

Washtenaw Community College Comprehensive Report

HSW 200 Interviewing and Assessment Effective Term: Fall 2020

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: Behavioral Sciences

Discipline: Human Services Worker

Course Number: 200

Org Number: 11200

Full Course Title: Interviewing and Assessment

Transcript Title: Interviewing and Assessment

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Three Year Review / Assessment Report

Change Information:

Outcomes/Assessment

Rationale: Per course assessment, Outcome 3 should be measuring ONLY needs assessment, not SOAP. It was wrongly cut/pasted. Also, language for standard of success needs to be updated to facilitate greater ease in providing statistical data.

Proposed Start Semester: Fall 2020

Course Description: In this course, students are introduced to basic interviewing skills used in helping professions, as well as the process of individual needs assessment. Students will learn both attending and influencing skills. In addition, they will learn how to write goals, objectives and program notes in the context of a client intervention strategy.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 **Student:** 45

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 45 **Student:** 45

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

No Level Required

Requisites

Prerequisite

HSW 100 minimum grade "C"

General Education

Request Course Transfer

Proposed For:

Eastern Michigan University

Other : Madonna University Concordia University Ann Arbor

Student Learning Outcomes

1. Demonstrate competence in core attending skills in interviewing (i.e. observing, questioning, encouraging, paraphrasing, etc.).

Assessment 1

Assessment Tool: Audiotape interview, transcript and self-evaluation of client interview

Assessment Date: Fall 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally developed rubric

Standard of success to be used for this assessment: 70% of students will score a 75% or higher on the checklist rubric

Who will score and analyze the data: Departmental faculty will score and analyze the data (while maintaining volunteer confidentiality)

2. Identify key elements/types of effective assessment of client needs and strengths.

Assessment 1

Assessment Tool: Response to case study questions

Assessment Date: Fall 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: all

How the assessment will be scored: Departmentally developed rubric

Standard of success to be used for this assessment: 70% of students will score a 75% or higher on the rubric for this item.

Who will score and analyze the data: Departmental faculty

3. Demonstrate influencing skills (i.e. confrontation, reflecting feeling, reframing, etc.).

Assessment 1

Assessment Tool: Audiotape interview, transcript and self-evaluation of client interview

Assessment Date: Fall 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally developed rubric

Standard of success to be used for this assessment: 70% of students will score a 75% or higher on the checklist rubric

Who will score and analyze the data: Departmental faculty will score and analyze the data (while maintaining volunteer confidentiality)

4. Demonstrate skill in writing goals, objectives, and progress notes in the context of a client intervention strategy.

Assessment 1

Assessment Tool: Case study goals, objectives and progress notes (S.O.A.P.)

Assessment Date: Fall 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally developed rubric

Standard of success to be used for this assessment: 70% of students will score a 75% or greater

Who will score and analyze the data: Departmental faculty

Course Objectives

1. Describe the nonverbal behavior of the person being interviewed.
2. Demonstrate the skill of active listening.
3. Demonstrate empathy during the interview.
4. Describe thoughts and emotions occurring during the interview process.
5. Identify interviewee strengths and resources.
6. Identify the current life stressors of interviewee.
7. Identify appropriate goals for client behavioral change, in collaboration with the client.
8. Demonstrate the skill of confrontation.
9. Demonstrate the skill of reflection of meaning.
10. Demonstrate the skill of reframing.
11. Demonstrate the skill of logical consequences.
12. Write client goals using observable and measurable objectives.
13. Write effective S.O.A.P. progress notes.

New Resources for Course

Access to an audio recording device

Course Textbooks/Resources

Textbooks

Ivey, A., Ivey, M. & Zalaquett, C.. *Intentional Interviewing and Counseling* , 9th ed. Cengage, 2018, ISBN: 9781305865785.

Manuals

Periodicals

Software

Equipment/Facilities

Level III classroom

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Kristy Norris</i>	<i>Faculty Preparer</i>	<i>Feb 05, 2020</i>
Department Chair/Area Director: <i>Starr Burke</i>	<i>Recommend Approval</i>	<i>Feb 06, 2020</i>
Dean: <i>Scott Britten</i>	<i>Recommend Approval</i>	<i>Feb 13, 2020</i>
Curriculum Committee Chair: <i>Lisa Veasey</i>	<i>Recommend Approval</i>	<i>Apr 11, 2020</i>
Assessment Committee Chair: <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Apr 28, 2020</i>
Vice President for Instruction: <i>Kimberly Hurns</i>	<i>Approve</i>	<i>May 05, 2020</i>

Washtenaw Community College Comprehensive Report

HSW 200 Interviewing and Assessment Effective Term: Winter 2013

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: Behavioral Sciences

Discipline: Human Services Worker

Course Number: 200

Org Number: 11200

Full Course Title: Interviewing and Assessment

Transcript Title: Interviewing and Assessment

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Three Year Review / Assessment Report

Change Information:

Other:

Rationale: Updating syllabus

Proposed Start Semester: Winter 2012

Course Description: In this course, students are introduced to basic interviewing skills used in helping professions, as well as the process of individual needs assessment. Students will learn both attending and influencing skills. In addition, they will learn how to write goals, objectives and program notes in the context of a client intervention strategy.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 **Student:** 45

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 45 **Student:** 45

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

No Level Required

Requisites

Prerequisite

HSW 100 minimum grade "C"

General Education

Request Course Transfer

Proposed For:

Eastern Michigan University

Student Learning Outcomes

1. Demonstrate competence in core attending skills in interviewing (i.e. observing, questioning, encouraging, paraphrasing, etc.).

Assessment 1

Assessment Tool: Departmental review of audiotaped interview, transcript and self-evaluation

Assessment Date: Fall 2015

Assessment Cycle: Every Three Years

Course section(s)/other population: all

Number students to be assessed: 20

How the assessment will be scored: Scored by instructor conducting (to maintain volunteer confidentiality) course, utilizing scoring outline to assess each student's successful implementation of skills that are being covered. Attending skills will be assessed.

Standard of success to be used for this assessment: 70% of students must score a 2 or better for success (scale of 0-3)

Who will score and analyze the data: Human Services faculty will blind-score the data when possible.

2. Identify key elements/types of effective assessment of client needs and strengths.

Assessment 1

Assessment Tool: Departmental review of response to case study.

Assessment Date: Fall 2015

Assessment Cycle: Every Three Years

Course section(s)/other population: all

Number students to be assessed: 20

How the assessment will be scored: Scored by departmental review. Students will be supplied with case study and a set of tasks that will include identifying strengths/needs and writing goals, objectives and a progress note (S.O.A.P.). Scoring rubric will be utilized to assess client's success at task.

Standard of success to be used for this assessment: 70% of students must score a 2 or better on each of the two tasks that comprise this outcome.

Who will score and analyze the data: Human Services faculty will blind-score the data when possible.

3. Demonstrate influencing skills (i.e. confrontation, reflecting feeling, reframing, etc.).

Assessment 1

Assessment Tool: Departmental review of audiotape, transcript and self-evaluation.

Assessment Date: Fall 2015

Assessment Cycle: Every Three Years

Course section(s)/other population: all

Number students to be assessed: 20

How the assessment will be scored: Scored by instructor conducting (to maintain volunteer confidentiality) course, utilizing scoring outline to assess each student's successful implementation of skills that are being covered. Influencing skills will be assessed.

Standard of success to be used for this assessment: 70% of students must score a 2 or better for success (scale of 0-3)

Who will score and analyze the data: Human Services faculty will blind-score the data when possible.

4. Demonstrate skill in writing goals, objectives, and progress notes in the context of a client intervention strategy.

Assessment 1

Assessment Tool: Departmental review of response to case study.

Assessment Date: Fall 2015

Assessment Cycle: Every Three Years

Course section(s)/other population: all

Number students to be assessed: 20

How the assessment will be scored: Scored by departmental review. Students will be supplied with case study and a set of tasks that will include identifying strengths/needs and writing goals, objectives and a progress note (S.O.A.P.). Scoring rubric will be utilized to assess client's success at task.

Standard of success to be used for this assessment: 70% of students must score a 2 or better on each for success (scale of 0-3) with writing goals/objective and an 8 or better for success (scale of 0-12) with writing a S.O.A.P. note.

Who will score and analyze the data: Human Services faculty will blind-score the data when possible.

Course Objectives

1. Describe the nonverbal behavior of the person being interviewed.

Matched Outcomes

1. Demonstrate competence in core attending skills in interviewing (i.e. observing, questioning, encouraging, paraphrasing, etc.).

2. Demonstrate the skill of active listening.

Matched Outcomes

1. Demonstrate competence in core attending skills in interviewing (i.e. observing, questioning, encouraging, paraphrasing, etc.).

3. Demonstrate empathy during the interview.

Matched Outcomes

1. Demonstrate competence in core attending skills in interviewing (i.e. observing, questioning, encouraging, paraphrasing, etc.).

4. Describe thoughts and emotions occurring during the interview process.

Matched Outcomes

1. Demonstrate competence in core attending skills in interviewing (i.e. observing, questioning, encouraging, paraphrasing, etc.).

5. Identify interviewee strengths and resources.

Matched Outcomes

2. Identify key elements/types of effective assessment of client needs and strengths.

6. Identify the current life stressors of interviewee.

Matched Outcomes

2. Identify key elements/types of effective assessment of client needs and strengths.

7. Identify appropriate goals for client behavioral change, in collaboration with the client.

Matched Outcomes

2. Identify key elements/types of effective assessment of client needs and strengths.

8. Demonstrate the skill of confrontation.

Matched Outcomes

3. Demonstrate influencing skills (i.e. confrontation, reflecting feeling, reframing, etc.).

9. Demonstrate the skill of reflection of meaning.

Matched Outcomes

3. Demonstrate influencing skills (i.e. confrontation, reflecting feeling, reframing, etc.).

10. Demonstrate the skill of reframing.

Matched Outcomes

3. Demonstrate influencing skills (i.e. confrontation, reflecting feeling, reframing, etc.).

11. Demonstrate the skill of logical consequences.

Matched Outcomes

3. Demonstrate influencing skills (i.e. confrontation, reflecting feeling, reframing, etc.).

12. Write client goals using observable and measurable objectives.

Matched Outcomes

4. Demonstrate skill in writing goals, objectives, and progress notes in the context of a client intervention strategy.
13. Write effective S.O.A.P. progress notes.

Matched Outcomes

4. Demonstrate skill in writing goals, objectives, and progress notes in the context of a client intervention strategy.

New Resources for Course**Course Textbooks/Resources**

Textbooks
Manuals
Periodicals
Software

Equipment/Facilities

Level III classroom

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Kristy Norris</i>	<i>Faculty Preparer</i>	<i>Apr 18, 2012</i>
Department Chair/Area Director: <i>Starr Burke</i>	<i>Recommend Approval</i>	<i>Apr 26, 2012</i>
Dean: <i>Bill Abernethy</i>	<i>Recommend Approval</i>	<i>Apr 27, 2012</i>
Vice President for Instruction: <i>Stuart Blacklaw</i>	<i>Approve</i>	<i>Jul 12, 2012</i>