



**MIDWESTERN
STATE UNIVERSITY**

A Member of the Texas Tech University System

Course Syllabus: Communication, Interviewing, and Intervention Skills

College of Health Sciences and Human Services

SOWK 3713 TR 1:00-2:20 Centennial Hall 334

Fall 2026 Aug. 24-Dec. 10

Contact Information

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Course Description

This course introduces students to the process of interviewing and intervention. Students are introduced to the principles, types, and phases of interviewing various clients. The course emphasizes essential communication and intervention skills and techniques. It also develops students' ability to use interviewing, intervention, and documentation skills to enhance relationships with individuals, families, groups, organizations, and community systems.

Students will learn the oral and written skills necessary for social work practice. These skills include interviewing, assessment, intervention, documentation, and evaluation. Students will learn interviewing skills to engage clients, assess client needs and strengths, develop mutually agreed-upon intervention goals and objectives, and document the social work process. Throughout the course, students will evaluate their progress in acquiring the oral and written skills necessary for professional social work practice.

This is an experiential skills course. Class sessions will include lecture, discussion, instructor modeling, role-play, observation, peer feedback, skills practice, and written documentation. Students are expected to complete assigned readings before class and participate actively in skills activities.

Course Delivery

This course has been planned as a fully face-to-face course. The class will meet in its regularly scheduled room on all scheduled class days. Students with health concerns or symptoms of illness should **communicate with the professor in advance** regarding attendance options. Students attending by Zoom without medical need and prior approval will receive a daily

participation grade of zero. Students attending by Zoom must have advance approval and appear on video for the duration of class.

If Midwestern State University campus operations are required to change, course delivery or course format may change. Students will be advised of any changes.

Course Objectives

The knowledge, cognitive and affective processes, values, and skills expected of a student who completes SOWK 3713 are described below. A student who successfully completes the course will be able to:

1. Discuss the skills used to engage and interview others in the practice of social work. (Knowledge, Values, Skills, Cognitive & Affective Processes)
2. Discuss the generic content usually included in social histories and assessments. (Knowledge, Values, Skills, Cognitive & Affective Processes)
3. Discuss specialized content appropriate for histories and assessments based on client population and context. (Knowledge, Values, Skills, Cognitive & Affective Processes)
4. Demonstrate and apply interviewing skills to engage clients and gather information. (Knowledge, Values, Skills, Cognitive & Affective Processes)
5. Assess clients orally and in writing after observing and conducting interviews. (Knowledge, Skills, Cognitive & Affective Processes)
6. Select appropriate interventions in mutual agreement with clients. (Knowledge, Values, Skills, Cognitive & Affective Processes)
7. Clearly write measurable interventions and document progress. (Knowledge, Values, Skills, Cognitive & Affective Processes)
8. Evaluate the application of interviewing skills and suggest alternative skills appropriate to the situation. (Knowledge, Skills, Cognitive & Affective Processes)
9. Evaluate the quality of written assessments. (Knowledge, Skills)
10. Analyze models of assessment, prevention, intervention, and evaluation. (Knowledge, Skills)
11. Demonstrate effective oral and written communication for professional practice. (Skills)
12. Orally facilitate and communicate goal setting. (Skills)
13. Orally facilitate and communicate interventions. (Skills, Cognitive & Affective Processes)
14. Practice personal reflection and self-correction to support continued professional development. (Knowledge, Values)
15. Support peers in developing professional skills and engaging in constructive self-correction. (Knowledge, Values, Skills, Cognitive & Affective Processes)

Relationships among Core Competencies, Course Objectives, Practice Behaviors, and Assignments

<u>CSWE Core Competencies</u>	Course Objectives	Practice Behaviors	Assignments
1	All the course objectives	Practice personal reflection and self-correction; attend to professional roles and boundaries	All the assignments and class exercises
6	All the course objectives	Distinguish, appraise, and integrate multiple sources of knowledge	All the assignments, reading quizzes, final exam, class exercises, and class presentations

Crosswalk note: This chart identifies course learning opportunities and existing assignments associated with each CSWE core competency. It does not change the Social Work Program's approved competency assessment/completion plan or designate new competency measures.

Midwestern State University Values

- People-Centered - Engage others with respect, empathy, and joy.
- Community - Cultivate a respectful campus environment consistent with applicable federal and Texas law and Texas Tech University System policy.
- Integrity - Always do the right thing.
- Visionary - Adopt innovative ideas to pioneer new paths.
- Connections - Value relationships with broader communities.
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Textbook & Instructional Materials

Evans, D. R., Ivey, A. E., Hearn, M., & Uhlemann, M. R. (2017). **Essential interviewing: A programmed approach to effective communication (9th ed.)**. Cengage Learning.

American Psychological Association. (2020). **Publication manual of the American Psychological Association (7th ed.)**. American Psychological Association.

Instructional Approach: Skills Practice

Essential Interviewing is designed around experiential microtraining. Students will learn individual interviewing skills, observe effective and ineffective examples, practice the skills in brief role-plays, receive feedback, and progressively integrate the skills into more complete

interviews. Skill development requires active practice; therefore, participation in role-play and feedback activities is a required component of the course.

Students may rotate among the roles of social worker/interviewer, client, and observer. Students serving as clients should use realistic but appropriate practice material and are never required to disclose deeply personal, traumatic, or private information. Information shared during classroom skills exercises is to be treated respectfully and confidentially.

Class Participation

Students are expected to contribute to a healthy learning environment by attending to lectures and demonstrations, listening to peers, participating in class discussions, and engaging fully in skills exercises. Side conversations, working on outside assignments, leaving class unnecessarily, or inappropriate use of electronics are disruptive and may lower the participation grade.

For this course, Class Participation includes interviewing skills labs, role-play, observation, constructive peer feedback, professional communication, preparation for class, and willingness to practice new skills. Physical attendance alone does not constitute full participation.

Interview Recording & Evaluation

As part of the course participation grade, students will complete a recorded practice interview designed to demonstrate the interviewing skills developed in the course. Students will conduct a brief practice interview using the communication and interviewing skills covered to this point in the semester.

Following the interview, students will review their recording and evaluate their own interviewing performance. Students should identify and evaluate the interviewing skills they used, including attending behavior, questioning, reflection of content and feeling, summarization, confrontation, communicating feeling and immediacy, and other skills covered in class. Students should identify skills used effectively, skills that may have been overused or underused, and areas for continued development.

The purpose of the assignment is to provide students an opportunity to observe their own interviewing behavior and engage in purposeful self-evaluation and skill development.

Submission Instructions: Please upload a scan or PDF of your completed Practice Interview Checklist to the Interview Recording & Evaluation assignment in D2L. In the comments section of your submission, include a link to the video of your interview.

Laptop and Cell Phone Regulation

No photographing, recording, or text messaging is allowed without permission of the instructor. Cell phones should be turned off or set to vibrate. Students should not surf the internet, listen to music, or use electronic devices for purposes unrelated to class. Inappropriate electronic-device use will adversely affect the Skills Lab & Professional Participation grade.

Tutoring Assistance

Students are encouraged to begin written assignments early and use the [Tutoring & Academic Support Programs](#) available through MSU. Writing support may be especially useful when preparing social histories, assessments, and reflective assignments.

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the [Office of Student Conduct](#)

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

Student achievement will be evaluated on the basis of written assignments, class exams, class participation, and class presentation.

Assignments	Weight
Quizzes (13-chapter quizzes averaged for total)	20%
Class Participation	10%
Documentation of a Group Meeting	10%
Social History of a Student	10%
Social History of a Community Member	20%
Course-Reflection Paper	10%
Final Exam	20%
TOTAL	100%

Weighted average will be used to calculate the final grade.

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

Social Work Program Grade Policy

A course grade below a C or an average below 70% is considered a failing grade. **Social work students must repeat social work courses in which they receive a grade of D or F.**

Homework

Brief questions, practice activities, interview preparation, or skill exercises may be assigned for selected chapters. Students are expected to complete assigned preparation before the next class meeting.

Quizzes

Thirteen will be completed outside of class through D2L, one for each textbook chapter. Unless otherwise announced, quizzes are due Sunday by 11:59 p.m. Assigned reading should be completed before beginning each quiz. Quizzes may include material from the textbook, lectures, demonstrations, and class activities. All 13 quizzes are averaged for the quiz portion of the course grade.

Final Exam

There will be a comprehensive final exam. The exam may include multiple-choice, true/false, short-answer, and scenario-based application questions. Students may be asked to identify interviewing skills, evaluate possible interviewer responses, select an appropriate response for a client situation, and apply ethical and culturally responsive interviewing principles. Material presented in class as well as assigned readings may be included.

Projects Required

APA style formatting is required for written work when appropriate. Students must appropriately cite information taken from textbooks, handouts, lectures, reference materials, websites, or other outside sources.

Written assignments are due by 11:59 p.m. on the assigned due date and should be submitted through the appropriate D2L drop box unless otherwise directed.

COURSE ASSIGNMENTS

Documentation of a Group Meeting - 10%

Attend and document what occurs at any organized meeting that you are allowed to attend. It may be a task group, board meeting, committee, counseling group, community meeting, or other organized meeting. In two pages or less, identify the type of meeting and summarize the group process with a focus on communication within the group and the content of the meeting. Address how the group operated and communicated, whether communication changed over the course of the meeting, the group norms, the purpose of the meeting, whether the group accomplished its purpose, how communication helped or hindered goal achievement, and the affective mood of the meeting.

Social History of a Student - 10%

Social history interview (in class): Students will be paired and will alternately play the role of social worker and client. In the client role, the student will present a realistic practice situation so the student in the social worker role can conduct a comprehensive social history interview. Students should use realistic but appropriate practice material and are not required to disclose highly personal information. When serving as the social worker, the student should take notes for completion of the Social History Form provided by the professor.

Written Social History: Outside of class, students will complete the Social History in a Word document based on their notes, memory, and observations. Each student will summarize their own experience and reactions to the assignment. This assignment will be evaluated in class immediately following the due date. To receive full credit, students must bring a paper copy of the assessment, be present, and fully participate in the classroom evaluation of the assessment.

Social History of a Community Member - 20%

The in-class social history is preparation for this assignment. Each student will identify an adult community member who voluntarily agrees to be interviewed for the educational purpose of documenting a social history. Students will protect confidentiality by changing the participant's name and other identifying information in the written report. During the interview, students should take notes while completing the Social History Form. After the interview, complete the Social History in a Word document based on notes, memory, and observations. Students should not use current clients or confidential client information for this assignment.

Course-Reflection Paper - 10%

The purpose of this assignment is to evaluate your development during the course. Using the following questions as headings, compare your interviewing skills at the beginning of the course with your current skill level; compare your documentation skills before this class with

your current skills; compare your comfort level in demonstrating social work skills in class at the beginning and end of the semester; and identify professional skills for which you believe you need additional opportunities to develop. The paper should be double-spaced and approximately two pages in length.

Experiential Class Participation - 10%

Students are expected to participate in role-play activities demonstrating the interviewing skills presented in the text. Active participation is critical because interviewing skills must be practiced in order to be learned. Participation also includes serving appropriately as interviewer, client, or observer; providing constructive feedback; responding professionally to feedback; maintaining classroom confidentiality; and supporting a respectful learning environment.

Late Work

Late work will be penalized one-half letter grade per 24-hour period. Failure to submit an assignment within 7 calendar days of the due date will result in a failing grade for the assignment. Students should contact the instructor as soon as possible if an emergency interferes with the ability to meet a due date.

Make-Up Work/Tests

All assignments should be submitted on time. Students who need additional time because of circumstances requiring consideration should communicate with the instructor before the due date whenever possible. Make-up exams will be considered only in cases of university-excused absences or verifiable emergencies and must follow instructor and university requirements.

Important Dates

Check all dates on the [Academic Calendar](#).

Last day for term schedule changes: Aug 27.

Deadline to file for graduation: September 21 for December Graduation, October 5 for May Graduation.

Last Day to drop with a grade of “W”: 4:00 p.m. November 23. 4:00pm .

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with D2L because it is a primary source of communication regarding assignments, quizzes, course materials, announcements, and general course information. Students may access [D2L](#) directly or through the MSU Texas homepage/portal. Students experiencing technical difficulties should contact the appropriate MSU support resources and communicate with the instructor as needed.

Social Work Program Attendance Policy

Students are expected to attend all meetings of this class. If unable to attend class, please inform the instructor directly via email or office phone before the class start time. If unable to attend class due to an emergency, please inform the instructor as soon as possible. Please note that ***for each “uninformed class absence” a 0 will be assigned for the class period participation grade. Coming late to class, inattentive or disruptive behavior during class (including inappropriate cellphone use), and leaving early from class will have an adverse impact on attendance and participation grade.*** Students are allowed three excused absences as defined by MSU absence policy. For an absence to be excused the ***student must inform the instructor of the reason for the absence*** and provide documentation supporting the need for the class absence. Please note that ***for each absence beyond the 4th, 5 points will be taken off from the student’s final course (average) grade. A student who has missed six classes*** (including the three excused absences) will ***receive a full lower letter grade (10 points). After six absences the student will be dropped from the class.***

Authorized absences due to required participation in university-sponsored activities must be approved by the college dean or Athletic Director and the Provost. These absences will not count against the student when the student presents a signed letter to the instructor at least two class days prior to the date of the absence. Only prior notification can guarantee lack of penalty for these absences. It is the responsibility of the student to arrange with the instructor to make up all work missed during an authorized absence. Academically-related activities (class field trips, attendance at conferences, etc.) which result in absences require the cooperation of individual faculty members. Even though such activities are educational in nature, they do not qualify as university-sponsored activities.

Instructor Class Policies

All students registered for courses in the Social Work Department are expected to adhere to the responsibilities, and behavior as articulated in both the [Student Handbook](#) and the NASW (National Association of Social Workers) [Code of Ethics](#). An essential feature of these codes is a commitment to maintaining intellectual integrity and academic honesty.

This course requires that work submitted for a grade by students – all discussions, process work, drafts, brainstorming artifacts, final works, etc. – will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. This means that the following constitute violations of academic honesty: a student has another person/entity do the work of any portion of a graded assignment for them, which includes using the work of another student as a template, purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or **using generative AI tools (such as ChatGPT, QuillBot, or any generative AI assistance such as GrammarlyGO, Grammarly Premium, etc.)**.

I use TurnItIn as an initial way to detect and measure AI use and plagiarism and may use additional detection tools if academic dishonesty is indicated or suspected. I have a **zero-tolerance policy for academic dishonesty, cheating, plagiarism, or collusion** and violations will

result in substantial penalties including a failing grade (zero) on the assignment with no make-up opportunity and/or a referral to the Dean of Students.

Repeated **accidental or willful cheating, plagiarism, or collusion or use of someone else's words, ideas, or evidence without attribution will be met with a failing grade in the course and a referral to the Dean of Students**, regardless of whether the first occurrence was in this course. If you have any doubts or questions about what constitutes academic misconduct, please do not hesitate to contact me.

Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not hold side conversations, use cell phones, or engage in other types of unprofessional behaviors once class has begun or in relation to the class. Students should prepare appropriately for discussions and refrain from causing disruptions to the class and course discussions.

****Recording classes is generally prohibited without the professor's explicit permission.*** Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans With Disabilities Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

Professional Expectations of Student Behavior

Midwestern State University Department of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The Department of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

Accountability: Attend class, arrive on time, and return from break in a timely manner. Participate in group activities and assignments at a comparable level to peers. Complete work in a timely fashion and according to directions provided.

Come to class prepared, with readings and other homework completed.

Respect: Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times. Listen while others are speaking. Give feedback to peers in a constructive manner. Approach conflict with peers or instructors in a cooperative manner. Use positive and nonjudgmental language.

Confidentiality: Treat any personal information that you hear about a peer or an instructor as strictly confidential.

Maintain any information shared in class, dyads or smaller groups within that unit. Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.) Never use names of clients or disclose other identifying information in the classroom.

Competence: Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities. Come to class with books, handouts, syllabus, and pens. Seek out appropriate support when having difficulties to ensure success in completing course requirements.

Take responsibility for the quality of completed tests and assignment.

Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.

Integrity: Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities. Academic: Commit yourself to learning the rules of citing other's work properly. Do your own work and take credit only for your own work. Acknowledge areas where improvement is needed. Accept and benefit from constructive feedback Submission of Papers: Students will submit their written assignments through D2L. Papers will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

Humility: Strive to remain open to people, ideas, values, beliefs, and backgrounds that may differ from your own. Communicate professionally and respectfully, avoid unlawful discrimination or harassment, and comply with applicable federal and Texas law and Texas Tech University System policies. Demonstrate an understanding of how values, culture, and community context may affect professional social work practice.

Communication: Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

Demonstrate assertive communication with peers and instructors.

Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)

Social Justice: Strive to deepen your commitment to social justice for all populations at risk. Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups. Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

Consequences of Unacceptable Behavior

The Department of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the Department's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the MSU of Social Work Student Manual, or the MSU Academic Policies and

Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism (turnitin.com will be used to check the originality of the text).
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the department or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations, see the MSU [Undergraduate Catalog](#). This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, and expectations of student behavior.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. Two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such

assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the Student Emergency Support and Resources webpage to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@msutexas.edu.

Pregnant and Parenting Students

To support the academic success of pregnant and parenting students and students with pregnancy related conditions, the University offers reasonable modifications based on the student's particular needs. Any student who is pregnant or parenting a child up to age 18 or has conditions related to pregnancy, may contact MSU's designated [Pregnancy and Parenting Liaison](#) to discuss support available through the University.

College Policies

Campus Carry Rules/Policies

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. **Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses.** For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Smoking/Tobacco Policy

Midwestern State University seeks to provide a safe, healthy, pleasant environment for its faculty, staff, and students. To this end, the use of tobacco products, including smoke and smokeless tobacco, and the advertising, sale, free distribution, and discarding of tobacco

products shall be prohibited in all indoor and outdoor facilities and in all university vehicles. The policy extends to faculty, staff, students, vendors, guests, and visitors.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#).

Course Changes

Although much thought, study, and research has gone into designing the course and learning opportunities, often the most significant learning comes in unexpected moments. The instructor cannot predict these times but respond to them. Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Fall 2026 Course Schedule

SOWK 3713 - Communication, Interviewing, and Intervention Skills

Unless otherwise announced, quizzes are due Sunday by 11:59 p.m. The instructor reserves the right to adjust the schedule as needed.

Week	Dates	Tuesday / Thursday Class Content	Assignments & Due Dates
Week 1	Aug. 24-30	Tues. Aug. 25: Course introduction; syllabus; course expectations; overview of experiential interviewing and assignments. Thurs. Aug. 27: Introduction to microskills; professional communication; ethics, individual and cultural considerations, and preparation for interviewing.	No quiz
Week 2	Aug. 31-Sept. 6	Tues. Sept. 1: Ch. 1 - Programming a Foundation for Learning; interviewing as an experiential skill. Thurs. Sept. 3: Early Interview Skills Lab and self-assessment practice (ungraded).	Quiz 1 - Sept. 6
Week 3	Sept. 7-13	Tues. Sept. 8: Ch. 2 - Attending Behavior. Thurs. Sept. 10: Skills Lab - attending behavior, nonverbal communication, warmth, respect, and observation feedback.	Quiz 2 - Sept. 13
Week 4	Sept. 14-20	Tues. Sept. 15: Ch. 3 - Questioning. Thurs. Sept. 17: Skills Lab -	Quiz 3 - Sept. 20

Week	Dates	Tuesday / Thursday Class Content	Assignments & Due Dates
		open/closed questions, purposeful inquiry, avoiding interrogation, and question practice.	
Week 5	Sept. 21-27	Tues. Sept. 22: Ch. 4 - Reflecting Content. Thurs. Sept. 24: Skills Lab - paraphrasing, summarizing, minimal encouragers, and reflection of content.	Quiz 4 - Sept. 27
Week 6	Sept. 28-Oct. 4	Tues. Sept. 29: Ch. 5 - Reflecting Feeling. Thurs. Oct. 1: Skills Lab - feeling vocabulary, empathy, accurate reflection, cultural considerations, and feedback.	Quiz 5 - Oct. 4
Week 7	Oct. 5-11	Tues. Oct. 6: Ch. 6 - Integrating Listening and Exploration Skills; preparation for structured social-history interviewing. Thurs. Oct. 8: In-class Student Social History Interview and peer feedback.	Quiz 6 - Oct. 11 Documentation of a Group Meeting - Oct. 11
Week 8	Oct. 12-18	Tues. Oct. 13: Ch. 7 - Confronting; discrepancies, purpose, timing, and cultural responsiveness. Thurs. Oct. 15: Skills Lab - constructive confrontation; nonassertive, assertive, and aggressive responses.	Quiz 7 - Oct. 18

Week	Dates	Tuesday / Thursday Class Content	Assignments & Due Dates
Week 9	Oct. 19-25	Tues. Oct. 20: Ch. 8 - Communicating Feeling and Immediacy. Thurs. Oct. 22: Skills Lab - immediacy, appropriate expression of feeling, boundaries, and managing discomfort.	Quiz 8 - Oct. 25 Social History of a Student - Oct. 25 In-class evaluation follows submission
Week 10	Oct. 26-Nov. 1	Tues. Oct. 27: Ch. 9 - Self-Disclosing. Thurs. Oct. 29: Skills Lab - appropriate vs. inappropriate self-disclosure; returning focus to the client.	Quiz 9 - Nov. 1 Interview Recording & Evaluation — Participation Grade
Week 11	Nov. 2-8	Tues. Nov. 3: Ch. 10 - Interpreting. Thurs. Nov. 5: Skills Lab - tentative interpretation, underlying meaning, and avoiding overinterpretation.	Quiz 10 - Nov. 8
Week 12	Nov. 9-15	Tues. Nov. 10: Ch. 11 - Information Giving. Thurs. Nov. 12: Skills Lab - giving information, checking understanding, and integrating attending skills.	Quiz 11 - Nov. 15 Social History of a Community Member - Nov. 15
Week 13	Nov. 16-22	Tues. Nov. 17: Ch. 12 - Structuring for Exploration, Clarification, and Action. Thurs. Nov. 19: Skills Lab - phases of an interview, goal setting, pacing, flexibility, and action planning.	Quiz 12 - Nov. 22

Week	Dates	Tuesday / Thursday Class Content	Assignments & Due Dates
Week 14	Nov. 23-29	Tues. Nov. 24: Ch. 13 - Enlisting Cooperation; understanding and responding to reluctance/resistance . Thurs. Nov. 26: NO CLASS - Thanksgiving Holiday.	Quiz 13 - Nov. 29 Thanksgiving Holiday - Nov. 25-29
Week 15	Nov. 30-Dec. 6	Tues. Dec. 1: Ch. 14 - Putting It All Together; integrated interviewing and intentional skill selection. Thurs. Dec. 3: Final Integrated Interview Skills Lab; peer/instructor feedback; course integration.	Course-Reflection Paper - Dec. 6
Finals	Dec. 7-10	Comprehensive Final Exam during the university-designated final-exam period.	Final Exam - Thursday, December 10, 2026 — 1:00–3:00 p.m.

STUDENT COURSE AGREEMENT

Please review the course syllabus. Once you have read and understand the syllabus and faculty expectations, sign and return this agreement. Pay particular attention to attendance, skills-lab participation, confidentiality, late/make-up work, academic integrity, and professional behavior expectations.

I have read, understand, and agree to abide by the academic integrity and course policies. I understand that work submitted for credit must comply with the instructor's directions and university requirements.

I understand that SOWK 3713 is an experiential skills course and that active participation in interviewing practice, role-play, observation, feedback, and professional classroom activities is a required part of the course.

I understand that information shared by classmates during skills practice is to be treated respectfully and confidentially and that classroom role-play should not involve disclosure of information that a student is uncomfortable sharing.

Semester: _____

Printed Student Name: _____

Date: _____

Signature: _____