

**MISSISSIPPI VALLEY STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
FALL 2018-2019  
SW 301 INTERVIEWING TECHNIQUES**

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<b>Academic Term and Year:</b>	<b>FALL 2018-2019</b>
<b>Course Prefix and Number:</b>	<b>SW 301</b>
<b>Course Title:</b>	<b>Interviewing Techniques</b>
<b>Days, Time and Location of class:</b>	<b>(MWF) 10:00 a.m.-10:50 a.m. WSB Room #202</b>
<b>Professor:</b>	<b>Lucille Durham-Lacy LMSW, MSW, ABD</b>
<b>Office Location:</b>	<b>William Sutton Administration Building (WSB) #211</b>
<b>Office Hours:</b>	<b>11:00 a.m.-12:00 p.m. (MW) 2:00 p.m.-3:00 p.m. (M) 4:00 p.m.-5:00 p.m. (W) 10:00 a.m.-11:00 a.m. (TR) 1:00 p.m.-3:00 p.m. (T) 1:00 p.m.-2:00 p.m. (R)</b>
<b>Office Phone Number:</b>	<b>662-254-3372</b>
<b>Main Office Number</b>	<b>662-254-3365</b>
<b>Email Address:</b>	<b>llacy@mvsu.edu</b>
<b>Prerequisite:</b>	<b>None</b>
<b>Required Technology Skills:</b>	<b>Basic computer, internet skills, Web 2.0 technologies</b>

## **CATALOG COURSE DESCRIPTION**

Study of interviewing principles and skills and their use in a variety of situations.

## **COURSE DESCRIPTION**

This basic tool used by all human service workers, including social workers, is the interview. It is through which social workers gather information, assess clients, develop intervention plan, implement intervention plan, evaluate intervention and terminate the social work process. This course is designed for students to gain knowledge of basic concepts and principles related to the interviewing process and their use in various situations, especially in social work problem solving process. It is important that social workers acquire the knowledge on these topics that are reliable, valid and useful.

## **BSW PROGRAM MISSION**

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations at risk in rural environments. Baccalaureate students are prepared to apply the knowledge and skills of *generalist social work practice* with individuals, families, groups, organizations and communities. Baccalaureate social work education at Mississippi Valley State University is anchored in the “person-in-the-environment perspective.”

## **PROGRAM GOALS**

1. Educate students for entry level social work positions for generalist practice with individuals, families, groups, organizations and communities.
2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.
3. Instill in students a professional social work identity and the values and ethics of the profession.

## **COMPETENCIES**

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

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and

macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgement and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance, and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

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

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

### **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes;

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Rural Competency: 10:** Use interventions that recognize the needs and strengths present in rural communities.

**Rural Competency: 11:** Coordinate interventions with social workers, related professions, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients.

### EXPECTED PRACTICE BEHAVIORS

This course provides content that helps prepare students to engage in the following competencies and related practice behaviors of social work practitioners. The following grid describes the Social Work Program’s curriculum approach to the ten (10) core competencies established by the Council on Social Work Education (CSWE). Each competency is accompanied by a corresponding practice behavior that has been identified as a demonstrative learning benchmark for the beginning-level generalist social worker. The first column of the grid, "Course Competencies" contains the competency (EP 2.1.1- EP 2.1.10) and the identified “Practice Behaviors” for each competency in the second column. The third column, “Linkages of Program Goals”, shows what program goal is linked to the EPAS competency. The final column, "Assessment of Practice Behaviors," provides a description of the primary methods used in this class to assess student mastery of the course competencies.

Course Competencies (CC)	Practice Behaviors	Assessment of Practice Behaviors
Competency 1: Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> <li>• . Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional</li> </ul>	<ol style="list-style-type: none"> <li>1. Professional Dress day</li> <li>2. Interview Project</li> <li>3. In-class interviews</li> </ol>

	<p>codes of ethics as appropriate to context;</p> <ul style="list-style-type: none"> <li>• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</li> <li>• Demonstrate professional demeanor in behavior; appearance, and oral, written, and electronic communication;</li> </ul>	
<p><b>Competency 2: Engage Diversity and Difference in Practice</b></p>	<ul style="list-style-type: none"> <li>• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</li> <li>• Present themselves as learners and engage clients and constituencies as experts of their own experiences; and</li> <li>• Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</li> </ul>	<ol style="list-style-type: none"> <li>1. Interview Project</li> <li>2. In-class interviews</li> <li>3. Class Discussions</li> </ol>
<p><b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b></p>	<ul style="list-style-type: none"> <li>• Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</li> <li>• Engage in practices that advance social, economic, and environmental justice.</li> </ul>	<ol style="list-style-type: none"> <li>1. Interview Project</li> <li>2. In-class interviews</li> <li>3. Class Discussions</li> <li>4. Chapter Exams</li> </ol>



<p><b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b></p>	<ul style="list-style-type: none"> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</li> <li>• Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li> </ul>	<ol style="list-style-type: none"> <li>1. Interview Project</li> <li>2. In-class interviews</li> <li>3. Chapter Exams</li> <li>4. Class Discussions</li> </ol>
<p><b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b></p>	<ul style="list-style-type: none"> <li>• Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</li> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</li> </ul>	<ol style="list-style-type: none"> <li>1. Interview Project</li> <li>2. In-class interviews</li> <li>3. Class Discussions</li> </ol>
<p><b>Rural Competency: 10</b> Use interventions that recognize the needs and strengths present in rural communities</p>	<p>Understand and use the appropriate intervention needed to address the strengths of individuals, families, groups, and communities in rural communities.</p>	<ol style="list-style-type: none"> <li>1. Class Discussions</li> <li>2. Interview Project</li> <li>3. In-class interviews</li> </ol>
<p><b>Rural Competency: 11</b> Coordinate interventions with social workers, related professions, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients.</p>	<p>Demonstrate knowledge of local resources in rural settings in order to effectively empower children and families to enhance their capacities.</p>	<p>Class Discussions</p>

**Required textbook:**

Stewart, C.J. & Cash, W. B. Jr. (2014). *Interviewing: Principles and practices* (14<sup>th</sup> ed.). Boston: McGraw Hill.

**\*\*All students must have a textbook for this course, as it is a road map to help students successfully navigate through the course. Students will not be allowed to share textbook, use Xerox copies in class nor e-books.\*\***

**Class Attendance Policy:**

Students should be careful to limit their absences as much as possible. In order to receive credit for the courses, students must attend at least 75% of class meetings. More than three unexcused absences will affect your grades. **You are not expected to be late to class. However, please NOTE 3 tardies= one absence. A tardy is defined as being 5 minutes late for class. If you are more than 10 minutes late for class it is best that you consider not attending class so that you will not disturb the follow of class. If you are absent from class for any reason, you are responsible for all work you missed, as well as for any assignments missed on the day(s) of your absence (s).**

**Cheating and plagiarism policy:**

**Cheating:**

Honesty is the best policy. Students found guilty of cheating will be subject to severe penalties, including a possible dismissal from the course with a failing grade.

**Plagiarism:**

The purpose of documentation is to avoid the appearance of representing someone else's work as yours. Such false representation is plagiarism. Let the interested reader consult your sources and check the accuracy of your investigation or carry on his/her own research. Students found guilty of plagiarism will be subject to severe penalties, including a failing grade for that assignment.

**Make-Up examination policy:**

All assignments maybe accepted in advance. Guidelines for all homework assignments will be given to you in sufficient advance of the due date so that you will have plenty of time to work on each assignment.

**NO assignment will be accepted after the due date. All assignments must be submitted by 10 minutes after the start of class (Please do not ask for special consideration).**

**Students may take a missed exam within five days (school days) under normal circumstances. More days will be allowed for certain serious situations. Students must have a valid excuse.**

**\*\*\*It is the responsibility of the student to make the necessary arrangements for the test/exam. The professor will not initiate this process.\*\* \***

#### **MATERNITY POLICY:**

**It is the policy of this class to accommodate students in need of maternity leave. However, students must make arrangement with the professor to successfully complete this course. A progress plan must be completed by students before beginning maternity leave. A copy of this plan will be given to the student and placed in student's folder. Students in need of leave should inform the professor at the beginning of the course.**

#### **CHILDREN IN THE CLASSROOM POLICY:**

**The presence and care of children in the classroom creates significant safety and liability considerations for the university. Child care can demand the frequent attention of a parent/student and thus necessarily diverts attention from the classroom discussions and activities. Therefore, the routine or extended presence of children of students in the classroom is not permitted.**

#### **Academic Integrity Policy**

Academic integrity is a commitment to the values of honesty, trustworthiness, fairness, respect and responsibility in academia. Academic integrity is violated by any dishonest act that is committed in an academic context. Honesty and integrity are essential values of the Mississippi Valley State University's mission to pursue truth and knowledge. Academic excellence can be reached only with the cooperation and support of students. Students are expected therefore to accept responsibility for maintaining honesty and integrity in all acts inside and outside the classroom, studio or laboratory.

For a detailed description of sanctions and appeal procedures, consult Student Handbook pg.59. [https://www.mvsu.edu/sites/default/files/student\\_handbook](https://www.mvsu.edu/sites/default/files/student_handbook)

## Course Expectations

### Major Students Activities and Tasks:

**\*PLEASE DO NOT EMAIL YOUR ASSIGNMENTS.  
ANY EMAILED ASSIGNMENTS WILL NOT BE GRADED.**

**\*\*Assignments are done individually. Students submitting the exact assignment will receive the grade of F (All Students). To avoid this do not allow other students to make copies, screen shot or use your flash drive.**

**All assignments must be typed unless otherwise stated.**

**I do not give makeup work.**

**To successfully complete this course, students must undertake the following tasks/activities:**

**Each student will video tape an interview. The interview should be submitted on a flash drive no cameras or computers. Students may choose to interview a license social worker or an elderly person.**

### **A. ORAL HISTORY INTERVIEW (Elderly Person 60 +)**

**INTERVIEW AN ELDERLY PERSON (AGE 60+). THIS ORAL HISTORY INTERVIEW SHOULD BE 15-20 MINUTES IN LENGTH. A ONE PAGE TYPED SUMMARY SHOULD ACCOMPANY THE TAPE. THE TAPED INTERVIEW SHOULD INCLUDE THE FOLLOWING AREAS:**

- I. Personal data (i.e. name, age, birth date, race, marital status, and etc.)**
- II. Childhood experiences/Family life**
- III. School history**
- IV. Employment history/Military history.**
- V. Special problems encountered by the interviewee (i.e. poverty, health, housing access to community services, income, and etc.).**
- VI. Others (This category is whatever you would like to include).**

### **B. LICENSE SOCIAL WORKER INTERVIEW**

- I. Each student will interview a license social worker. A two page summary of the interview is required. This summary must be type using New Times Roman, 12 inch font, black print and full pages. This summary includes your thoughts, feelings, impressions and a brief summary of the interview.
  
- II. This interview should include but is not limited to the following areas:
  1. Brief summary of the social worker's field of practices (i.e., child welfare, school social work, medical social work and etc.). You are required to research the interviewee's field of practice. This research should be two paragraphs with the appropriate documentation. **No internet citations!!!! This is to be included in the two page summary.**  
  
**The interviewer is responsible for this section.**
  2. Background information (i.e., name of interviewee, title, years employed, degree earned, college attended and professional membership)
  3. What is (are) the function(s) of his/her employing agency, organization or programs?
  4. What is (are) his/her roles(s) or duty (ies) in the agency, organization or program?
  5. Describe a "typical day" for him/her (Be specific!)
  6. What is the agency's policy on confidentiality and how does the social worker ensures that it is carried out?
  7. What do you like least about your job?
  8. What do you like most about your job?
  
- III. **You must generate at least 5 other interview questions. (Please provide me a copy of your questions prior to your interview).**

2. **Each student will conduct an in-class interview along with other students. Students are to select a role play scenario from the list below:**

1. You are a member of your college student newspaper. You are to interview one of

- the candidates for mayor of your college city.
2. You are a member of your local PTSA. You are to interview one of the candidates for Superintendent of Education for your local school district.
  3. You are a senior social work student who is interested in attending graduate school. You are to be interviewed by three (3) members of the admission committee.
  4. You are a college professor who has accused a student of cheating on the final exam. This accusation could result in the student failing the class.
  5. You are a social worker interviewing a mother charged with physically abusing her 2 year old daughter.
  6. You are a senior in high school. You are interested in majoring in social work at Mississippi Valley State University. You have asked to interview with the Department Chair.
  7. You have recently graduated from college with a bachelor degree in \_\_\_\_\_.  
You have several job interviews scheduled for the week. Your first interview is with the local sheriff department for the position of coordinator of the neighborhood crime watch program.
  8. You are a medical social worker in a long-term care facility. You are to interview several of the elderly patients concerning their thoughts and needs.
  9. You are a recent college graduate with a bachelor degree in social work. You have several job interview scheduled for the week. Your first interview is with the director of the local health department for the position of social worker I.  
**\*\*\*For this interview, the interviewee is to dress inappropriately and act inappropriately.\*\*\***
  10. You are a junior majoring in social work. You are to interview a licensed social worker.
  11. You are a social worker at the local high school. You are to interview the principal and the vice-principal concerning ways/suggestions to curtail the high rate of teen pregnancy at the school.
  12. You are a social worker at the local health department. Your county is experiencing a high rate of STDs. You are to interview two public health nurses concerning ways/suggestion to curtail the high rate of STDs.

13. You are a social worker interviewing couple concerning abortion after learning their child has a severe physical deformity.
14. You are a social worker interviewing a father who is accused of physically abusing his wife.
15. You are a financial counselor interviewing a recent college graduate concerning her financial problems as a result of credit issues. She relied heavily on credit cards and loans to cover tuition, fees, books, and living expenses. Your task is to help her to develop a plan to reduce her debt and to learn how to budget her money.
16. You are social worker interviewing a couple concerning dating and religion. They have been dating for over six months and are considering a future together. However, she is Catholic and he is Muslim. They are concerned about what problems may occur in the future such issues related to children and etc.

**3. Other assignment maybe required.**

**4. Students will take a syllabus quiz.**

**5. Students will participate in professional dress day.**

**6. Students will take chapter exams, mid-term, and final exams.**

**Evaluation Procedures:**

In-class interview	100 points
Out of class interview	100 points
Professional Dress Day	100 points
Syllabus quiz	50 points
Chapter exercises 3 @	75 points
Chapter exams (including midterm and final exams) 5@100	500 points

**Performance Standards:**

Students will be evaluated according to interviews, class assignments, mid-term, final, and chapter examinations. Students will be expected to complete satisfactorily the

assigned activities as listed above. Satisfactory completion includes adequate preparation prior to each class meeting.

The final grade assessed for each student will be determined using the following scales:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

### **AMERICANS WITH DISABILITIES ACT (SPECIAL NEEDS POLICY)**

**Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors.**

**For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or [billy.benson@mvsu.edu](mailto:billy.benson@mvsu.edu).**

### **COURSE ACTIVITIES:**

<b>WEEK I</b>	Review of course syllabus and assignments Ice Breaker: First Interview Assigned Readings: Chapter 1: An Introduction to Interviewing The Fundamental Characteristics of Interviews Traditional Forms of Interviewing
<b>WEEK II</b>	Assigned Readings: Chapter 1 continues Selection of In-class Role play exercise



	Exercise # 1 What is and is Not an Interview?
<b>WEEK III</b>	Assigned Readings: Chapter 2: An Interpersonal Communication Process Two Parties in the Interview Interchanging Roles during Interviews Perceptions of Interviewer and Interviewee Communication Interactions
<b>WEEK IV</b>	Chapter 2 continues Feedback The Interview Situation Outside Forces
<b>WEEK V</b>	Assigned Reading: Chapter 3: Questions and Their Uses Open and Closed Questions Primary and Probing Questions Neutral and Leading Questions
<b>WEEK VI</b>	Chapter 3 continues Common Question Pitfalls
<b>WEEK VII</b>	Assigned Reading: Chapter 4: Structuring the Interview The Body of the Interview Opening the Interview Closing the Interview
<b>WEEK VIII</b>	Mid-Term Exam
<b>WEEK IX</b>	Assigned Reading: Chapter 5: The Informational Interview Preparing the Interview Selecting Interviewees and Interviewers Opening the Interview
<b>WEEK X</b>	<b>IN CLASS INTERVIEWS</b>
<b>WEEK XI</b>	<b>IN CLASS INTERVIEWS CONTINUE</b>
<b>WEEK XII</b>	Chapter 5 continues Conducting the Interview Closing the Interview Preparing the Report or Story The Interviewee in the Probing Interview
<b>WEEK XIII</b>	Assigned Reading: Chapter 11: The Counseling interview Ethics and the Counseling Interview Prepare thoroughly for the counseling

	Conducting the Interview
<b>WEEK XIV</b>	Assigned Reading: Chapter 12: The Health Care Interview Ethics and the Health Care Interview Patient-Centered Care Opening the Interview Getting Information Giving Information
<b>WEEK XV</b>	<b>PROFESSIONAL DRESS DAY, IN CLASS EXERCISE, AND FINAL EXAM WEEK</b>
<b>WEEKS XVI –XVII</b>	<b>Final Exam</b>

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