

Course Syllabus
HSP 325: Interviewing for Human Services (4 credits)
Western Washington University, Woodring College of Education
Human Services Cyber Site

Fall Quarter 2007

Instructor:	Kristi L. Slette
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Class website:	Enter through My Western/My Blackboard
Class meets:	September 26, 2007 through December 14, 2007. A new discussion board begins each Tuesday.

Course Description, as taken from the course WWU Bulletin: “Addresses the theory and practice of interviewing in a variety of settings including agencies, education, health care, and business. Examines ethics in the practice of interviewing. Emphasizes skill development.”

Prerequisites: None

Conceptual Framework: Within the vast breadth of settings where human service takes place, constant human exchange for the purpose of identifying assets and needs also takes place. “No one participating in a process of human exchange can emerge from that exchange unaltered in important ways,” explains Bianca Murphy and Carolyn Dillion in our text, *Interviewing in Action*. For this reason praxis is critical in the process of refining how that human exchange occurs. Human interaction in human service has the potential to improve relationships and to enhance human potential. The interview is one of many types of human exchanges that occur within the helping professions. The interview—whether a services in-take interview, a hiring interview, a public relations interview, a clinical interview, a services exit interview, or a brief encounter at the front desk of an agency—can effectively be used to further the goals of the individuals involved, if the right skills are employed. Understanding theories and skills relevant in interviewing ensures that human service practitioners enter the field with clarity on their role, power, influence, and perspective as an interviewer. This course adds practice and reflection to the knowledge base to increase the mastery level of the learner/practitioner. The conceptual framework of this course is based on interdisciplinary knowledge from the fields of psychology, health-care, education, business, and social work.

This cyber course will prepare learners to meet with a diversity of individuals in human service settings for the purpose of hearing, elaborating, reflecting upon, and understanding client stories in order to determine needs and strategies for meeting identified needs. *Interviewing in Human Service* focuses on developing the basic tools

needed for effective clinical interviewing--empathy, attending skills, questioning skills, assessment and evaluation skills, and boundaries.

CSHSE National Standards:

The standards below are taken from the National Standards of the Council for Standards in Human Service Education (<http://www.cshse.org>). Standards are met in more than one course, but specifications may be met in only one course. Below are the specifications that have been designated for inclusion in this course.

National Standards Aligned with Outcomes, Readings, and Assessments

Standard 13: The curriculum shall address the conditions that promote or limit human functioning.			
Specifications	Outcomes	Reading/Activities	Assessment
Skills to appropriately define, assess, and respond to needs of clients.	Identify the stages of an interview and appropriate communication skills associated with each stage, including questioning, paraphrasing, summarizing, disclosure, concreteness	Interview Observations Readings Question Rationale Paper Interview Practice Analysis/Synthesis Papers Postings	Interview Feedback Forms (Self and Interviewee) Question Rationale Review & Feedback Posting Review
Standard 16: The curriculum shall provide knowledge and skills in human services interventions that are appropriate to the level of education.			
Skills to provide direct services, under supervision, to individuals or groups. (a) Intervention skills to interact with clients using prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning. (b) Theory and knowledge bases for interventions. (d) Criteria for the selection of appropriate intervention techniques in specific situations.	Identify the stages of an interview and appropriate communication skills associated with each stage, including questioning, paraphrasing, summarizing, disclosure, concreteness. 2) Demonstrate competence conducting an interview including clarifying expectations, dealing effectively with conflict, establishing rapport, maintaining behavior that is congruent with expressed values, and critically thinking for analysis, problem-solving, decision making, and predicting outcomes. 5) Compare and contrast interview skills with crisis interview skills.	Interview Observations Readings Question Rationale Paper Interview Practice Analysis/Synthesis Papers Postings Crisis Interview with Classmate Discussion board discussion on Crisis interventions Personal development activities such as: <ul style="list-style-type: none"> • HS Interviewing Value assignment • What You Bring Worksheet 	Interview Feedback Forms (Self and Interviewee) Question Rationale Review & Feedback Posting Review

Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.			
Clarifying expectations. (a)	Demonstrate Competence conducting an interview including clarifying expectations, dealing effectively with conflict, establishing rapport, maintaining behavior congruent with expressed values and critically thinking for analysis, problem solving, decision making and predicting outcomes.	Interview 1: What You Bring/Classmate Interview 2: Stretching the Cultural Comfort Zone Interview 3: Crisis/Classmate Interview 4: Professional Interviewer	Interview Feedback Forms for each. Analysis/Synthesis Papers
Dealing effectively with conflict. (b)	Adapt interviewing skills for diverse populations.	What I Bring Worksheet Readings on diversity, multicultural competence Interview 2 Focus on learning about a new culture or aspect of diversity.	Analysis/Synthesis Papers (Mid-term and Final)
Establishing rapport with clients (c)		Same as all above & Interview Practice	Same
Maintaining behavior that is congruent with expressed values. (d)		Same as all above	Same
Critical thinking for analysis, problem solving, synthesis, decision-making, and predicting outcomes. (e)		Same as above & analysis/synthesis papers	Same
Standard 19: The curriculum incorporates human services values and attitudes and promotes understanding of human services ethics and their application in practice.			
Choosing the least intrusive intervention in the least restrictive environment. (a)	3) Adapt interviewing skills for diverse populations.	What I Bring Worksheet Readings and discussion on diversity, multicultural competence Interview 2 Focus on learning about a new culture or aspect of diversity.	Posting review Interview Feedback
Client self-determination. (b)	4) Identify, describe, and assess the standards of confidentiality and ethical practice for interviewing.	Discussion on strength-based strategies Discussion on appropriate professional boundaries.	Posting Review

Confidentiality of information. (c)		Code of Ethical Conduct Review Interview Observations Interview Practice	Submission of 2 professional codes of conduct Interview Feedback
Recognition of the worth and uniqueness of the individual including culture, ethnicity, gender, religion, abilities, sexual orientation, and other expressions of diversity. (d)		What I Bring Worksheet Readings and discussion on diversity, multicultural competence	Review postings and papers
Belief that individuals, services systems, and society can change. (e)		Discussion on goal setting, assessment, evaluation	Review of postings, papers and scenario comments
Personal commitment to appropriate professional boundaries. (f)		Ethical Scenario Activity Scenario study and comment Self-care activities	Review of postings and responses to scenarios
Integration of the ethical standards outlined by the National Organization for Human Services and the Council for Standards in Human Services Education (http://www.nationalhuman-services.org/ethics.html). (h)		Code of Ethical Conduct review Scenarios	Review of submitted codes and postings Scenario responses

Course Objectives:

At the end of the course students will have demonstrated the ability to:

1. Identify the stages of an interview and the appropriate communication skills associated with each stage including questioning, paraphrasing, summarizing, disclosure, and concreteness.
2. Demonstrate competence conducting an interview including clarifying expectations, dealing effectively with conflict, establishing rapport, maintaining behavior that is congruent with expressed values, and critically thinking for analysis, problem-solving, decision-making and predicting outcomes.
3. Adapt interviewing skills for diverse populations.
4. Identify, describe, and assess the standards of confidentiality and ethical practice for interviewing.
5. Compare and contrast interview skills with crisis interview skills.

Required Texts and Other Learning Resources:

Murphy, Bianca Cody, and Dillon, Carolyn, Interviewing in Action in a Multicultural World – 3rd edition, Brooks/Cole Publishing Company, 2008, ISBN: 13: 978-0-495-09516-3 & 10:0-495-10135-4

Interviewing in Action Video: 180 minutes. Full color, DVD, 2003, ISBN: 13:978-0-495-10134-5 & 10: 0-495-10134-6.

Related scholarly journal articles, web sites, etc. as assigned.

National Organization for Human Services and the Council for Standards in Human Service Education website: <http://www.nationalhuman-services.org.html>.

A variety of documents, handouts, and examples are required reading and are in the Course Documents section of the Blackboard course.

Recommended Texts and Other Learning Resources:

Publication Manual of the American Psychological Association, latest edition, ISBN: 0-912704-57-8.

Class Meetings and Discussion Board:

This class meets weekly using the on-line application, Blackboard, as provided by WWU. This is a week-by-week course (not a “work at your own pace” course). We focus on different topics each week and discuss them in small groups of 4 to 6 students, with instructor facilitation.

Posting Deadline:

Submit all reflective and substantial postings no later than 8 p.m. each Monday.

A new conference will begin each Tuesday. Please do not post on Tuesday until the new discussion boards have been opened and new topics assigned.

Discussion boards will be locked after 8 p.m. each Monday. You will still be able to view them via blackboard to retrieve or check information.

Upon logging into the course each time:

- Check the **ANNOUNCEMENT** section of Blackboard for emerging issues, reminders, and important changes.
- Read the messages in your group discussion board.

Regularly:

- **Refer regularly to the Coursework Grid provided as an addendum to the syllabus for information and expectations about assignments due during week. This is where your due dates are listed!**

Weekly:

- Read the Lectures in the LECTURE section of Blackboard
- Read the assigned text chapters as assigned in the Coursework Grid located in the SYLLUBUS section of blackboard.
- Read course documents assigned (hand-outs, articles, etc.)
- View the assigned video Sessions as listed in the Coursework Grid.
- Write one reflective post that specifically mentions what you learned or gained or understood as key points of the lecture, text and/or document reading, AND video viewing. **You MUST mention all readings and viewings to earn all possible points.**
- Write three substantial postings EITHER in response to the discussion starters OR group members comments OR as original thoughts on the material/learning.
- Complete the required assignments as listed in the Coursework Grid. **There are one to three assignments due--in addition to the posting, reading, and viewing—EVERY WEEK!**
- **You must post at least one time by Thursday of each week. If you do not, you will lose .25 point.**

Due Dates: Unless otherwise noted, **all Assignments are Due before midnight on the Monday preceding the start of the next discussion board week** (New discussion boards and threads begin on Tuesdays).

Due dates are outlined in the Coursework Grid. They are the last day of the discussion board week (Monday). Example: Assignments given on Week 4 (10/16/07-10/22/07) are due on Monday, October 22 no later than 11:59 p.m. All assignments should **be submitted using the digital drop box in Blackboard** unless you are asked to post them in the following week's group discussion. Regardless, all assignments should be completed and ready for submission by the Monday due date. When directed to do so, post assignments to the thread labeled with the name of the assignment. Always title assignment submissions with your name and the assignment name. Example: "Slette Baseline Interview Observation."

PLEASE DO NOT SEND ASSIGNMENTS AS E-MAIL ATTACHMENTS.

IMPORTANT!

Special Equipment Needs: In addition to the computer hardware and software required of cyber-site students, **all students in this course will need to arrange access to a video camera, tripod, and other electronic equipment that supports recording on a video camera.** Western Washington University's Media Center allows students access to these resources with instructor approval. Contact me to make arrangements to sign for check out of equipment from WWU's media center. Students may borrow or rent needed equipment from other sources—friends, family, local video businesses. These arrangements are the responsibility of the student. However, I do not expect students to have to purchase this equipment. Contact me if you believe purchasing is your only option. Additionally, all students will need weekly access to an electronic device that plays DVD video media.

A few tips on your two videotaped interview assignments:

- I am interested in **YOU seeing YOUR OWN performance** as an interviewer and having a record to compare your skill mastery level from mid-term to finals. Ideally, I would like you to see both yourself and your interviewee on camera. I am especially interested in your ability to observe your behavior-- how you are attending and what you are physically doing and saying to your interviewee. It is also important to be able to see or at least hear how your interviewee is responding. Place the camera so you can observe as much as possible. I recognize that some settings make it tough to get a good angle and distance. Take this into consideration when you choose settings!! Your goal is to arrange the camera so you view the setting, seating arrangement, and the body language/non-verbals (facial expressions), etc. of both yourself and your interviewee. **IF you MUST make a choice—seeing yourself is the priority.** Again, the goal is to see and hear all parties in the interview!!!
- Check lighting and audio levels **BEFORE** you begin taping so you are certain to see and hear yourself and your interviewee.
- Know how to work the camera and equipment **BEFORE** you get to the interview.

Grading and Assessment Criteria:

Grading is not based on effort or improvement; it is based on the quality of output. Grading standards are described in the WWU catalog.

For this course the following will apply:

Grade	Point Percentage Range
A	95-100 %
A-	90-94+
B+	87-89+
B	84-86+
B-	80-83+
C+	78-79+
C	75-77+
C-	70-74+
D+	68-69+
D	65-67+
D-	60-64+
F	59% or below

Excellent/Superior work will earn 90% - 100% of points possible will be awarded for all assignments that meet the following standards: 1) Work is completed and submitted on time or by prior arrangement; 2) All written assignments are word-processed and consistently exceptional in content and mechanical construction—your work requires little correction and exhibits a superior understanding of the related concepts and intent of the assignments; 3) Work expresses meaning-making through use of multiple references to material in course text, video, lecture, and/or group discussion in connection with coursework and personal experience; and 4) All requested documentation including forms and required APA citations and or references have been submitted.

Good/Above Average work will earn 80% - 89% of points possible will be awarded for all assignments that meet the following standards: 1) Work is completed and submitted on time or by prior arrangement; 2) All written assignments are word-processed and consistently above average in content and mechanical construction—your work requires few correction and exhibits a good understanding of the related concepts and intent of the assignments; 3) Work expresses meaning-making through use of multiple references to material in course text, video, lecture, and/or group discussion in connection with field work and personal experience; and 4) All requested documentation including forms and required APA citations and or references have been submitted.

Fair/Average work will earn 70% -79% of points possible will be awarded for all assignments that meet the following standards: 1) Work is completed and submitted on time or by prior arrangement; and/or 2) All written assignments are word-processed and consistently average in content and mechanical construction—your work requires regular correction and demonstrates a basic understanding of the course content and the intent of the assignments; and 3) Work shows evidence that you are attempting to express meaning-making through use of references to material in course text, video, lecture, and/or group discussion in connection with field work and personal experience. 4) required documentation is submitted, but maybe incomplete.

Poor Work will earn 60% - 69% of points possible will be awarded for all assignments that meet the following standards: 1) Work is completed and submitted on time or by prior arrangement and/or when 2) written assignments are word-processed, but rarely show consistency in substantive content and or appropriate use of English language conventions (mechanical construction)—your work requires significant correction, yet shows a basic understanding of the course content and intent of the assignments; 3) Work shows evidence that you are struggling to express meaning-making through use of references to material in course text, video, lecture, and/or group discussion in connection with field work and personal experience; and/or 4) required documentation is submitted, partially submitted or inadequately complete.

Unacceptable work earns 59% - 0 of points possible will be awarded for any assignment that 1) is completed and submitted on time or by prior arrangement and/or when 2) written assignments are not word-processed, show little consistency in substantive content and/or appropriate use of English language conventions (mechanical construction)—your work requires complete revision, and shows no understanding of the intent of the assignments; and/or 3) Work shows no evidence that you are working to express meaning-making through use of references to material in course text, video, lecture, and/or group discussion in connection with field work and personal experience and/or 4) required documentation is submitted, partially submitted, not submitted at all or is inadequately complete.

Participation:

Postings must be **substantive**. This means that postings must exhibit thoughtful ideas, evidence that connections are being made and thus knowledge is forming, and/or references to material in course text, video, lecture, and group discussion. Brief comments such as, “I agree” or “Yes, I like that concept Classmate Kris!” are welcome, but not counted as one of your three weekly postings. I would like to see your questioning skills being used and developed in the posts as well, however, just asking questions will not earn you full points. You must reply to some as well! The four postings must be made on at least two different days. **Again, at least one must be posted by Thursday each week**—to ensure dialog begins early enough to support rich, active discussion. I will not check for typographical errors or perfect English structure or convention in your postings. However, please do your best to write complete, comprehensible thoughts and ideas that give your course mates the context in which to place your comment.

Yes! You also are expected to **read all your group members’ postings**. This activity should be an interactive dialogue. Therefore it will be important for you to check the site and post on more than just one day. This also means that each of you is reliant on the others in the group to create a rich learning environment on-line. As the instructor, I will be present—though not necessarily active in every one of your discussions. I will set themes for discussion board postings each week. Some additional posts may be off-theme if issues or thoughts arise. Original thinking is appreciated! You may read other groups’ dialogues as well, though you are not required to post within them. If you choose to do so, that is welcome, however those posts will not be counted as one of your four postings—unless you also post it within your own group with an explanation of what the group you visited was discussing.

Written Assignments:

The two formal papers assigned (one at mid-term and one as a final) must be written and formatted according to APA conventions, including cover/title pages, running head, abstract, citations and a reference list. **Use an APA handbook.**

English language convention, grammar, punctuation, etc. count in your written papers! Proof-read! Use spell check! Contact WWU's writing center for assistance.

Please, write formally—avoid writing like you speak in a casual setting! I expect college level papers. Use the terminology of interviewing appropriately to show understanding of the concepts and how you or others apply the skills in the interview process.

Submit written assignments to the digital drop box or “drop-box” in Blackboard.

Interviews:

All interviews should be conducted with the deliberate intent of incorporating the skill sets taught in this course. The student, as the interviewer, has responsibility for the focus of the interview and for seeing the assigned purpose of the interview is achieved. The purpose of each interview is outlined in the Coursework Grid.

You, the student, will only view videotaped interviews. You must keep the mid-term interview on tape until the end of the quarter so that you can compare your first interview with your last. I rely on behavior-based, observational statements that you will provide me in your final paper to demonstrate your growth, change, strengths, and areas for improvement.

Plan your interviews in advance! I suggest choosing interview candidates and setting appointments as early as possible to avoid the last minute crunch and panic of finding a suitable interviewee on the quick. Interviews are your main work in this course. Choose interviewees who stretch your comfort zones and really help you gain perspectives that will grow you as a professional. You will complete interviews on Weeks 3, 4 and 7, 8. Plan far in advance—especially for the final Interview an Interviewer Assignment.

Other Assignments:

Specific directions for other assignments outside of readings, viewing the video and posting are generally outlined in the Coursework Grid. Additional instructions may be explained or clarified either in the weekly lecture OR in the ANNOUNCEMENT section in Blackboard. Read both each week.

Extra Credit:

There is only one extra credit assignment possible all quarter. To earn these points—read the syllabus thoroughly. You will find instructions.

Late Assignments:

Please make arrangements with me **IN ADVANCE** to submit late work. If you do not make prior arrangements—your work will **NOT BE ACCEPTED** regardless of how late it was submitted. Approved late work (for non-emergency reasons) will receive a point deduction in addition to normal grading deductions, as described below.

- **Less than 24 hours late—NO DEDUCTION**
- **24-72 hours late—25% point deduction**
- **Over 72 hours late, but less than one week—50% point deduction**
- **More than one week late—75% point deduction**

Emergencies and Grading:

Legitimate personal or professional emergencies may arise—such as a death in the family, emergent health situation, or other unprecedented incident. (Usual stress associated with the student lifestyle does not constitute an emergency.) Should actual emergencies occur, learners are asked to contact the instructor **immediately**. Messages can be left at the Cyber office (650-7487), 24-hours a day, 7 days a week! You must make arrangements for late work **prior to assignments being due**. **No leniency will be given “after the fact.”** Example: Emergency occurs on Monday. Assignment is due Wednesday. Do not tell me on Thursday about the tragedy and how you need more time. Tell me on Monday or Tuesday at the latest that the incident has occurred. Documentation or proof of the incident may be requested prior to the acceptance of late work. With valid emergency situations and agreed upon completion dates, late work will not be penalized.

“K” Grades (Incomplete): A “K” grade will be considered when a student experiences an emergency during the last two weeks of a quarter that prevents or prohibits completion of the coursework. “The grade of K (Incomplete) is given only to a student...when extenuating circumstances make it impossible to complete course requirement on schedule.” The student must be earning a grade of C or higher at the end of the 8th week of classes for a grade of K to be submitted. Documentation of the legitimate, emergent situation may be requested. You must ASK for a K Grade and a contract must be completed stating what must be accomplished to satisfy the incomplete course. On the contract you must specify a date of completion. You will be given the grade you earned at the time of the incomplete contract if course work is not submitted as agreed upon. Please review the statement regarding the assignment of incomplete grades in the Western Washington University 20 07-2007 Bulletin.

Because, it important to me that you read this entire syllabus, here is a little bonus for those of you who have done so thoroughly! ☺ By the end of week 3 (October 15, 2007), please write me an e-mail with the subject line “ The Word of the Quarter is EMPATHY.” In your own words give a brief description of the meaning of EMPATHY. You will earn five extra points! (Who knows it could take you into a different grade bracket?) These are the only extra points available all quarter!

Contact Information:

My office hours are by arrangement. In-person or phone meetings must be arranged with students in advance. E-mail is the best way to contact me to make arrangements for consultation, questions, clarification, or other needs.

If you would like phone contact, please e-mail your contact information indicating when I can best reach you and at what phone number or numbers. I will do everything in my human ability to contact you within 24 hours. If for any reason you do not hear from me—post a message in the Instructor Question and Discussion board. If you require emergent contact, and you have been unable to contact me, call the Cyber Site office—(360) 650-7487—ask the program assistant to call me at home so that I may return your call.

Academic Rigor:

This is a four-credit course. You are expected to spend **approximately 12-16 hours per week** completing work related to the class. Coursework is designed to integrate theory

and practice in challenging, meaningful, and relevant ways. You are encouraged to challenge yourself should you find the material “easy.” Stretch your limits and take the information to a higher level of understanding in your personal or professional life. Education is what you choose to make of it. Self-directed learners find motivation, inspiration, and discover new meanings.

Reasonable Accommodation Policy: It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, students must contact WWU disAbility Resources for Students at 360 650-3844 or www.wwu.edu/depts/drs/.

Academic Dishonesty Policy: Western Washington University students are responsible for reading, understanding, and upholding the standards of academic dishonesty as set forth in the *WWU Academic Dishonesty Policy and Procedure* (see Appendix D of the University Bulletin).

Complaint or Concern Vs. Grievance: If you have a complaint, concern or comment you are welcome to contact the instructor or the Cyber-site Program Director at (360) 650-7487. Feedback is ALWAYS encouraged and welcomed in order to attend to issues before they become more serious. If you have a grievance about your grade or any other aspect of this course, you need to follow the grievance procedure outlined in the University catalog. Students will be given the opportunity to evaluate both the course and the instructor at the end of the quarter.

Student Feedback Process: All students will be given the opportunity to evaluate the instructor and the content of the course at the end of the quarter.

Reference List:

Interviewing in Action Video: 180 minutes. Full color, DVD, 2003, ISBN: 13:978-0-495-10134-5 & 10: 0-495-10134-6.

Ivey, Allen E., Intentional Interviewing and Counseling, Brooks/Cole Publishing Company, 1994, ISBN: 0-534-21168-2.

Knowles, Malcolm, Self-Directed Learning, Cambridge Adult Education/Prentice Hall Regents, 1975, ISBN: 0-8428-2215-1

Mathis, Robert L., and Jackson, John H., Human Resource Management, West Publishing Corporation, 1994, ISBN: 0-314-02529-4

Murphy, Bianca Cody, and Dillon, Carolyn, Interviewing in Action in a Multicultural World – 3rd edition, Brooks/Cole Publishing Company, 2008, ISBN: 13: 978-0-495-09516-3 & 10:0-495-10135-4

Six Client Sessions in Human Services Settings Video: Full color, DVD, Western Washington University, 2007.

If you have any questions of clarification about this syllabus, please e-mail me at Kristi.Slette@wwu.edu. Thank you.

Course Outline:

Interviewing in Human Service 325 Coursework Grid Winter Quarter 2007

Week	Lecture	Reading	Video	Read and Create Posts	Assignments
Week 1 09/26/07- 10/01/07 ↑ Due date	Course Expectations. Difference Between Interviewing and Counseling. The Range of Settings and Purposes for Interviewing in Human Services. Building Rapport.	Chapters 1-3 Becoming A Professional A Different Kind of Talking Responsible Practice: Difference and Diversity Getting Started: Interview Environment Read the following in the Course Documents Section: <ul style="list-style-type: none"> • Dimensions of Diversity • Cross-Cultural Misunderstanding • Tips for Working with Diverse People • Language of Diversity • Multicultural Competence Continuum 	All Chapter 1-3 Sessions	Theme: Course Expectations. How You Anticipate Using Interviewing Skills in Human Services.	You have one (1) assignment this week. Complete a baseline interview observation. Use the Observation Critique Forms provided in Course Documents in Blackboard. Submit forms to me via the drop-box. Observe the interview entitled “ Single Mother reentering workforce ” at the following link. http://media.wcc.wvu.edu/clientsettings/session1.wmv This is a Windows Movie file. It requires Windows Media Player to be seen. Contact ATUS by e-mail or phone if you need assistance with technology. You are graded on providing completed documentation, your usage of appropriate terminology, and your ability to identify and describe how course concepts apply to the interview process at this early point in the course. Clue: read the Chapters BEFORE doing the

Week	Lecture	Reading	Video/DVD	Read and Create Posts	Assignments
Week 2 10/02/07- 10/08/07 ↑ Due date	Self-Awareness/ Your World Perspective. Deliberacy/ Intentionality. Multi-Cultural Issues. Planning for the Interview.	Chapters 4 & 5 Attending and Listening Support and Empathy: A Sustaining Presence	All Chapter 4 & 5 Sessions	Multi-cultural Competence Continuum. Where Do You Think You are Along the Continuum and why? Behavior: Fact vs. Feeling How deliberate/intentional are your behaviors? Styles in the interview setting.	You have one (1) assignment this week. Respond to the written interview questions located in Assignment Section in Blackboard called “ What You bring into the Interview Process. Your World Perspective/Your Culture. ” Answer all written interview questions in sentence format. Post your responses in the Week 3 group discussion board. Your grade on this assignment is based on provision of thoughtful responses about your own personal culture: Demonstrate self-awareness by writing concisely to show your ability to identify, describe, and analyze components of your personal culture as what you bring into an interview relationship?

Week	Lecture	Reading	Video/DVD	Read and Create Posts	Assignments
Week 3 10/09/07- 10/15/07 ↑ Due date	Empathy. Attending Skills. Stretching Your Comfort Zone: Your First Assigned Interview.	Chapter 6 Exploration and Elaboration “Question and Rational Statement Examples” in	All Chapter 6 Sessions	How Have You Experienced or Shown Empathy to Others? Sharing Questions Getting Feedback. Sharing Discoveries/Insights of	You have three (3) assignments this week. 1) Draft 5 Intentional Questions that you believe would help you gather facts, feelings, and meaning about how your interviewee identifies, describes, or experiences belonging to a cultural group that has differences from yourself. Post your questions in your group

	<p>Checking In with the Learners.</p>	<p>the Course Document section of Bb. Do the necessary research reading to prepare for your cultural interview!</p>	<p>What You Bring Into the Interview</p> <p>Observation Insights. What do others bring to the interview environment?</p> <p>Questioning? The Good, The Bad and The Confusing.</p>	<p>discussion board.</p> <p>2) Classmate Interview Pair up with a Classmate and interview each other –using your drafted questions. The purpose is to test your questions before you take them into a real interview. Ask him or her to answer the questions as they would if they were to be your interviewee next week. You may do this interview by phone, on-line virtual chat or by e-mail. It is important that you have dialogue about what improvements could be made to the clarity or intent of the questions.</p> <p>3) In a separate document, Choose 2 of the 5 questions for which you will write and submit concise rationale statements explaining the thought or reasoning behind how you designed the questions.</p> <p>Before beginning, review the document called “Question and Rational Statement Examples” in the Course Document section of Blackboard.</p> <p>Using the examples in the Course Documents section as a guide, outline your intent of how the question will direct the interview and allow you to gain the information you seek. Include comment about word choice, delivery tone, timing and type and order of questions.</p> <p>Submit assignment to the “Drop-box”</p>
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Due date		Changing Behaviors			<p>to share thoughts on the interview process. Set goals for yourself toward skill mastery. Assess your interview technique at this point in the course. While a reflection paper may include your personal feelings, ideas, experiences, etc.—For grading, I expect it will show critical thought on the foundational concepts discussed in the course to this point as well as be written in a formal style suitable for college level students.</p> <p>I expect that you will refer numerous times to the course material as references and thus will have multiple citations within your paper. Use APA format. Grammar, punctuation, and other English language conventions will be graded. Use Points to Ponder Handout. See grading sheet in Course Documents (Writing Assignment) Submit to “Drop-box.”</p>
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Week	Lecture	Reading	Video/DVD	Read and Create Posts	Assignments
Week 6 10/30/07- 11/05/07 ↑ Due date	Seeing Yourself as “Client” Gaining New Perspective Developing Working Hypothesis or Hunches Changing Behaviors Modeling	Chapter 11 Working with People in Crisis Independent Readings on working with abusers and their	All Sessions Chapter 11	Pair or Small Group Interviews: 2 or 3 classmates. Pose intentional questions to your group mate(s) that help you assess their perception(s) of what it means to experience a personal crisis. Pose hunches in response to their comments or answers. You may do this by phone, by e-	You have two (2) assignments this week. Complete an interview observation. Use the Observation Critique Form provided in Course Documents in Blackboard. Submit form to me via the drop-box. Observe the interview entitled

	<p>Rehearsing New Skills Checking In with Learners</p>	<p>victims. I'll outline this in the announcement section for the week May require on-line or actual visit to the library.</p>	<p>mail or on-line chat. Keep this to a 30-minute interview (15-minutes each). Discussion boards are used this week only to arrange classmate interviews and to post feedback, once hunches and working hypothesis have been shared privately. Post feedback from Classmate Interview.</p> <ul style="list-style-type: none"> • How was interviewing in an environment other than face-to-face? • What obstacles did you find? • What did you appreciate about this format? • How did it feel as an interviewer—to make and pose hunches? • How did it feel as an interviewee—to have hunches posed? 	<p>“Suicide Hotline” at the following link. http://media.wcu.edu/clientseatings/session2.wmv This is a Windows Movie file. It requires Windows Media Player to be seen. Contact ATUS by e-mail or phone if you need assistance with technology. You are graded on providing completed documentation, your usage of appropriate terminology, and your ability to identify and describe how course concepts apply to the interview process at this early point in the course. Clue: read the Chapters BEFORE doing the observation. I look for depth of understanding and application of what you have read, learned and practices to date. Continue to next page! 2) SELF-CARE Go for a ½ hour walk/run or spend a ½ hour meditating or taking a relaxing bath. Do something nurturing for you! Share your activity with your group via a posting.</p>
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Week	Lecture	Reading	Video/DVD	Read and Create Posts	Assignments
Week 7	Issues and	Chapters	All	Dynamics in the interview	You have three (3) assignments this

<p>11/06/07– 11/13/07* ↑ Due date</p>	<p>Dynamics in the Interview Relationship</p>	<p>12 & 13</p>	<p>Sessions Chapters 12 & 13</p>	<p>relationship. Power/Influence</p>	<p>week.</p>
<p>11/12 is a holiday: Veterans Day. You may submit items prior to the due date.</p>	<p>Power/Authority/Influence Relationship or Foreground or Background Multi-Cultural Issues in the Relationship Processing the Process</p>	<p>The Clinical Relationship: Issues and Dynamics</p>		<p>Ethics/ Code of Ethics</p>	<p>1) Planning for Interview 3 Draft Questions (Post early in this week's discussion board and request feedback from your classmates.) As a classmate, I expect you to provide feedback about others' lines of questioning and the clarity of the questioning design.</p>
	<p>Ethics/ Code of Ethics</p>	<p>The Clinical Relationship: Addressing Self-Disclosure and other Boundary Issues.</p>		<p>Power Scenario from Lecture</p>	<p>2) Scenario: Read scenario in Assignment Section of Blackboard. How would you respond? Theme is on Power/Influence. (Write a 250-300 word response) Post this in your group discussion board by Monday night!</p>
					<p>3) Review the code of ethical conduct outlined by the National Organization for Human Services and the Council for Standards in Human Services Education (http://www.nationalhuman services.org/ethics.html). Submit a copy to the digital drop box.</p>

Week	Lecture	Reading	Video/DVD	Read and Create Posts	Assignments
Week 8	Boundaries in the Interview Relationship	Independent Reading on Boundary Development and issues	None	Observation 2 Comments.	Revise Interview Questions
11/13/07-11/19/07	Self-Disclosure Confidentiality Gift Giving and Receiving	I'll outline this in the		How has your awareness of the interview process and the interviewer performance changed since your first observation?	Revise based on classmate feedback.
↑ Due date				Assessment/Hunches Sharing Questions—Getting	Final Interview: Interview a Professional Interviewer in the Human Service field. I suggest interviewing someone in a position that you might hope to have one day. • Contact a professional in the

		<p>announcement section for the week</p> <p>May require on-line or actual visit to the library.</p>		<p>Feedback Scenario Responses/Comments</p> <p>How did taking time for self-care feel to you? What did you do?</p>	<p>community who performs intake, clinical, human resource, or another type of professional interview in a community agency or organization. Interview for the purpose of understanding what he/she feels are the effective methods of conducting a successful interview. I challenge you to interview someone you do not know well.</p> <ul style="list-style-type: none"> • Complete the Interview Documentation and <u>Submit to me via drop box or by mail.</u> • Take interview notes as appropriate. • Inform your interviewee prior to obtaining permission to interview—that they will be asked to complete an interview feedback form that will be considered in grading. <p><u>You are graded on 1) Completed documentation 2) Alignment of information and feedback between your and your interviewee's interview forms (purpose and skills) and 3) Interview and documentation was completed on time.</u></p>
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Week	Lecture	Reading	Video/DVD	Read and Create Posts	Assignments
Week 9	Ending/Transitions	Chapter 14	All Sessions	Ethical Scenario: Group	Final Papers are DUE!!!

<p>11/20/07- 11/26/07 ↑ Due date <u>Thanksgi</u> <u>ving</u> <u>Holiday</u> is from <u>noon</u> <u>11/21 -</u> <u>11/23</u> <u>NOTICE</u> Final Paper DUE DATE ↓ 12/03/07</p>	<p>in Interviews In preparation of ending this coursework and experience. Remembering Where We Were at the Beginning. Reviewing What We've Accomplished. Where Each of You Is Heading and How will this new knowledge go with you? Checking In with the Learners about any unfinished business.</p>	<p>Endings and Transitions</p>	<p>Chapter 14</p>	<p>Discussion</p>	<p>Write an 8-page, formal, final paper: Include reflection, analysis and synthesis to self-critique strengths/areas for growth/interview process assessment of change in skill since your first interview. Compare your first taped interview performance with your final interview. Connect the foundational academic material we've studied to your personal ability to apply the theory, understanding and knowledge. Discuss meanings and connections you've made out of the material in relation to your fieldwork or personal experience. Draw on your observation and interview experience, interviewee feedback, and instructor guidance. For grading, I expect it will show critical thought on the foundational concepts such as empathy, clinical listening, cultural awareness, self awareness, etc. discussed in the course to this point as well as be written in a formal style suitable for college level students. Use multiple citations. As before, English usage and grammar matters! Use Points to Ponder Handout. (Course Document Section of Blackboard) See grading sheet in Course Documents. Use APA (Writing Assignment)</p>
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Week	Lecture	Reading	Video/DVD	Read and Create Posts	Assignments
DEAD WEEK Week 10 11/27/07- 12/03/07	Endings and Transitions Boundaries in ending. As we end our time together	Chapter 15 Professional Issues: On-Going Education and Self-Care	None	Sharing Discoveries from Professional Interviewers. Processing the Learning Process Summarizing Next Steps: Goals for Interviewing and Skill Development	1 assignment this week. SELF CARE Go for a ½ hour walk/run or spend a ½ hour meditating or taking a relaxing bath. Do something nurturing for you! Share your self-care activity with your classmates via a posting.
Final Discussion board Posting due by Tuesday the 11 nd — of Finals Week	Professional Issues Life-Long Learning Self-Care Goal Setting			Post a brief summary of key learning from your last interview: Interview with a Human Services Interviewer. This should NOT be an outtake from your final paper. It should be sharing about what your interviewee taught you about interviewing skills, technique, etc.	Please take this opportunity to complete the on-line evaluation of the course and the instructor.

Week	Lecture	Reading	Video/DVD	Read and Create Posts	Assignments
Week 11 12/04/07- 12/11/07	Humor Giving and Receiving Mementos Saying Good-Bye What I've learned.	None	None	Giving and Receiving Mementos: Our Goodbyes Feedback/Suggestions	Please take this opportunity to complete the on-line evaluation of the course and the instructor. If you have not yet completed your self-care task! Do it now!! ☺ Go for a ½ hour walk/run or spend a ½ hour meditating or taking a relaxing bath. Do something nurturing for you! Share your self-care activity with your classmates via a posting.
Final Discussion board Posting due by Thursday the 11 th — During Finals Week					

