Instructor: Jennifer Ginsburg, MSSW, LCSW  
Class day/time: Thursdays, 3:30-5:25  
Location: Rm 399, Van Hise  
Office hours: Thursdays 1-3, location TBA  
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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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| 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 the profession's history. Social Workers commit themselves to the profession's enhancement. | 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 in behavior, appearance, and communication.  
- Engage in career-long learning.  
- Use supervision and consultation | Class Discussion, Interview assignment |
| Advanced Concentration Year: | | |

Class discussions, Interview
| 2.1.2 Apply social work ethical principles to guide professional practice. | 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 |
| 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. | 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's code of ethics in order to address ethical dilemmas related to practice in mental health. | Guided Reflection Paper |
| 2.1.3 Apply critical thinking to inform and communicate professional judgments. | Generalist Year:  
- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.  
- Analyze models of assessment, prevention, intervention, and evaluation.  
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. | Critical Reading Review, Reflection Paper, Class Participation |
| 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 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 interdisciplinary colleagues in Children, Youth and Families practice. | Critical Reading Review, Reflection Paper, Class Participation |
| 2.1.4 Engage diversity and | Generalist Year: | Reflection Paper Interviewing |

and to their own professional conduct and growth

- 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).
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.

### 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.

**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.
- Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in the area of children, youth and families.

### 2.1.7 Apply knowledge of human behavior and the social environment.

**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.

**being. Social workers apply**

**theories and knowledge from**

**the liberal arts to understand**

**biological, social, cultural,**

**psychological, and spiritual**

**development.**

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**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-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.**

<table>
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<tr>
<th>Generalist Year:</th>
<th>Advanced Concentration Year:</th>
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| **2.1.10.a Engage with individuals, families, groups,**
| **2.1.10.a Engage with individuals, families, groups,**
| **organizations, and communities:** | **organizations, and communities:** |
| -Substantively and affectively prepare for action with | -Substantively and affectively prepare for action with |
| individuals, families, groups, organizations and | individuals, families, groups, organizations and |
| communities. | communities. |
| -Use empathy and other interpersonal skills. | -Use empathy and other interpersonal skills. |
| -Develop a mutually agreed-on focus of work and | -Develop a mutually agreed-on focus of work and |
| desired outcomes | desired outcomes |
| **2.1.10b Assess individuals, families, groups,**
| **2.1.10b Assess individuals, families, groups,**
| **organizations, and communities:** | **organizations, and communities:** |
| -Collect, organize, and interpret client data. | -Collect, organize, and interpret client data. |
| -Assess client strengths and limitations. | -Assess client strengths and limitations. |
| -Develop mutually agreed-on intervention goals and | -Develop mutually agreed-on intervention goals and |
| objectives. | objectives. |
| -Select appropriate intervention strategies | -Select appropriate intervention strategies |
| **2.1.10c Intervene with individuals, families, groups,**
| **2.1.10c Intervene with individuals, families, groups,**
| **organizations, and communities:** | **organizations, and communities:** |
| -Initiate actions to achieve organizational goals. | -Initiate actions to achieve organizational goals. |
| -Implement prevention interventions that enhance | -Implement prevention interventions that enhance |
| client capacities. | client capacities. |
| -Negotiate, mediate, and advocate for clients. | -Negotiate, mediate, and advocate for clients. |
| -Facilitate transitions and endings | -Facilitate transitions and endings |
| **2.1.10d Evaluation** | **2.1.10d Evaluation** |
| -Critically analyze, monitor, and evaluate | -Critically analyze, monitor, and evaluate |
| Interventions | Interventions |

**Interviewing Assignment**
- 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.

IV. Course Content

Week 1 – January 22  Introduction to Course
Review syllabus and expectations

Week 2 – January 29  The Interview
Types and purposes
Biases and barriers
Structure and controversies

Required Readings:
Fontes, Chapters 1-3, p. 1 – 55

Recommended:

Week 3 – February 5  Asking and telling; talking and listening
How we ask questions; listening strategies; narrative approaches; suggestibility

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


Recommended:

Week 4 – February 12  The Connection
Building Rapport
Narrative Event Practice

Required Readings:
Fontes, Chapter 5, p. 80-110


Recommended:

**Week 5 – February 19  Addressing the Topic of Concern**
Barriers to disclosure

Required Readings:
Fontes, Chapter 8, p.167-197


Recommended:

**Week 6 – February 26  Addressing the Topic of Concern**
Interviewer role and responses

Assignment #1 Due: Guided Reflection Paper

Required Readings:
Fontes, Chapter 9, p. 198-227

Recommended:

**Week 7 – March 5  Talking with young children**

Required Readings:

Recommended:

**Week 8 – March 12**  
Talking with teens

Required Readings:  
Fontes, Chapter 9, p. 198-227


Recommended:

**Week 9 – March 19**  
Developmental Delays – Guest Speaker

Required Readings:  


**Week 10- March 26**  
Involuntary Clients- juvenile justice (delinquency)

Assignment #2 Due: Critical Reading Review

**Week 11- April 2**  
SPRING BREAK

**Week 12- April 9**  
Involuntary clients- parents/caregivers of child clients

Required Readings:


**Week 13 - April 16**

Motivational Interviewing – Guest Speaker

Readings TBA

**Week 14 – April 23**

Bringing it all together

**Required Reading:**
Fontes, Chapter 12 and Afterword, pp 280-306.


**Recommended:**

**Week 15 – April 30**

In-class interviewing lab

**Week 16 – May 7**

Vicarious Trauma and wrap up

Readings TBA

Final Assignment Due – Exam Day, May 16

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 3:30pm February 26th
Answer the reflection questions on p. 109 or 227 of 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 2/26.

2) Critical Reading Review (25%) 4-6 pages, due by 3:30 March 26
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 12. 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)
Papers are due at the beginning of class on March 26. You should upload the paper into the Dropbox. 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.

3) Interview and self-evaluation (35%), 6-8 pages, due exam day, May 16.

You will be conducting a recorded forensic interview with a partner in the lab in the School of Social Work during class on April 30th. You are not to conduct this interview prior to that date. If you have conflicts with attendance on April 30th, you must discuss this with the instructor prior to that date.

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. 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
- Asking questions
- Willingness to participate in exercises and role plays
- Respectful to others
- Paying close attention

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, reading and experiential, 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.
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.

Class attendance is expected. Please contact me via email before class begins to let me know if you are unable to be at class. You are responsible for seeking out notes, assignments, readings, etc. that you missed.

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 just keep confidential all issues of personal or professional nature discussed in class.

Student Accommodations:

Students who are requesting an accommodation due to a disability are expected to inform the faculty and provide verification (e.g., from the McBurney Disability Resource Center) at the beginning of the semester or as soon as the need for an accommodation is determined.