

THE UNIVERSITY OF WEST FLORIDA
COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES
DEPARTMENT OF SOCIAL WORK

SOW 3350 Interviewing and Recording (3 credits)

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Office: Virtual office

Office Hours: By appointment, appointments can be made through e-mail or text to above number.

Class Meeting Time: Online

Class Materials: <https://elearning.uwf.edu>

***NOTE:** Professor reserves the right to make changes to the syllabus and course outline as needed.

COURSE DESCRIPTION

Practice in interviewing techniques and in precise, descriptive, and accurate writing techniques for practitioners in social work, psychology, and other helping professions. Students will learn interview techniques, how to record sessions accurately and in formats required for opening, transferring, updating and closing a social work client record. Students will learn American Psychological Association writing guidelines.

REQUIRED TEXTS AND OTHER MATERIALS

There are two textbooks required for this class. Students will utilize the APA manual in this course and future social work courses. The books are available for purchase in the UWF Bookstore. The APA manual is also in the reference section of the library.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000> [ISBN: 978-1-4338-3216-1]

Murphy, B. C., & Dillon, C. (2015). *Interviewing in action in a multicultural world* (5th ed.). Pacific Grove, CA: Thomson Brooks / Cole. [ISBN: 978-1-285-07714-7]

The textbook(s) for this course are available on Reserve at the Circulation Desk at the College of Professional Studies Library (Building 86 Room 105) for a 2-hour loan period (books must stay in the Library). Please take advantage of this resource, but keep in mind that copies of textbooks for each course are limited and may be in use by another student, particularly right before an assignment or reading is due, so plan your textbook use accordingly.

Students will also need to access ONE of these films to inform multiple assignments: 1) August: Osage County; 2) El Norte; 3) Precious; or 4) Tigertail. These are available via Amazon Prime, HBO, Hulu, Netflix, and/or YouTube for either nominal fees or no charge. Students may also wish to check with the UWF and local libraries for access to the films there as well. Note: These films include strong content with difficult subject matters. However, they also present important narratives for students to consider as emerging Social Work professionals with implications for practice, policy, and research.

Use of APA Style:

The American Psychological Association's style manual will be followed for all written assignments in the Department of Social Work. The [APA 7th edition](#) is the version to follow. Additional resources for APA style information that may be of assistance include:

- [Purdue University Online Writing Lab APA Info](#)
- [APA Style Blog Website](#)

STUDENT LEARNING OUTCOMES

Students successfully completing this course will be able to:

- Examine profession's history, it's mission and the roles and responsibilities of the profession (Competency 1)
- Recognize how diversity and difference characterize and shape the human experience and are critical to the formation of identity (Competency 2)
- Demonstrate critical thinking to engage in analysis of research methods and findings and use and translate research evidence to inform and improve practice, policy and service delivery (Competency 4)
- Identify and discuss emerging forms of technology and the ethical use of technology in social work practice (Competency 1)
- Explain the value base of the profession and its ethical standards (Competency 1)
- Discuss relevant laws and regulations that may impact practice at the micro, mezzo and macro levels (Competency 1)
- Identify frameworks of ethical decision-making and discuss how to apply principles of critical thinking to those frameworks in practice, research and policy arenas (Competency 1)
- Recognize personal values and the distinction between personal/ professional values and influence upon professional judgment and behavior (Competency 1)
- Demonstrate ethical decisions by applying the standards of the NASW Code of Ethics (Competency 1)

TOPICS

Introduction; Becoming a Professional; Clinical Relationships; Getting Started; Attending and Listening; Support and Empathy; Exploration and Elaboration; Assessment; Building Motivation; Helping clients feel, see, and do differently; Issues in the Clinical Relationship; People in crisis; Endings and Transitions; Self Care

SURVIVING INTERVIEWING AND RECORDING: ADVICE FROM FORMER STUDENTS

The following are direct quotes taken from previous students who were asked to provide advice to incoming students:

- “For this online course I would suggest setting aside a day that the professor posts all of the material for the week. This makes making deadlines and completing work more effective for yourself in the long run.”
- “Tip 1: Read the textbook. Not only is it interesting, but it is necessary in order to perform well on tests. Tip 2: Plan out enough time for assignments. Some of the assignments may be unfamiliar to you. Make time in the beginning to do research on what is expected from the assignment. Tip 3: Break the assignments into chunks. A multiple page paper or biopsychosocial can be a bit daunting before you start it. Partializing the assignment allows you to take some stress off of doing it all at once and show yourself that you're making progress. Tip 4: Stay on top of readings and assignments. Nothing is worse than falling behind.”

- “Try not to procrastinate. Make sure you take advantage of the resources given to you, they are very helpful. Don't be afraid to ask your peers questions whether that be through the discussion board or through email. Make sure to try and help each other out.”

GENERALIST PRACTICE

Generalist practice means that social workers must be able to work with systems of various sizes: individual, family, small group, community, organization. Generalist practitioners use an eclectic theoretical base. They are comfortable with several different research-based theories of practice and can apply these in ways that best meet the needs of the client system. Generalist practice uses a problem-solving approach (assessment, planning, intervention, evaluation, termination and follow-up), and it is driven by systems theory. The generalist practitioner is able to intervene with multiple systems on behalf of the client. Generalist practice knowledge and skills are transferable from one field of practice to another. Generalist practitioners use critical thinking skills and practice lifelong learning.

DEPARTMENT OF SOCIAL WORK MISSION AND GOALS

The mission of the social work program is to prepare social work practitioners who demonstrate and practice the critical thinking skills, values, ethics, and knowledge delineated by the CSWE guidelines and the NASW Code of Ethics.

Goals of the Department of Social Work

1. Maintain excellent BSW and MSW programs that provide an educational experience which prepares generalist practitioners at the BSW level and advanced clinical–community social work practitioners at the graduate level who are prepared with an understanding of the profession’s history, purpose and philosophy and committed to the profession and to working with systems of various sizes including individuals, families, and groups.
2. Continue to promote a culturally diverse, student–centered learning environment devoted to the needs and interests of our student body where students can integrate the knowledge, values, ethics and skills of the profession into their practice and to assume positions of leadership.
3. Collaborate with and serve the region, the university, the public, voluntary agencies, and the global community as a resource for current, relevant and quality social work education.
4. Contribute to the development and application of knowledge in social work practice by supporting the teaching, scholarship and community service of the faculty.

MODIFICATION OF SYLLABUS

The course schedule and class agenda may be changed by the instructor at any point to meet student learning objectives. Additional journal articles, reading and/or written assignments, or resources may be recommended, requested or required for classes.

Changes to the class syllabus/schedule will be announced in Canvas [as well as in class for face to face courses] during the semester. Students are strongly encouraged to check Canvas for course updates and new information frequently each week throughout the semester (daily is recommended). Please review these instructions on [updating notification settings](#) according to UWF’s [Canvas Notification Settings Guide](#) so you are getting information up to date.

TEACHING PHILOSOPHY

Teaching and learning will be accomplished through the use of lecture, readings, class discussion, group exercises and student assignments. As a social work practitioner, researcher and instructor, I take a deliberate approach to creating an inclusive setting that facilitates establishing rapport with and amongst

students from diverse backgrounds, considering their unique experience and perspectives—as well as their varied learning styles and ability levels—to foster appropriate discussion. One of social work’s strengths is its ability to work with and across disciplines; however, this interprofessional work requires a commitment to ensure the solidification of social work values and ethics to students, as well as a positive professional identity. Therefore, I feel I have a critical responsibility to equip students with the skills and knowledge to function at the intersection of social work and interprofessional practice. As a student of service learning that shaped my own career, my pedagogical approach is guided by experiential learning theory to develop complex and critical thinking. Lastly, I include choice when possible in the class structure, hold providing feedback to students in high regard when assigning grades, and think learning should have purpose but also be fun.

ACADMEMIC CALENDAR

Please check [the official UWF Academic Calendar](#) for important dates, including holidays, withdrawal, and registration dates.

CLASS ASSIGNMENTS/GRADING

1. **Attendance/Participation:** Students will engage in the online course. Refer to *Professor’s Online Attendance/Participation Expectations* below.
2. **Online Quizzes:** Students will take three online quizzes via Canvas that will cover materials from the text and APA.
3. **Reflection Papers:** Students will write reflection papers based on course materials/activities.
4. **Case File:** Students will complete a case file that includes an assessment, case notes, and reflection.
5. **Annotated Bibliography:** Students will conduct a scholarly search for articles and write annotations that will inform their paper. Note: This assignment will be graded heavily for APA format.
6. **Research Paper:** Students will write a research paper based on a subject area informed by their annotated bibliography. Note: This paper will be graded heavily for APA format.

Grade Distribution

CRITERIA FOR STUDENT EVALUATION	
Assignments	Percentage
Attendance/Participation	5
3 Online Quizzes	30
Reflection Papers	20
Case File [Biopsychosocial Assessment, Notes & Reflection]	20
Annotated Bibliography	10
Research Paper	15
Total:	100

Assignment descriptions will be provided in Canvas for greater clarity in detail and expectation

Grading Scale

Letter Grades	Percentage Ranges
A	93% to 100%
A-	90% to 92%
B+	87% to 89%
B	83% to 86%
B-	80% to 82%
C+	77% to 79%
C	73% to 76%
C-	70% to 72%
D+	66% to 69%
D	60% to 65%
F	59% or less

Standing of Social Work Majors

Bachelor of Social Work students are required to complete all core courses with a grade of C or better to be eligible for entry into field instruction and graduation. Students must have a University minimum GPA of 2.0, and a minimum GPA of 2.5 in the major as a prerequisite to [SOW 4510](#) Social Work Field Instruction and [SOW 4522](#) Senior Seminar.

Late Assignment Policy

All assignments should be submitted via Canvas by the scheduled due dates. Assignments emailed to the professor will not be accepted. Anticipate technology challenges and plan ahead. **Graded assignments will remain open for 7 days after the due date with a late submission consequence of 5% per 24 hours.**

Exceptions to this are possible based on the assignment specifics and timing in the course. [See below for “Due Date” versus “Until Date.”] This includes weekdays and weekends. Makeup assignments/exams will only be allowed in cases as outlined in the attendance policy and the professor reserves the right to determine the format of any make up assignment/exams. Students who receive prior approval to miss an exam for a University approved reasons will be permitted to make up the exam, but must make arrangements to do so before the exam date. These exams must also be taken within one week of the exam date.

“Due Date” Versus “Until Date” in Canvas:

The “Due Date” is the day/time when the assignment is due. Student assignments submitted after the due date will be marked as late in the Gradebook. The “Until Date” is how long the assignment will remain open for late submissions. Per the late policy noted above, graded assignments will remain open for 7 days with a late submission consequence of 5% per 24 hours. Exceptions to this are possible based on the assignment specifics and timing in the course.

Withdrawal and Grades of Incomplete. Refer to the UWF Catalog for policy and procedures. Students should not assume the instructor will submit an incomplete grade if this has not been discussed and agreed upon prior to grades being submitted. The conditions for a student to receive an incomplete grade are specified in the UWF policies and procedures.

Gradebook

All attempts will be made to keep the grade book up to date; however, due to the nature of the exam/assignment it may take some time for the instructor to record the grades. If you notice a discrepancy with your grade, please let me know as soon as possible.

Instructor Feedback in Canvas

I spend a great deal of time providing feedback to assignments both as annotated comments in the assignment and general comments. See the links below for information about accessing in Canvas.

- [How do I view assignment comments from my instructor?](#)
- [How do I view annotation feedback comments from my instructor directly in my assignment submission?](#)

REGARDING COVID-19 Spring 2021

Each of us shares responsibility for the health and safety of all in the classroom environment. Maintain social distances, wear a face cover, and quarantine when ill are university directives that we all must follow until further notice (for the latest guidance see uwf.edu/return). I am sharing these expectations even though our class is meeting online as a reminder of how UWF will be ensuring everyone’s safety on campus. Specifically, in this class, should there ever be the need, we will mitigate the risks of virus transfer by abiding by the following safety directives:

- maintain 6 feet of social distance at all times in most classroom environments and when feasible in special settings such as labs,
- wear a face covering (disposable or cloth) for the entirety of class, and
- stay home when sick.

In the class, any student who does not follow these provisions will be asked once to follow the safety directives. If the student does not comply, I will next ask the student to leave the class for that day. I will

also refer the matter to the Dean of Students Office for review and possible disciplinary actions as described in the UWF Student Code of Conduct should a student persist in ignoring safety directives.

ACADEMIC CONDUCT EXPECTATIONS AND PROFESSIONAL ETHICS

Expectations for Academic Conduct and Plagiarism:

The [Student Code of Academic Conduct](#) sets forth the rules, regulations, and expected behavior of students enrolled at the UWF. Violations of any rules, regulations, or behavioral expectations may result in a charge of violating the Student Code of Academic Conduct. It is the student's responsibility to read the Student Code of Conduct and comply with these expectations. The [Academic Misconduct Policy](#) (2017) defines various forms of academic misconduct and describes the procedures an instructor should follow when he or she suspects that a student has violated the Academic Misconduct Policy. For complete information regarding Academic Misconduct, refer to the [UWF Student Handbook](#) or contact Division of Enrollment and Student Affairs in Building 18, (850) 474-3386. Also, review the UWF Library's [Online Tutorial on Plagiarism](#).

Although the online quizzes and examinations are open-book, students are expected to take quizzes and examinations alone. Canvas provides information that can determine whether or not students took quizzes or examinations together. Any student found to be taking a quiz or examination with at least one other student will receive an F for the course and will be reported to the Dean of Students for academic misconduct. Per the UWF Honor Code ["As Argonauts, we act with integrity. We do not lie, cheat, steal or tolerate those who do."], students who know of this behavior from classmates are required to report it to the instructor. Failure to do so will result in a F in the course and referral to the Dean of Students for academic misconduct.

Turnitin

UWF maintains a university license agreement for an online text matching service called Turnitin. At the instructor's discretion, they will use the Turnitin service to determine the originality of student papers. If the instructor submits your paper to Turnitin, it will be stored in a Turnitin database for as long as the service remains in existence. The instructor may employ other services and techniques to evaluate your work for evidence of appropriate authorship practices. [Watch this brief tutorial for how to submit an assignment to Canvas via Turnitin and read reports.](#)

****REMINDER: If you want to see the Turnitin Report before the submission you need to allow at least 24 hours****

NASW Code of Ethics

The [NASW Code of Ethics](#) will also serve as foundation for expectations both in and out of the classroom. The six ethical principles found in the code are based on the profession's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. Students will especially honor client confidentiality when involved in agency-based assignments.

CLASS POLICY AND EXPECTATIONS

Course Communication

Use your UWF email for all communications related to this course and other UWF matters. You are responsible for information that is delivered via email to your UWF account. Please review the [UWF Student Communications Policy](#). Canvas is where all announcements will be made for the course. Please review these instructions on [updating notification settings](#) according to UWF's [Canvas Notification Settings Guide](#) so you are getting information up to date.

I try to reply to emails as quickly as possible; however, emails sent over the weekend and/or holidays will be delayed, so plan accordingly. Furthermore, I encourage you to reach out to your classmates as

resources within this course as well. As emerging Social Work professionals, it is important to practice the skills of building rapport and a network of support.

Class Attendance

1) UWF Attendance Policy

Per [UWF AC-33.01](#), the University expects students to take full responsibility for their academic work and academic progress. To progress satisfactorily, students must meet the requirements of each course for which they are registered. Successful work depends to a large extent on regular class attendance.

Class attendance is regarded as an academic matter. Each faculty member will provide a written attendance policy to each class within the first week of classes. It is the responsibility of students to know the attendance policy of each course they are taking. Students must inform their instructor(s) of absences from classes prior to or as soon as possible after the absence. Instructors have the right to request verification for all excused absences. Students are held accountable for all assignments in each course, whether or not the assignments were announced during an absence. Faculty members must allow each student who is absent due to a reason recognized or accepted as an "excused absence," as set forth below, the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence. The use of attendance records in grading and handling of any excuses for absences is left to the discretion of the faculty member responsible for the course, subject to the guidelines given below:

- Students will be excused from class to observe religious holidays of their faith in accordance with UWF REG 3.041 *Religious Observances*. No major test, major class event, or major University activity will be scheduled on a major religious holiday.
- Absences for imposed legal responsibilities (e.g., jury duty, court appearance) and military obligations will be recognized as excused absences.
- Absences resulting from participation in extracurricular activities in which students are official representatives of the University will be recognized as excused absences.
- Absences for serious illness, death or serious illness within the student's immediate family or other sound reasons offered by the student may be accepted as excused absences.

2) Professor's Online Attendance/Participation Expectations

Regular attendance is an important contributor to student success in courses. Student attendance in online courses is defined as **active participation** in **academically related** activities in the course. Online courses will, at a minimum, have weekly mechanisms for student participation no more frequently than daily, which can be documented by any or all of the following categories that are considered "academically related":

1. Participating in any graded or ungraded assigned activity (e.g. attending a synchronous teleconference or video conference class session, submitting prepared material, taking examinations, engaging in an assigned study/work group, providing a self-introduction to the class in a discussion forum designated for this purpose, responding to minute papers, etc.);
2. Completing interactive tutorials or interactive, computer-assisted instruction; or
3. Discussing the course's subject matter (e.g. online with other students, by email with the instructor)

For clarity with item 3, discussions of matters **other than the course's subject matter** would not count as participation, even if the student contacts the instructor to discuss them. Examples of topics whose discussion would not qualify a student as participating in a given course include: plans about

submitting assignments, requests for extensions on deadlines for assignments, notifications of illness, or inquiries about purchasing course material. As a component of attendance, student email, course announcements and discussion forums should be checked frequently (daily is recommended). **The student is solely responsible for checking updates related to the course.**

Note: Nonattendance may affect financial aid. If a student fails to meet the attendance requirements, they may be recommended for withdrawal from the course. In the case of an anticipated absence, such as military deployment, the student should contact the instructor in advance and make arrangements to complete the required assignments. In case of an emergency (illness/accident or death in family), a student should contact the instructor as soon as possible providing documentation supporting the need for any late submission of a graded event.

Class Absence Notification

Unforeseen events or circumstances may occur that cause a student to be absent from class. These could include illness, bereavement, accident or a catastrophic event such as a fire. If such issues arise, students are encouraged to notify the instructor as soon as possible in order to apprise them of the circumstances leading to their absence from class and to develop a plan, with a timetable, to make up missed coursework. The handling of any excuses for absences is left to the discretion of the professor responsible for the course. For the purposes of this course, students should utilize [Case Management Services](#) following an absence to discuss the circumstances of the absence, submit supporting documentation and review available supportive resources. Students can contact the Case Management Services Office by email at casemanagement@uwf.edu, by phone at (850) 474--2384 or in person in Building 18, Room 150.

Responsibility for Learning

Students are expected to be active participants in the learning experience. Students have the responsibility to participate, complete requirements and expend the energy necessary to learn information and practice skill development. Grades are used as one measure of the knowledge and skill level a student is able and/or chooses to demonstrate during a class; yet, it is also important to consider the opportunities this course represents beyond the grade. Education requires students to stretch their knowledge base, grow as individuals, consider alternatives to problems and issues, try new things, and expand their vantage. Learning is a journey. Thus, it is expected to involve some level of worry/fear and requires an exertion of energy/effort on the student's part. Worry/fear are appropriate feelings. You will make mistakes [and so will I!] and that is also okay. However, you are encouraged to consider these opportunities to advance personal and professional growth. Perfectionism is not a constraint of this course; however, effort, preparation and willingness to engage in learning are expected.

Respect for Diversity of Thought and Opinion (adopted 2019 Dr. Larry Nackerud, UGA)

To enhance everyone's learning, it is important to create an atmosphere within which the class encourages broad participation. A few guidelines are provided below which are intended to promote the free sharing of ideas in a safe, respectful and responsive environment.

1. No question or comment should be regarded as "naïve" or "stupid."
2. It is appropriate to ask for clarification of any of the reading materials or comments made in class.
3. All participants should treat each other with respect. This means giving thought and importance to each other's comments, as well as using language that is respectful, and
4. All participants should recognize that each person brings to the discussion a unique history and perspective and that because of this we have much to learn from each other.

Optimized Learning Environment [Applicable for Face to Face and Synchronous Online courses]

It is easy to feel that we must respond right away when technology sends a message (phone call, text, tweet, etc.) our way. In reality, this attitude robs us of something very precious—a genuine, undivided presence in the current moment. Being fully present requires patience, self-control, and discipline. But the rewards are powerful. We learn more when we are fully present. We communicate and connect more effectively with the people in our presence. And we demonstrate respect for others when we give them our undivided attention and minimize distractions. Demonstrating this respect for others is critical in working with clients and within agencies as social work professionals. Please make sure all electronic devices are put into the silent mode during class and minimize extraneous noise when meeting online. The professor reserves the right to restrict the use of electronics if problems arise.

Minimum Technical Skills and Special Technology Utilized by Students

Student use of UWF information technology resources is governed by the Computing Resources Usage Agreement and the Student Communications Policy. Visit the [Minimum Technical Skills and Special Technology Utilized by Students](#) page for more information on the minimum computer requirements, technical skills, and special technology considerations. Each UWF student is expected to activate a UWF ArgoNet email account and access it multiple times each week (daily is recommended) to stay current. The instructional content and interaction take place in Canvas, the learning management system. Students will be expected to use word processing software, create PDF formatted files, send and receive an email with attachments, search the Internet, upload and download files, and use one or more of the plug-ins referenced on the [Minimum Technical Skills and Special Technology Utilized by Students](#) page. Students in this specific course should at a minimum be able to create a word document; develop a presentation in PowerPoint and record a video of their presentation; create, disseminate and complete Google Forms; post a response video in Flipgrid; save documents as a PDF file; contact the professor via Webex, Zoom, and/or Google Hangouts. If you have difficulty with downloading and installing these plug-ins or have any other technical difficulties in eLearning, contact the UWF Help Desk at (850) 474-2075 or email itshelpdesk@uwf.edu. **Note: Chrome is the recommended browser for accessing Canvas.**

See the **UWF STUDENT RESOURCES** section below for more information about [Office 365 Student Advantage](#).

Canvas Support Hotline (Open 24/7) - 1-844-866-3349
UWF ITS Help Desk (850) 474-2075 or email itshelpdesk@uwf.edu

Just as an FYI, many Apple products such as [iPhones and iPads have the ability to scan documents using the notes app](#), which can often be a helpful resource [this is just a tip I've learned and not an endorsement or suggestion for you to purchase any products!].

Students will also be expected to conduct scholarly research in electronic databases within the library. Contact our UWF subject librarian, Dr. Chris Levesque, at clevesque@uwf.edu, and schedule a library introduction session for the semester. You may also [additional library resources on their website](#).

Technologies used in this specific course include but are not limited to: Adobe, Cisco WebEx, Flipgrid, Google Products, Microsoft Office applications, Panopto, RealPlayer, Respondus, Turnitin, Windows, and Zoom. The following applications and software that may be utilized in this course.

Below are links to information about each technology's accessibility and privacy statements.

Program	Accessibility	Privacy Policy
Adobe (Acrobat Reader and Flash Player)	Adobe Accessibility	Adobe Privacy Policy
Canvas (eLearning)	Accessibility within Canvas	Canvas Privacy Policy
Cisco Webex (Video conferencing)	Accessibility at Cisco	Cisco Online Privacy Statement
Flipgrid	Flipgrid Accessibility	Flipgrid Privacy
Google Products (Google Apps, Gmail, Chrome) and YouTube	Google Accessibility	Google Privacy Use YouTube with a Screen Reader
Microsoft Office Applications	Microsoft Accessibility	Microsoft Privacy Statement
Panopto (Videos, webcasts, etc.)	Panopto Accessibility Features	Panopto Privacy Policy
RealPlayer	RealPlayer Accessibility Statement is not available.	RealPlayer Privacy Policy
Respondus (LockDown Browser)	LockDown Browser and Respondus Monitor Accessibility	Respondus Privacy Policy
Turnitin	Turnitin Accessibility	Turnitin Privacy and Security
Windows	Windows Accessibility	Microsoft Privacy Statement
Zoom (Video conferencing)	Accessibility Features on Zoom	Zoom's Privacy Policy

UWF STUDENT RESOURCES

Argo Pantry:

The [Argo Pantry](#) hopes to minimize food insecurity, allowing UWF students to focus on academic goals and progress toward degree completion. They provide food to currently enrolled UWF students with a Nautilus card in need of assistance. The Argo Pantry is located in Building 18, Room 150 and is open Monday-Friday, 8 a.m. to 5 p.m. If you are interested in making a donation, they accept nonperishable food items, personal care items, laundry detergent and school supplies. You can also send items directly to the Argo Pantry via Amazon or make a tax-deductible gift through the UWF Foundation. They also accept opportunities for individuals or groups to volunteer.

Ask-A-Librarian

UWF Library staff are available for help through our [Ask-a-Librarian Live Chat](#) monitored from 8:00 am to 6:00 pm Monday through Thursday, 8:00 am to 4:00 pm on Friday, 9:00 am to 4:00 pm on Saturday, and 10:00 am to 4:00 pm on Sunday. You can also email a librarian using the left-hand navigation in Canvas under Help or Library Tools, or text a librarian at 850-483-0225.

Assistance Reporting Discrimination or Harassment:

The UWF faculty members are committed to supporting students and upholding the University's non-discrimination and harassment policies. Under Title IX, discrimination and harassment based upon sex or gender (including sexual violence and sexual misconduct) are prohibited. If you experience an incident of sex/gender-based discrimination or harassment, you do not have to go through the experience alone. Know that while you may talk to a faculty member, understand that as a "Responsible Employee" of the University the faculty are required to notify the University's Title IX Coordinator so that support services can be provided to you. If you would like to speak with someone confidentially, you may schedule an appointment with the UWF's Counseling and Psychological Services at (850) 474-2420. This service is free for students. Faculty can also help direct you, or you may refer to [UWF's Equity and Diversity office](#) for additional resources.

Case Management:

The [Office of Case Management Services](#) is available to help students experiencing challenging or difficult life circumstances which might impede academic success. Among the most critical functions of case management at UWF are identifying campus and community resources, analyzing students' concerns, recommending appropriate solutions and courses of action and determining possible outcomes. Contact the Case Management Services office by email at casemanagement@uwf.edu, by phone at (850) 474-2384 or in person in Building 18, Room 150.

Counseling and Psychological Services & Other Health Concerns

At UWF, we recognize that to learn, thrive, and flourish; you may need a little assistance. Please take advantage of the free resources here on campus. If you experience a health concern, contact Student Health Services at (850) 474-2172. If you experience a mental health or substance use concern, contact Counseling and Psychological Services (CAPS) at 850-474-2420. Confidential crisis counseling is available to all students 24/7 by calling (850) 474-2420 and pressing option 6. [CAPS](#) offers counseling and therapy to help students manage, cope and grow with the stress associated with school and life. The primary goal of counseling is to help students develop the personal awareness and skills necessary to overcome problems and to develop in ways that will allow them to take advantage of educational opportunities at the University. In addition to counseling services, they also host various outreach workshops and events. Details can be located on their website. They can be reached by email at counselingservices@uwf.edu, by phone at (850) 474-2420, or in person in Building 960, Suite 200A.

All students are encouraged to utilize [Therapy Assistance Online \(TAO\)](#) to strengthen skills to cope with anxiety, depression, stress management, and more. TAO is an interactive web-based self-help program that is available 24/7, and access is anonymous.

Equity and Diversity Office:

At the UWF, we define equal opportunity as non-discrimination on the basis of protected characteristics. We define diversity as the various attributes we each possess based on characteristics from birth, the experience we have had, and the decisions we have made. We define inclusion as acknowledging and leveraging diversity by creating an environment where students, faculty, and staff feel accepted and valued. We celebrate the unique characteristics of each member of our community as well as the commonalities we share. As an educational institution, we recognize the considerable benefits emanating from the diverse human mosaic that is our university. It is our vision to be an intellectual and cultural center that engages our students, faculty, staff and community partners in an ongoing and dynamic process that prepares each of us to be culturally competent in an ever-changing multicultural world. For more information about their programs/services—including grants/scholarships—and events please visit their [website](#). They can be reached by email at respect@uwf.edu, by phone at (850) 474-2059, or in person in Building 19.

Office 365 Student Advantage:

University of West Florida Information Technology Services is providing Microsoft Office 365 ProPlus to students at no cost via the Microsoft Student Advantage program. Each student may install this software on up to five computers. [Click here for more information.](#)

Student Accessibility Resources:

The UWF supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, reasonable accommodations can be arranged. Prior to receiving accommodations, you must register with [Student Accessibility Resources \(SAR\)](#).

Appropriate academic accommodations will be determined based on the documented needs of the individual. For information regarding the registration process, e-mail sar@uwf.edu or call (850) 474-2387. Please be advised the instructor cannot control the accessibility of external websites, PDFs, videos, or publisher materials. If you have a disability that impacts your full participation in this course, please contact the Student Accessibility Resources at (850) 474-2387 or by email, sar@uwf.edu

Review [Accessibility within Canvas](#) for more information on accessibility features in UWF's Learning Management System (LMS).

Technical Difficulties or Problems with eLearning:

Contact the UWF Help Desk at (850) 474-2075 or helpdesk@uwf.edu. or the student Canvas helpline at: (844) 866-3349.

Veterans Services:

The UWF Military & Veterans Resource Center (MVRC) serves as a leading campus advocate for military and veteran students, working to ensure the needs of these individuals are met through coordinating with multiple university offices and services. The center provides assistance with the following: GI Bill ® education benefits, active duty tuition assistance, out of state fee waiver, tutoring, paper reading, counseling, disability accommodations, coordinating academic advising and referral to state /federal resources and services. The MVRC is located in Bldg. 38. For more information on MVRC service, call (850) 474-2550 or visit [Military & Veterans Resource Center](#).

Writing Lab

The University Writing Lab, located in Building 51, Room 157, is available to assist students with proper procedures for writing papers and documenting sources. Any university student may use the Writing Lab for help. The Writing Lab offers [paper reading/critiquing](#) and tutoring in grammar and usage, mechanics, and sentence structure. The UWF Writing Lab provides UWF students with face-to-face paper reading services as well as online paper reading. Visit the Writing Lab or check out the [UWF Writing Lab website](#) or e-mail writelab@uwf.edu. **Note: It may take up to 48 hours or more to receive your work back from the Writing Lab. It is your responsibility to turn your assignment in on time. Take this into consideration when utilizing the Writing Lab.**

EMERGENCY INFORMATION AND COURSE CONTINUITY STATEMENT

In the case of severe weather or other emergencies, the campus might be closed and classes canceled. Official closures and delays are announced on the UWF website and broadcast on WUWF-FM.

Weather Emergency Information

- WUWF-FM (88.1MHz) is the official information source for the University. Any pertinent information regarding closings, cancellations, and the re-opening of campus will be broadcast.
- In the event that hurricane preparation procedures are initiated, the UWF Home Web Page and MyUWF will both provide current information regarding hurricane preparation procedures, the status of classes, and the closing of the University.

Emergency plans for the UWF related to inclement weather are available on the following UWF web pages:

- [Hurricane and Tropical Storm Preparedness](#)
- [Emergency Operations and Procedures](#)

OTHER STUDENT SUPPORT LINKS AND RESOURCES

It can sometimes feel like it's harder to access academic resources since you are not always on campus, but that does not have to be the case. Learn about other student support resources that may not be listed here by visiting the [UWF Online Student Support Links and Resources](#) page.

TENTATIVE COURSE SCHEDULE SOW 3350— Interviewing and Recording, Spring 2022

The schedule is subject to change based on our progress in the course, as well as other considerations.

These changes will be communicated via Canvas and/or the classroom.

NOTE: Additional readings may be assigned during the semester as determined by the instructor.

Week	Date	Topic	Assigned Materials <i>*Refer to Canvas modules for additional materials each week*</i>	Major Assignments Due <i>*Check Canvas for other weekly activities that will contribute towards online attendance/participation*</i>
1	1/10/2022	Introductions Syllabus Course overview		
2	1/17/2022	Scholarly Writing and Publishing Principles Paper Elements and Format Becoming a Professional	APA Manual Chapters 1 & 2 Murphy & Dillon Chapter 1	
3	1/24/2022	Mechanics of Style Works Credited in the Text References Self-Care	APA Manual Chapters 6, 8 & 9 Murphy & Dillon Chapter 15	
4	1/31/2022	Quiz 1 APA Manual and Resources in Canvas	Online in Canvas	
5	2/7/2022	Beginning Work with a Client: Listening, Support, Empathy Informed Consent	Murphy & Dillon Chapters 3, 4 & 5	
6	2/14/2022	NASW Code of Ethics Clinical Relationship—Client Boundaries & Confidentiality	Murphy & Dillon Chapters 2 & 12 NASW Code of Ethics	
7	2/21/2022	Quiz 2 Murphy & Dillon Text and the NASW Code of Ethics Chapters: 1, 2, 3, 4, 5, 12 & 15	Online in Canvas	Ethics Reflection Final Paper Due for FINAL INSTRUCTOR GRADE See rubric for details Due in Canvas: 11:59pm 2/27/22

8	2/28/2022	UWF Research Resources [Materials presented by our UWF subject librarian, Dr. Chris Levesque]		Case File Part 1 Due [Biopsychosocial Assessment of Movie Character] See rubric for details Due in Canvas: 11:59pm 3/6/22
9	3/7/2022	Exploring Problem/Situation Assessment & Goal Setting SOAP Notes	Murphy & Dillon Chapters 6 & 7	
10	3/14/2022	Forming Plans Evaluating Change Managing Client Emotions Providing Education to Clients	Murphy & Dillon Chapters 8, 9 & 10	Case File Part 2 Due [2 Case Notes of Movie Character “Client” & Reflection] See rubric for details Due in Canvas: 11:59pm 3/20/2022
11	3/21/2022	Relationship Dynamics Concluding Professional Relationships	Murphy & Dillon Chapters 11 & 14	
12	3/28/2022	Crisis Work	Murphy & Dillon Chapter 13	Annotated Bibliography Due See rubric for details Due in Canvas: 11:59pm 4/3/2022 Note: This assignment can easily be worked on a little each week.
13	4/4/2022	Quiz 3 Murphy & Dillon Text Chapters: 6, 7, 8, 9, 10, 11, 13 & 14	Online in Canvas	
14	4/11/2022	Work on Paper		
15	4/18/2022	Course Wrap Up		Research Paper Due for FINAL INSTRUCTOR GRADE See rubric for details Due in Canvas: 11:59pm 4/24/2022
16	4/25/2022	Modules Completed		