



<b>Course Number</b>	<b>SOWK 391 S04</b>	<b>Classroom</b>	Online
<b>Course Name</b>	<b>Practice &amp; Evaluation with Individuals</b>		
<b>Day(s) &amp; Time</b>	Zoom sessions: Mondays 1- 3:50 pm		
<b>Instructor</b>	<b>Jane Berry, MSW, RSW</b>		
<b>U of C E-mail</b>	<a href="mailto:jberry@ucalgary.ca">jberry@ucalgary.ca</a>	<b>Phone</b>	<b>e-mail preferred</b>

### **SYLLABUS STATEMENT**

An introduction to theories and skills for communicating with people in a professional social work context. Generic interviewing and basic counselling skills from a generalist perspective of social work practice will be developed.

Course Hours: 3 units; (3S-0)

### **COURSE DESCRIPTION**

Through the use of assigned reading, lecture, video recordings and role-plays, the course is designed to offer the student:

1. a framework for understanding the role of a social worker in the context of an interview;
2. an opportunity to learn and practice specific interpersonal communication skills in a variety of simulated interview situations; and
3. further development of critical awareness of one's own personal style as a social work interviewer.

Students will be challenged to develop both a cognitive and a behavioural grasp of basic interpersonal communication skills within the context of social work practice. Students will be introduced to core elements of communication theory and generalist practice to assist students to make conscious use of a range of interviewing and communication skills. These concepts will serve as the theoretical foundation of the course. Using the feedback mechanisms provided by video and role-play exercises, students will begin to explore and critique their own individual strengths and areas for development in a variety of interview situations.

### **COURSE LEARNING OUTCOMES**

Upon completion of this course, students will be able to:

1. To identify as a professional social worker and adopt a value perspective of the social work profession.
2. To learn purposeful interviewing via application of listening skills, a supportive relationship, and a thinking approach to interviewing.

3. To begin to generate and test hypotheses through purposeful interviewing skills.
4. To employ critical thinking in the selective employment of these skills and to engage in research via critical thinking.
5. To adhere to social work values, ethics, and a professional social work identity in the selective employment of these skills.
6. To be cognizant of human diversity and to recognize and implement links between components of social work practice via these skills.
7. To be able to contextualize the purpose of the social work interview and connect with other teachings of the social work curriculum.

**LEARNING RESOURCES**

**REQUIRED TEXTBOOKS AND/OR READINGS**

Shebib, Bob (2017). *Choices: Interviewing and counseling skills for Canadians* (7th ed.). North York, ON: Pearson Canada.

Additional handouts will be provided during the course.

**LEARNING TECHNOLOGIES AND REQUIREMENTS**

A D2L site is set up for this course which contains relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

**RELATIONSHIP TO OTHER COURSES**

This course is a required course in the Faculty of Social Work curriculum. It provides foundation for a number of 500 level electives and provides particular foundational skills to the social work practicum placements. Successful completion of this course is a requirement for graduation.

**CLASS SCHEDULE**

Dates	Topic	Readings & Due Dates
September 14 Zoom Session	<p><i>Introductions and overview of course outline and requirements</i></p> <p><b>YOUR PROFESSIONAL IDENTITY AS A SOCIAL WORKER, ETHICS, VALUES AND SELF-AWARENESS</b></p> <p>Assigned Reading:</p> <ul style="list-style-type: none"> <li>• Text - Chapter 1 – Professional Identity: Ethics, Values and Self Awareness</li> <li>• Canadian Association of Social Workers Code of Ethics. <a href="http://www.acsw.ab.ca/pdfs/casw_code_of_ethics.pdf">http://www.acsw.ab.ca/pdfs/casw_code_of_ethics.pdf</a></li> <li>• Canadian Association of Social Workers Guidelines for Ethical Practice</li> </ul>	Chapter 1

	<a href="http://www.acsw.ab.ca/pdfs/casw_guidelines_for_ethical_practice.pdf">http://www.acsw.ab.ca/pdfs/casw_guidelines_for_ethical_practice.pdf</a>	
September 21 <i>Zoom Session</i>	The Skills, process and Pitfalls of counselling Video 1 posted to D2L by Sept 22	Chapter 2
September 24 <i>Zoom Session</i>	The Social worker – client relationship: relationship building	Chapter 3
September 28 <i>Zoom Session</i>	Active Listening: Skills, listening and responding Video 2 posted to D2L	Chapter 4
October 5 <i>Zoom Session</i>	Empathic Connections Critique due	Chapter 6
October 12	THANKSGIVING – NO CLASS Video 3 posted to D2L	
October 19 <i>Zoom Session</i>	Focusing the Interview, Asking Questions for Meaning & Developing a Hypothesis	Chapter 5
October 26 <i>Zoom Session</i>	Supporting empowerment and change	Chapter 7
November 2 <i>Zoom Session</i>	Dealing with Difficult and hard to reach clients	Chapter 8
November 9-14	TERM BREAK – NO CLASS	
November 16 <i>Zoom Session</i>	Mental Disorder and substance abuse	Chapter 9
November 23 <i>Zoom Session</i>	Cultural Intelligence: identifying our privilege and power Quiz	Chapter 10
November 30 <i>Zoom Session</i>	Process Recording and final interview All posting in D2L to be completed by Dec 4	Chapter 9 & 11
December 7	Evaluation	No Reading

<i>Zoom Session</i>		
December 10		Assignment 5 Due

**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

The course objectives will be met through active participation and collaboration of the students and the instructor.

**POSITIVE WORKING ENVIRONMENT**

Both the instructor and students are expected to create a positive working environment. As your instructor, I will treat you with respect and conduct myself professionally. I would appreciate the same courtesy in return. As a class, we must show respect for others' views even if we do not agree with their viewpoint. As students, you must recognize that the lectures or classroom discussions may be an unsettling experience because of different core-values, belief systems, and backgrounds. This is an inevitable aspect of learning. I expect you to be mindful of mutual respect when you feel challenged and when challenging others. It is important to remember to challenge ideas people present rather than attack the person who presents the ideas. I expect each student to think critically, be self-reflexive and engage actively in classroom activities.

**MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

**ZOOM RECORDINGS OF ONLINE CLASSES**

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

**ASSESSMENT COMPONENTS**

Standards of writing will be factored into grading for all assignments. It is expected that students will use good spelling and grammar and all submitted work will have been proofread. APA standards apply where appropriate.

**A note about Lectures and PowerPoints: Your lectures and PowerPoints are a compliment to the textbook and form the basis of the information you need to complete your assignments below. Please make use of these lectures and PowerPoints, or your assignments will likely completely miss the mark!**

None of your videos for this course are to be scripted. Your role plays are your chance to learn and experiment with skills and style.

1. **Assignment 1:**  
**Videos and other student content uploaded to D2L by their due dates. See above.**  
**Weight: 10%**  
**CLOs: 5&7**

2. **Assignment 2: Critique and analyze the interview of your term partner**  
**Due Date: Oct 5<sup>th</sup>**  
**Weight: 15%**

Students will be paired during the course of the term to complete some of their role-play interviews. These students will review one video interview and offer a critique, analysis and suggestions. You may make use of a role play interview you completed together as a pair or you can use a video of an interview you completed with someone outside class. This critique will be sent to the student and to Jane for marking. You are expected to offer suggestions based on what you see of your partner's interviewing skills related to what has been learned in class and through the text so far in the course. Remember, you are a novice interviewer and the video does not need to be perfect.

3-5 page maximum, APA citation required.

**CLOs: 1-7**

3. **Assignment 3: Group cohort discussions & videos & Critique of *Jane's interviews* posted to D2L**  
**Final due date for all posts: Dec 4**  
**Weight: 30%**

You will record and post 3 interviews in your cohort group discussion board. Each student is responsible for answering questions and moderating the discussion related to their own videos throughout the term. Each student will reply and pose questions to at least one other student in their cohort. Each student will also make 1 post (200-500 words max) related to Jane's interviews uploaded to D2L. Jane may pose questions and stimulate discussion related to your post. You are responsible for actively engaging with the discussion around your own videos.

**CLOs: 1-7**

4. **Assignment 4: Quiz**  
**November 23**  
**Weight: 15%**

This exam covers all content from the beginning of the semester, including text and additional readings as assigned, as well as content covered in zoom sessions. Submission details to be provided in zoom sessions and on D2L.

**CLOs: 1-7**

5. **Assignment 5: Final Reflection and process recording of final interview**  
**Weight: 30%**

**Due: Dec 10**

Your final reflection paper provides you with an opportunity to evaluate your learning and growth over the term. In this reflection you can demonstrate your strengths and critically examine areas for future improvement. Students are expected to compare and contrast the interviews recorded in the beginning and at the end of term. Interviews are to be submitted in video format.

Part 1. Reflection Paper: 5-6 pages, 12 pt. font, APA referencing required, minimum 4 references.

Part 2. Process recording: no minimum, details to be provided in class in November.

Part 3. Submission of video: Students can provide the video to the instructor by YouTube link or email attachment.

**CLOs: 1-7**

**DO NOT, under any circumstances, attempt a “real-life” scenario involving violence or abuse. Hidden anxieties, buried memories, or many other unpredictable effects may surface in “real” scenarios, and students may be unprepared to deal with consequences.** Both ethically and professionally, students may not be ready to address “real” problems at this time.

Detailed instructions provided on D2L for all above assignments

**ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION****ATTENDANCE AND PARTICIPATION EXPECTATIONS**

- Students are expected to attend all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor prior to the session to arrange an alternative activity for the missed session (e.g., to review a recorded session).
- Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.
- Students are expected to actively participate in Zoom sessions. Active participation includes speaking using the microphone and using the chatbox. There will be an emphasis on using the microphone in our Zoom sessions. As this is an experiential course, students will be expected to participate in role-plays (as applicable).

**GUIDELINES FOR SUBMITTING ASSIGNMENTS**

- Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

### **LATE ASSIGNMENTS**

- Late assignments will be accepted at the discretion of the instructor and may include a grade penalty.

### **EXPECTATIONS FOR WRITING**

- All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format (7<sup>th</sup> edition). If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

### **ACADEMIC MISCONDUCT**

- It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

## GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

## WITHDRAWAL

No refunds for withdrawal from **fall courses** after September 17, 2020. The last day to add or swap fall session courses is September 17, 2020. The last day to withdraw with permission from courses is 4:00 p.m on Wednesday December 9, 2020. The Undergraduate Academic Schedule for 2020-2021 can be viewed at <https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html> . The online version of the academic schedule supersedes the information on this course outline.

## COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

## ADDITIONAL SUGGESTED READINGS

See D2L for any additional suggested readings.



## UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

### PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

### ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

### RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

### ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **SEXUAL VIOLENCE POLICY**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

### **OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**