**FORM K**

**Interviewing Skills Checklist\***

This checklist is to assist the field instructor/task supervisor in providing specific feedback to the student at least twice times during the summer placement. If you prefer, the student can tape an interview for your review. This checklist can be adapted to evaluate the students’ work with an individual client, small group, or family. Part II is to be completed by the student.

**Part I (to be completed by the observer)**

**Name of student:**

**Observer (and relationship) to student:**

**Date:**

**Objective Structural Clinical Examination (OSCE) for Social Work**

**Practice Performance Rating Scale**

Please circle/highlight the number corresponding to the candidate’s performance. You may also write brief comments.

**I. Develops and uses a collaborative relationship**

**Introduction**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| Does not introduce self or role of agency service | Introduces self; no description of role or agency service | Before end of the interview introduces self and role but is general or vague about agency’s service | Before end of the interview introduces self, role, and agency service | Sets the stage by introducing self, role in context of agency’s service |

Comments:

**Response to Client: general content and process (about communications and feelings)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| Inappropriate or not response to client’s communications and feelings | Responds to client with cognitive, behavioral, or factual comments. No response to feelings expressed or implied | Mainly task and event focused, with occasional warm and empathic response to client’s feelings | Frequent warm and empathic response to client’s concerns, expressed and implied feelings | Consistent warm and empathic responses to client’s concerns, expressed and implied feelings, and assists client in putting feelings to words  |

Comments:

**Response to Client: specific to situation (about death of husband, illness, accident, coming out youth, elderly, child protection)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| Does not provide realistic reassurance or support or makes negative comments | Occasional realistic reassurance and support on a mechanical level | Some realistic reassurance and support, not consistent, and sometimes mechanical  | Consistent realistic reassurance and support with some empathic connection | Effective, consistent, and empathic realistic reassurance and support |

Comments:

**Focus of Interview**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| Interview has no coherence or rigidly follows student’s own agenda | Minimal direction but still too focused on own agenda; pace too fast or slow | Provides direction but moves too quickly or too slowly to change topic | Provides direction, pace more appropriate, some transitions are rough | Provides direction to the interview, maintaining focus and flow, smooth transitions while remaining responsive to client concerns |

Comments:

**II. Conducts an Ecosystemic Assessment (presenting problem, systemic assessment, and strengths)**

**Presenting Problem**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| Does not address presenting problem, current situation, or precipitant event | Sole focus on presenting problem; does not identify current situation or precipitant event | Can identify presenting problems; gathers minimal info about current situation and precipitant event | After some time, identifies presenting problem, precipitant event, and situation | Efficiently identifies present problem, situation, and precipitant with linkages between them |

Comments:

**Systemic Assessment: nuclear family, extended family, neighborhood, friends, employment, school**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| Comprehensive systemic inquiry missing | Struggles to focus on more than one system | Identifies some of most obvious systems, but connections between them lacking | Able to identify all relevant systems and some connections between problem and system | Complete systemic assessment with depth in linkages between them |

Comments:

**Strengths**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| Focus exclusively on problems and deficits with no attention to client strengths | Minimal inquiry about strengths; still mainly problem focused | Begins to explore client strengths the client has no presented; less focused on problem | More than beginning inquiry and exploration of strengths in way client has not presented | Consistent and effective inquiry, exploration, and identification of strengths in a way client has not presented |

Comments:

**III. Sets the stage for collaborative goal setting**

**Involves Client**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| Does not ask client what he/she needs | Tells client what he/she needs | Occasional inquiry about what client believes he/she needs; no exploration of client rationale | Inquires in directive manner about what client believes he/she needs; little exploration of client rationale | Collaborative, consistent, and effective inquiry about and exploration of what client believes he/she needs |

Comments:

**IV. Demonstrates cultural competence related to culture/gender/race/sexual orientation/age-ability**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| Appears uncomfortable with cultural differences | Inconsistent recognition of cultural cues and issues/interest in and openness to cultural difference | Displays interest and comfort with exploration of cultural difference | Consistent recognition of obvious cultural issues; asks about, listens to, and explores some cultural issues | Demonstrates comfort in consistent, effective exploration of cultural cues and content for understanding; appreciates cultural identity |

Comments:

**Overall Assessment of the Knowledge and Skills Demonstrated in the Interview:**

**Based on your impression of the candidate’s performance, this candidate demonstrated competence at the level of**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| No initiative or response to components of relationship building and assessment, no organization or cohesion | Very beginning and consistent attempts to take initiative, assess, and build relationship; inconsistent organization and cohesion | Some consistent initiative and response to some components of relationship building and assessment; consistent organization and cohesion | Most often consistent in response to most components of relationship building and assessment; integrated organization and cohesion | Effective, consistent, perceptive initiative in all components of relationship building and assessment; efficient organization and cohesion |

Comments:

**Part II (to be completed by the student)**

**Reflection Questions After the Interview**

You have just completed an interview with a client. Reflect on your interview and answer the following questions.

**Student Name:**

**Observer:**

**Date:**

1. What were the main issues the client was dealing with?
2. What have you learned in the social work program that influenced your approach with the client in this interview?
3. What issues related to diversity did you consider in your approach with this client? Give examples of all that you took into consideration.
4. Can you think of any personal or professional experiences that influenced your understanding of this client?
5. In the interview, how did you feel and how did you use these feelings?
6. What did you find the most challenging in this client and what was your approach to dealing with this challenge?
7. What is your opinion of your performance in the interview with the client?
8. What do you think you learned from this interview?
9. How might this learning experience influence your approach to other clients?

Adapted from source: Bogo & Katz (2012), adapted from Bogo, Mylopoulos, Katz, Logie, Regehr, C., & Gegehr, G., 2009.