above what is ordinarily required for this course. Superior quality on all assignments.

**B:** Meets all expectations as specified in the course syllabus in a laudatory, commendable, and professional manner.

**C:** Meets minimum course requirements.

**D:** Did not meet minimum course requirements, but demonstrates evidence of being able to complete the same.

**F:** Did not meet minimum course requirements.

**Indicators of Exemplary Performance:**

With regard to written assignments, an A paper is usually distinguished from B range work because the student adequately comprehends his/her task, its implications from the outset, and represents that understanding to the reader throughout. An A paper typically formulates a new set of provocative and even poignant questions and answers principally out of the source texts. An A paper will provide a sustained moment of serious reflection on the implications or consequences of the position the student has assumed. An A paper, in other words, will imagine that there is a social work oriented “action or intervention horizon” beyond the paper where the ideas worked out in the paper might have significance or influence. An A paper is logical, particularly strong in content and organization, brimming with critical thought, fluid, clear, and illustrative of an admirable ability to convincingly use textual support in developing, extending, or challenging certain positions. The thesis is clear, insightful, sophisticated, and original. Lastly, an A paper is free from sentence level errors.

**Academic Integrity:**

The students and faculty of the Department of Social Work affirm and adhere to essential values of honesty and integrity in all their academic endeavors. Academic dishonesty such as plagiarism and cheating is prohibited in all academic situations and will be penalized accordingly.
Confidentiality:

Confidentiality is a hallmark of the social work profession. Students agree not to repeat personal information shared in class discussion outside of class. Standard accepted practices (mandatory reporting when there is a threat of harm, etc.) are assumed to be ethical imperatives and thus not subject to absolute confidentiality. Students who experience personal issues, or find personal issues arising, during the course are encouraged to talk with the instructor about available support. Confidentiality, within the above-specified limitations, is guaranteed between the student and faculty member.

Academic Support Resources:

Smart Thinking:

Tutoring in writing, mathematics, the sciences, economics, accounting, finance, statistics, and Spanish is available. Online tutors are available 24 hours per day, seven days per week. Access Smart Thinking through Blackboard’s home page. Select “Smart Thinking Student Site, then select “Tools” from the menu on the left. Click on” Smart Thinking” login. After logging in, click Smart Thinking Student Handbook for tips on navigating the Website and using the service.

The Writing Center:

Individualized tutoring is available at the Helen Chick building, Room 216-C, 8 AM – 8PM, Monday through Thursday; 8 AM – 5 PM, Friday. Call 910-672-1864 for more information. You may also access the Website at http://www.uncfsu.edu/writingcenter.

Academic Dishonesty:

According to the FSU Code of Student Conduct, a student violates the Academic Dishonesty Policy if he or she attempts to cheat (receiving unauthorized aid or assistance on any form of academic work), plagiarize (copying the language, structure, ideas and thoughts of another person without giving appropriate recognition and/or adopting it as one’s own original work), falsifies (unauthorized changing of grades or conduct involving any untruth, spoken or written, regarding any circumstances related to academic work, or aids and abets others to cheat). Penalties include failing the course, suspension and/or expulsion.

Plagiarism:

Students who plagiarize an assignment will automatically receive a failing grade on the assignment. Upon return of the failing assignment, students will receive an attached letter explaining that the assignment is believed to be plagiarized, and the reason for such suspicion. If the student chooses to protest the grade on the assignment, he/she will be asked to confer with the instructor first, and if not resolved, confer with the Department Chair.

Professional Conduct:
According to the university catalog, “the goal of Fayetteville State University and its faculty and students is to foster a dynamic environment of higher learning where all students develop analytical skills, learn to think critically and communicate effectively, promote inquiry, pursue knowledge and prepare for productive careers. Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal is considered disruptive and therefore subject to sanctions. The purpose of these sanctions is to create and protect an optimum learning experience; they should not be considered punitive, neither by the student nor instructor.”

Examples of improper behavior in the classroom (including the virtual classroom of email, chatrooms, and web activities associated with courses) may include, but are not limited to, the following:

- repeatedly arriving after a class has begun
- use of tobacco products
- monopolizing discussion
- persistent speaking out of turn
- distractive talking, including cell phone usage
- audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor
- refusal to comply with reasonable instructor directions
- employing insulting language or gestures
- verbal, psychological, physical threats, harassment and physical violence

**Classroom Etiquette**

- 1. Students are expected to arrive to class on time. Students may not leave or prepare to leave until dismissed by the instructor.
- 2. Students are not permitted to sleep in class.
Academic Grievance Process

As indicated in the university Student Handbook, a student believing that he/she has been academically unfairly treated or disciplined, may enter into an academic grievance process. A memorandum setting forth the process shall be made available to the student upon request or at the time of formal discipline. The student who has an academic grievance should follow the procedures outlined below.

If the dissatisfaction outlined when initiating the grievance with the instructor or department require action, the student should follow the procedure outlined below:

(1) Step One: The student shall first discuss the grievance with the instructor in an informal conference immediately after its occurrence, but no later than one month into the following semester.

(2) Step Two: If the student is dissatisfied with the results of Step One, then the student may submit the grievance in writing to the chair of the department and/or program director involved and to the coordinator of the program in which the student is enrolled within seven business days of the informal conference accomplished in Step One.

The chair of the department and/or program director in consultation with the instructor and coordinator of the program shall reply in writing within fifteen school days of receipt of the written grievance and shall state in writing and affirm the decision, modify the decision or overturn the decision based on information received subsequent to the conference.

(3) Step Three: If dissatisfied with the results of Step Two, the student may appeal to the dean of the school housing the department within seven days of receipt of the written decision of Step Two and request that the dean appoint a faculty review committee of three members (one chosen by the student, one by the instructor, and one by the dean with the dean’s representative chairing the committee) to evaluate the grievance and report to the dean on its merit. The grievance shall be considered at a meeting of the appointed committee, the hearing shall be commenced within five school days following receipt, and the committee shall report to the dean within two business days following the meeting. The dean’s decision shall be communicated in writing to the student within three business days following the meeting. The dean’s decision shall be final. The results of the grievance will be reported in writing to the faculty member and department chair and/or program director involved. A copy of the decision will become part of the dean’s file. The Vice Chancellor for Academic Affairs and the Vice Chancellor for Student Affairs shall be informed of any action with respect thereto. In the cases where the admission status of the student is involved, the Office of Admissions is notified.
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<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS &amp; ASSIGNMENTS</th>
<th>CORE COMPETENCIES</th>
<th>PRACTICE BEHAVIOR</th>
<th>OUTCOME MEASURES</th>
</tr>
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<tbody>
<tr>
<td>Week 1</td>
<td>Unit 1 Overview of the course</td>
<td>Text, Chapter 1 The powers of observation</td>
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<tr>
<td>Week 2</td>
<td>Unit 2 Broad overview of key theories of Social Work</td>
<td>Text, Chapter 2</td>
<td>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments</td>
<td>10. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
<td>Exam and Role Play</td>
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<tr>
<td>Week 3</td>
<td>Broad overview of key theories of Social Work</td>
<td>Chapter 3</td>
<td>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments</td>
<td>10. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
<td>Exam and Role Play</td>
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<tr>
<td>Week 4</td>
<td>APA format</td>
<td>Text, Chapter 5 Review application assignment Quiz-Essay 5 points 09-13</td>
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<tr>
<td>Week 5</td>
<td>Unit 3 Social Work Skills</td>
<td>PowerPoint presentation McClam, Initial Interview: What students want to know Text, Chapter 6</td>
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<tr>
<td>Week 6</td>
<td>Interviewing skills of Lead-in Responses, Paraphrasing</td>
<td>Workbook, p.165, Continue Chapter 6</td>
<td>Educational Policy 2.1.10(a)—Engagement</td>
<td>26. Use empathy and other interpersonal skills</td>
<td>Observation and Role Play</td>
</tr>
<tr>
<td>Week</td>
<td>Section</td>
<td>Activity</td>
<td>Text, Chapter 6/7</td>
<td>Workbook, pp.</td>
<td>Educational Policy</td>
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<td><strong>Week 7</strong></td>
<td><strong>Skills</strong></td>
<td>Reflect of feelings, Open, closed ended questions</td>
<td>Workbook, pp.171-184, Cont. chapter 6, text</td>
<td>Educational Policy 2.1.10(a)—Engagement</td>
<td>26. Use empathy and other interpersonal skills</td>
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<td><strong>Workbook</strong></td>
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<td><strong>Week 8</strong></td>
<td><strong>In-class taped Role play by students</strong></td>
<td>Demonstrate Above skills</td>
<td>Students will rate themselves and classmates; Prof. will grade</td>
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<td><strong>Week 9</strong></td>
<td><strong>Skills</strong></td>
<td>Clarification Summarization</td>
<td>Workbook pp. 190-206 Cont. Chap. 6</td>
<td>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments</td>
<td>12. Recognize and communicate their understanding of the importance of difference in shaping life experiences</td>
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<td><strong>Workbook</strong></td>
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<td><strong>Week 10</strong></td>
<td><strong>Skills</strong></td>
<td>Information Giving Confrontation Interpretation</td>
<td>Workbook pp. 206-218 Cont. Chap. 6</td>
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<tr>
<td><strong>Week 11</strong></td>
<td><strong>Attending Behaviors</strong></td>
<td></td>
<td>Text, Chapter 6 Class room exercise</td>
<td>Educational Policy 2.1.10(a)—Engagement</td>
<td>26. Use empathy and other interpersonal skills</td>
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<tr>
<td><strong>Week 12</strong></td>
<td><strong>Unit 4 Pitfalls</strong></td>
<td>“What to not do” To err is human</td>
<td>Text, Chapter 7 Workbook, pp. 223-231</td>
<td>Workbook, pp. 218-238</td>
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<tr>
<td><strong>Week 13</strong></td>
<td><strong>Complete pitfalls</strong></td>
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<td>Workbook pp. 231-238, Continue Chapter 7 Application Ass. Due</td>
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<tr>
<td><strong>Week 14</strong></td>
<td><strong>Unit 5</strong></td>
<td>Putting it all together</td>
<td>Workbook pp. 239-241 Cases 1-3</td>
<td>Workbook, pp. 242-243</td>
<td></td>
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<tr>
<td><strong>Week 15</strong></td>
<td><strong>Final preparation</strong></td>
<td></td>
<td>Workbook pp. 242-243 Cases 4-6</td>
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Suggested Readings:


Appendix

Assignment Information:
Quizzes: To ensure that students understand and are able to apply concepts.

Workbook Assignments: Students must purchase the textbook which includes the workbook in order to pass this class. The workbook assignments are the responsibility of the student to obtain.

Mid-term role play presentation: Students will select a partner from class members. For one role play, the student will be the social worker and the other student will be the client. Students will be given a scenario from which they may develop the role play. The role play is to last should be 5 minutes minimal and no longer than 10 minutes.

In the role of social worker the student will be graded as to how well the student demonstrates the interviewing skills of: Lead-in responses; paraphrasing; reflection of feelings, open ended questions and closed ended questions. Role plays will be taped and played back for analysis and class discussion.

Classmates will have an opportunity to score the role play and the student social work presenter will have the opportunity to score the role play. Students will offer constructive criticism as well as the professor. The professor will score the role play and average all three scores for the student’s mid-term score. This role play is worth 10 points.

Final Examination: This will be an open book test on the date and time identified on the tentative schedule. You must bring workbook cases with you. We will focus on cases 6-12.

Application Assignment: Students will conduct a helping interview with an individual. This interview will be recorded on a cassette tape (or video tape) and submitted to the instructor for review. The interview must be at least 10 minutes in duration. All interviews will be kept confidential. (Students should carefully edit out identifying information such as name, address). Tapes will be returned to the student after the review. Also students need to gain consent from their interviewee to tape the interview. If the student is currently a field intern, with coordination with their field instructor, it is hoped that this interview can be completed at their field placement.

The purpose of this interview is to offer students an opportunity to prepare for and experience a professional interview and critically assess their interviewing skills. The second part of this application assignment is for the student to write a psychosocial assessment of this client and an analysis of the interview with the client. The assessment must include all of the areas listed below and may be written in a narrative format or use headings.

1. Description of Client: (1/2 page)
   Briefly describe the individual and include demographic information (e.g., class, race, age, gender, rural vs. urban resident, ethnicity.

2. Assessment: (approximately 1 to 2 pages)
   Present an assessment of the individual's situation. Include influences from individual or family history, and current environmental supports and stressors. Cite the individual's strengths. Note how issues of culture, race, gender, residential pattern, and oppression may be affecting the individual systems.

3. Process Analysis: (approximately 1 page)
Review the tape of the interview, noting
a. The techniques used, why you used them, and their effectiveness;
b. Your feelings and thoughts during the interview;
c. Any mistakes made and how you would correct them if you had a chance for a replay;
d. Provide support from the literature for your analysis. A minimum of 2 scholarly references is required. APA format is to be used.

4. **Analysis of Professional Use of Self**: (1 to 2 pages)
What have you observed about differences or biases that impeded your development of the professional relationship? How might these differences or biases relate to the social work value system? How might your own anxiety or nervousness affect your ability to listen, your affect? What interviewing skills might need further work such as moving from one topic to another, avoiding painful feelings, imposing your agenda rather than the client’s agenda? Provide documentation for your analysis.