



DEVELOPING TOGETHER

SOCIAL WORK TEACHING PARTNERSHIP

Interview Assessment Tool

Use this schedule as a means for preparing, assessing and developing practice for assessments or other interventions where the student is gathering information from service users / carers. This tool can be used as guidance to develop the student's understanding and use of key skills and approach to carrying out an assessment.

Once the tool is completed, you can use this in discussion to identify strengths and also consider areas that need to be developed. Both students and Practice Educators can complete the tool. The student can complete this following the intervention as a self-assessment tool and comparisons can be drawn between student and Practice Educator / On-Site Supervisor observations. The student can also use this tool whilst observing / shadowing Practice Educator / On-Site Supervisor to focus awareness on key skills in practice.

This is not to be used as formal feedback following a Direct Observation.

Student:

Service user / Carer (s):

Assessment completed by:

Date:

Use the scale below to identify level of capability for each skill / intervention / approach:

5 = Very Good

4 = Good

3 = Satisfactory (minimum capability)

2 = Skills Need Developing

1 = Poor



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Preparation Skills

- a. Clear understanding of social work role and intervention
- b. Had a provisional interview / assessment plan
- c. Considered the environment was conducive, appropriate for service user / carer and risk assessed
- d. Arranged, as far as possible, for the interview to be uninterrupted
- e. Carried out necessary initial information gathering

Engagement

- a. Clearly introduced him / herself and described Social Work student role
- b. Clearly explained purpose and possible outcome of assessment / interview
- c. Identified and encouraged a participative process
- d. Explained what happens after the assessment e.g. next steps including expectation of written report, panel application, any signposting etc., having regard to organisational and legal duty.
- e. Clearly explained confidentiality and reasons for breaching this

Non-verbal communication

- a. Appropriate eye contact
- b. Position and posture communicating interest and attention
- c. Body language congruent with service user / carer (s)
- d. Appropriate use of silence / reflection space
- e. Consideration of power dynamics with sitting / standing

Emotional response

- a. Appropriate acknowledgement and response to service user affect
- b. Attempt to establish an appropriate emotional tone for the subject of the interview (e.g. appropriate use of humour)
- c. Identify and try to explore a noticeable lack of service user affect



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Verbal Communication

- a. Addressed service user / carer (s) appropriately
- b. Communicated clearly and with acceptable volume
- c. Asked relevant questions
- d. Asked questions one at a time
- e. Used open and closed questions as appropriate
- f. Used plain language in place of professional jargon
- g. Explored or identified issues as planned for agency priorities
- h. Acknowledged and explored issues as presented by service user / carer (s)
- i. Checked regularly that he / she understood service user / carer (s) perspective (paraphrasing, clarifying, summarising)
- j. Checked things unsaid (prompting, probing)
- k. Checked regularly that service user / carer (s) understood student Social Worker / agency perspective

Interview Process Comments

- a. Facilitated service user / carer (s) to express themselves in their own way
- b. Showed insight into service user / carer (s) needs / situation
- c. Able to maintain assessment / interview plan whilst responding to service user / carer (s) needs / situation
- d. Able to maintain or re-establish assessment / interview plans despite distractions, interruptions, surprises, concerns etc.
- e. Was able to use his / her authority appropriately
- f. Ensured the assessment / interview had a structure (beginning, middle, ending)
- g. Did not reach premature conclusions
- h. Offered appropriate social work advice / guidance / perspective
- i. Was able to admit "I don't know" where necessary and offer possible options to explore and respond accordingly
- j. Set and kept time boundaries appropriately



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Endings

- a. Summarised clearly at the end of the assessment / interview
- b. Agreed a focus for the next interview with the service user / carer (s) where relevant
- c. Discussed and agreed tasks to be completed by student and service user / carer (s)
- d. Made an appointment for the next interview where relevant
- e. Ensured that service user / carer (s) understood how, where and when to contact student if necessary.
- f. Ensured that service user / carer (s) understood agency / supervisory structure, if necessary
- g. Ensured that service user / carer (s) was aware of agency complaints procedure, where appropriate

Values and Ethics

- a. Awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on practice
- b. Active consideration and respect for:
 - each person as an individual
 - independence and quality of life for individuals, whilst protecting them from harm
 - dignity and privacy of individuals, families, carers, groups and communities in association with relevant legislation
- c. Recognise and facilitate each person's use of the language and form of communication of their choice
- d. Value, recognise and respect the diversity, expertise and experience of individuals, families, carers, groups and communities
- e. Maintain the trust and confidence of individuals, families, carers, groups and communities by communicating in an open, accurate and understandable way
- f. Understand, and make use of, strategies to challenge discrimination, disadvantage and other forms of inequality and injustice



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Describe any particular difficulties or challenges presented in this interview and provide feedback on the student / assessor's ability to respond / adapt:

Identify any additional aspects of the student's practice during the assessment / interview that were not covered in the above, for learning:

What key developmental areas have been identified for the student (first or second year placement) and how will the student know they have attained sufficient capability?