I. Catalogue Description

This course provides students with foundation skills in interviewing, with an emphasis on child maltreatment. Students will explore best-practice research and current controversies. Course will involve role-plays and lab work for skill practice and development.

II. Course Description

This course will teach foundation skills in interviewing children and involuntary adults. The course will examine the different types and purposes of interviews, core skills, cultural competence, current literature about best practices, and barriers to effective interviewing. While the skills taught in the class will be skills that can be used by social workers across settings, emphasis will be on child maltreatment. In order to be an effective interviewer, students will explore salient issues such as child development, use of language, rapport building, ethics and boundaries, social work values, and issues of social justice. In addition, students will explore dynamics of child abuse disclosure and building effective working relationships with non-offending caregivers. This course will explore the research regarding controversies and best practices in interviewing, including memory and suggestibility, interviewing protocols, and dynamics of abuse disclosure. The course will require active participation in exercises and demonstrations, examination of one’s own work, and knowledge of best practice research.

III. Course Competencies, Practice Behaviors, and Assignment

<table>
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<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignments measuring behavior</th>
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</table>
| 2.1.1. Identify as a professional social worker and conduct oneself accordingly. **Social Workers serve as representatives of the profession, its mission, and its core values. They know** | Generalist Year:  
- Advocate for client access to the services of social work.  
- Practice personal reflection and self-correction to assure continual professional development.  
- Attend to professional roles and boundaries.  
- Demonstrate professional demeanor | Class Discussion, Interview assignment  
Class discussion, guided reflection paper, interview assignment  
Guided reflection paper |
### the professions history.
Social Workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

<table>
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<tr>
<th>Behavior, appearance, and communication.</th>
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<tr>
<td>Engage in career-long learning.</td>
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<tr>
<td>Use supervision and consultation</td>
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**Interview assignment**

### Advanced Concentration Year:
- Apply knowledge of social services, policies, and programs relevant to the Children, Youth and Families concentration, to advocate with and/or on behalf of clients for access to services.
- Develop a plan for continuing professional education and development.
- Collaborate with and articulate the mission of Social Work to others (e.g., interdisciplinary team members, volunteers, the broader community, the news media, and political leaders).

**Class discussions, Interview assignment**

<table>
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<tr>
<th>2.1.2 Apply social work ethical principles to guide professional practice.</th>
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<tbody>
<tr>
<td>Social Workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law</td>
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**Generalist Year:**
- Recognize and manage personal values in a way that allows professional values to guide practice.
- Make ethical decisions by applying standards of the NASW and, as applicable, the International Federation of Social Workers.
- Tolerate ambiguity in resolving ethical conflicts.
- Apply strategies of ethical reasoning to arrive at principled decisions

**Guided reflection paper**

#### Class discussion, guided reflection paper

### Advanced Concentration Year:
- Evaluate ethical dilemmas related to problems and issues in the area of Children, Youth and Families practice.
- Weigh values, principles of ethical decision-making, and the NASW code of ethics in order to address ethical dilemmas related to practice in mental health.

**Guided reflection paper**

#### Class discussion, guided reflection paper

### 2.1.3 Apply critical thinking to inform and communicate professional judgments.
Social Workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also

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<tr>
<th>Generalist Year:</th>
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<tr>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.</td>
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<tr>
<td>Analyze models of assessment, prevention, intervention, and evaluation.</td>
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<tr>
<td>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
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**Critical Reading Review, Guided reflection Paper, Class Participation**

#### Critical reading review

#### Interview assignment
| **requires the synthesis and communication of relevant information.** | **Advanced Concentration Year:**
- Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to the children, youth, and families area.
- Identify and evaluate models of assessment, prevention, intervention, and evaluation that are appropriate to the area of children, youth and families.
- Utilize effective communication skills with diverse communities, constituencies, and multi- and inter-disciplinary colleagues in Children, Youth and Families practice. | **Critical Reading Review, Reflection Paper, Class Participation** |
| **2.1.4 Engage diversity and difference in practice.** | **Generalist Year:**
- Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- Recognize and communicate an understanding of the importance of difference in shaping life experiences.
- View selves as learners and engage those with whom they work as informants. | **Guided Reflection Paper, Interviewing Assignment, Critical reading review, class participation** |
| **Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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.** | **Advanced Concentration Year:**
- Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in the area of children, youth and families.
- Demonstrate knowledge and skills to practice without discrimination, and with respect toward people of diverse backgrounds.
- Actively engage diverse clients, groups, or organizations to promote solutions based on diverse conceptualizations of social problems in the area of children, youth and families. | **Reflection Paper, Interviewing Assignment, Critical Reading Review, Class Participation** |
| **2.1.6 Engage in research-informed practice and practice-informed research.** | **Generalist Year:**
- Use practice experience to inform scientific inquiry.
- Use research evidence to inform practice. | **Critical reading review** |
| **Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve** | **Advanced Concentration Year:**
- Demonstrate ability to evaluate practice in the area of children, youth and families.
- Translate practice knowledge in order to contribute to scientific inquiry. | **Paper, Interviewing Assignment** |
practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

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<thead>
<tr>
<th>Activity</th>
<th>Generalist Year</th>
<th>Advanced Concentration Year</th>
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<tbody>
<tr>
<td>Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in the area of children, youth and families</td>
<td>Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.</td>
<td>Evaluate and apply knowledge of human behavior and the social environment to choose methods of assessment, intervention, and evaluation most appropriate to the area of children, youth and families’ problems and populations.</td>
</tr>
<tr>
<td>Critical reading review, class discussion</td>
<td>Critique and apply knowledge to understand person and environment.</td>
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2.1.7 Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

**Generalist Year:**
- Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.
- Critique and apply knowledge to understand person and environment.

**Advanced Concentration Year:**
- Evaluate and apply knowledge of human behavior and the social environment to choose methods of assessment, intervention, and evaluation most appropriate to the area of children, youth and families’ problems and populations.

2.1.10. (a – d) Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities.

**Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation, all at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-**

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<thead>
<tr>
<th>Activity</th>
<th>Generalist Year</th>
<th>Guided reflection paper, Interviewing Assignment, class discussion</th>
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<tbody>
<tr>
<td>Engage with individuals, families, groups, organizations, and communities:</td>
<td>2.1.10a Engage with individuals, families, groups, organizations, and communities:</td>
<td>Guided reflection paper, Interviewing Assignment, class discussion</td>
</tr>
<tr>
<td>- Substantively and affectively prepare for action with individuals, families, groups, organizations and communities.</td>
<td>- Collect, organize, and interpret client data.</td>
<td>Interviewing assignment</td>
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<tr>
<td>- Use empathy and other interpersonal skills.</td>
<td>- Assess client strengths and limitations.</td>
<td></td>
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<tr>
<td>- Develop a mutually agreed-on focus of work and desired outcomes</td>
<td>- Develop mutually agreed-on intervention goals and objectives.</td>
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<tr>
<td>2.1.10b Assess individuals, families, groups, organizations, and communities:</td>
<td>- Select appropriate intervention strategies</td>
<td></td>
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Guided reflection paper, Interviewing Assignment, class discussion

Interviewing assignment
Based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

| 2.1.10c Intervene with individuals, families, groups, organizations, and communities: |
| - Initiate actions to achieve organizational goals. |
| - Implement prevention interventions that enhance client capacities. |
| - Help clients resolve problems. |
| - Negotiate, mediate, and advocate for clients. |
| - Facilitate transitions and endings |
| 2.1.10d Evaluation |
| - Critically analyze, monitor, and evaluate interventions |

Advanced Concentration Year:

| 2.1.10.a Engage with individuals, families, groups, organizations, and communities: |
| - Employ diverse strategies to engage with individuals, families, groups, organizations, and communities related to the area of concentration. |

| 2.1.10b Assess individuals, families, groups, organizations, and communities: |
| - Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to the concentration. |

| 2.1.10c Intervene with individuals, families, groups, organizations, and communities: |
| - Demonstrate ability to intervene at different levels (with and/or on behalf of individuals, families, groups, organizations, and communities) to achieve the desired practice outcomes related to the concentration. |

| 2.1.10d Evaluation |
| - Apply research skills to analyze, monitor, and evaluate interventions in the concentration. |
| - Communicate and disseminate evaluation results to a variety of audiences. |

Guided reflection paper, critical reading review, interviewing assignment, class discussion

Interviewing assignment, class discussion

Interviewing Assignment, guided reflection paper

Guided reflection paper, interviewing assignment

Guided reflection paper, interviewing assignment

Critical reading review, interviewing assignment
IV. Course Content

**Week 1 – January 19**  
**Introduction to Course**  
Review syllabus and expectations

**Week 2 – January 26**  
**The Interview**  
Types, goals, question types

Required Readings:  
Fontes, Chapters 1-2, p. 1 – 39

Recommended:  

**Week 3 – February 2**  
**Asking and telling**  
How do we ask questions, and why does it matter?  
Engagement  
Bias/minimizing suggestibility

Required Readings:  
Fontes, Chapter 3, p. 39-56;  
Fontes, Chapter 4, p. 56-80


Recommended:  

**Week 4 – February 9**  
**The Connection**  
Building Rapport  
Disclosure of trauma  
The effect of trauma

Required Readings:  
Chapter 5, p. 80-110  
Chapter 8, p. 167-198

Recommended:


Week 5 – February 16    Assignment #1 due – Guided Reflection Paper

Guest speaker: Interviewing people with developmental disabilities

Required Readings:


Required:


Week 6 – February 23    Linguistics- young children and teens

Required Readings:

Fontes, Chapter 9, p. 198-228


Recommended:


Week 7 – March 1    Investigating child maltreatment

Required readings:

Fontes, Chapter 6, p. 111-139

Recommended:

**Week 8 – March 8**  
Motivational Interviewing – Guest speaker

**Readings: TBA**

**Week 9 – March 15**  
**Assignment #2 Due: Critical Reading Review**  
In class practice and peer review  
Preparation for final project

**Required reading:**  

Recommended:  

**Week 10- March 22**  
Counter-transference  
Working with parents

**Required reading:**
Fontes, Chapter 11, p. 253-280


Recommended:  

**March 29**  
SPRING BREAK

**Week 11- April 5**  
Guest speaker- working with mandated/involuntary clients

**Required reading:** TBA
Week 12- April 12  Other Cross-Cultural considerations

Required reading:
Fontes, Chapter 12, p. 280-303
Afterword, p. 280-306.

Week 13 – April 19  Assignment #3 Due
In class peer review

Week 14 – April 26th  Stretch yourself- approaches using creative arts
Guest Speaker

Required reading: TBA

Week 15 – May 3  Vicarious Trauma and wrap up

V.  Text and Reading Materials

Required Text:

Readings – required and recommended readings are as indicated in syllabus. There will be additional Recommended Readings on Learn@UW course site.

VI.  Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods

Grading Scale and Standards

Grades will be earned on the following grade point system – a total of 100 points (100%)

A 94-100  outstanding; surpasses expectations in all areas
AB 88-93  surpasses expectations in most areas
B 82-87  surpasses expectations in some areas
BC 76-81  meets expectations in most areas; above in others
C 70-75  meets expectations in most areas
D 64-69  below expectations in all areas
F 64 &  below fails to meet minimal expectations in all areas, not acceptable work
Assignments:

Class Participation – 15%
Critical Reading review – 25%
Guided reflection paper – 25%
Interview and Critique – 35%

1) Guided Reflection Paper (25%), 4-6 pages, due by February 16th, 3:30 pm

Answer the reflection questions on p. 54 or p. 109 of the Fontes book. Cite the text as you answer each question, and challenge yourself to use personal reflection and insight. Make sure your paper is free of grammatical, structural and proofreading errors. You will be marked down if you paper lacks proper citations and grammar. Turn in paper via dropbox by 3:30 on 2/16.

2) Critical Reading Review (25%) 4-6 pages, due by March 15th, 3:30 pm

Choose an article from the required or recommended reading list. (Do not use the Fontes text). You must let me know what article you choose by end of day on March 1. Your objective is to analyze and critique the article, and demonstrate how this article connects to interviewing. The paper should contain the following:

1) You should summarize your article (1-2 pages). Please note that “to summarize” means to put in your own words. It does not mean to paraphrase or to quote. If you absolutely must paraphrase or quote in a particular place, you must cite with page number and if it’s a quote, you must use quotation marks. The summary should briefly state the author’s purpose in writing the piece (what s/he was trying to do) and highlight the key points made by the author.

2) What are the implications for the practice of interviewing? What does the author want to see interviewers do? (1-2 pages)

3) Are there unanswered questions in the article in need of future research? (1 page)

4) What is your personal reaction? The impact on your own practice as a social worker? (1 page)

Your paper should include page numbers, be in APA style, written in Time New Roman 12 point font. Make sure your paper is free of grammatical, structural and proofreading errors. You will be marked down if you paper lacks proper citations and grammar. Submit paper via dropbox by 3:30 on March 15th.

NOTE: Check out UW’s fantastic writing center for writing assistance, and to ensure you are following APA style. http://www.writing.wisc.edu

3) Interview and self-evaluation (35%), 6-8 pages, due April 19th, by 3:30 pm

You will be conducting a recorded forensic interview with a partner in the lab in the School of Social Work. You will be matched into pairs. You will conduct the interview anytime after class preparation on March 15th.

You and your partner will each conduct a video-recorded forensic interview, lasting approximately 20 minutes. Each interviewee will receive a case scenario to use for their role.
You will then critique your interview. You will receive a form with which to count and assess the types of questions used. Summarize and analyze your use of questions, strengths and weaknesses throughout each phase of the interview. Use introspection- what was difficult for you, what was easy. What do you see when you watch yourself – body language, facial expressions, etc. Discuss your interview in terms of the “child’s” developmental stage and use of language, barriers to disclosure that child might have experienced. Refer to two articles (on either required or recommended reading lists) that are salient to your interview. Connect the reading to your interview.

The critique should be 6-8 pages, use APA style and 12 pt font. Submit via dropbox by April 19th, 3:30 pm. Specific format for the critique will be distributed at a later time and will involve use of standard peer-review evaluation tools.

D) Class Participation – 15%
You will receive a point for each class period, based on accomplishing the following criteria:
- On time for class
- Contribution to class discussion
- Willingness to participate in exercises and role plays
- Respect listening to others
- Attentive and engaged

Attendance & Class Participation Policy: Class attendance is required of all students. Attendance is defined as arriving on time, staying through the entire class, and leaving only for scheduled breaks. In order for you and your fellow classmates to benefit from this course, attendance and active participation are expected. Attendance will be taken at the beginning of class and I will note your level of participation. If you are unable to attend class, please email me prior to class so that you can receive an excused absence; you may receive one per semester. Four points will be deducted from your grade for each unexcused absence incurred.

Your active participation in class is essential to learning this material. Efforts will be made to create environments that best fit each student’s learning style: small group and large group discussion, reading and experiential experiences; in other words, seeing, hearing and doing. Exercises, role-plays, mock interviews and other activities are designed to develop and practice skills and reflect on the material. While it may sometimes be uncomfortable, it is essential to developing skills interviewing skills. There will also be a video-recorded interview assignment. Please speak to me after the first day of class if you have a barrier to this portion of the grade.

Electronics policy:
Use of laptop computers during class will only be permitted for note taking. If the instructor has any concern that the presence of laptop is distracting the student from full participation, the student will be asked to close the laptop.

Student Behavior Policy:
In order to learn, we must be open to the views of people different from ourselves. Each voice in the classroom is important and brings with it a wealth of experiences, values, and beliefs. Please
respect other students’ opinions and refrain from personal attacks or demeaning comments of any kind. You must keep confidential all issues of personal or professional nature discussed in class.

**Student Accommodations:**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA.