



Fall 2019

Course Number: SOWK 629 S01	Classroom: TRA 101
Course Name: Communication and Interviewing	
Day & Time: Wednesday 1:00 - 4:00 PM (September 11 to December 4, 2019)	

Instructors: Beth Archer-Kuhn	Office Hours: By appointment
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COURSE OUTLINE

Syllabus Statement

Offers experiential learning aimed at developing basic professional competencies and practice skills along with critical self-reflection.

Course Description

This course is designed to offer the student the following:

1. A framework for understanding the social worker's role in an interview.
2. Opportunities to learn and practice specific interpersonal communication skills in a variety of simulated, interview situations.
3. A critical awareness of personal style and cultural limitations as an interviewer.
4. Consideration of interviewing as part of everyday communication and appreciation of how this skill develops informally as well as formally within communication with others.
5. Practical examples that will support recognition of the critical role of the interview across different modes of practice and communication in general. This will support students to consider the constructs of people in environment.
6. Students will be offered creative opportunities to engage in conversations with an emphasis on social justice.

A D2L site exists for this course and students are expected to use this site for communication and submitting assignments. This course has no pre-requisites or co-requisites.

Course Learning Objectives

I. Foundational Knowledge: Use of Self	<p>A. Know the characteristics of an effective professional helping relationship.</p> <ol style="list-style-type: none"> 1. Identify attitudes and behaviors that facilitate or influence/interfere with establishing a positive helping relationship. 2. Identify issues related to values, ethics, cultural differences, and emotional responses that might affect the development of a professional social work relationship. 3. Exhibit the following empathic dimensions: positive regard, respect and warmth, concreteness, immediacy, nonjudgmental attitude, authenticity and congruence. <p>B. Understand and demonstrate the stages, phases, and objectives of the interview process.</p> <p>C. Appreciate cross-cultural and gender issues in interviewing.</p> <p>D. Consider and apply feminist and anti-oppressive guidelines.</p> <p>E. Consider, understand, and speak to the Canadian colonial system as it applies to Indigenous Peoples specifically.</p>
II. Building Professional Relationships: Relational and Interviewing Skills	<p>A. Demonstrate effective use of non-verbal communication.</p> <ol style="list-style-type: none"> 1. Understand and be able to describe possible meanings associated with a variety of non-verbal behaviors. 2. Demonstrate effective use of social worker non-verbal behaviors in role-play and videotape situations. <p>B. Know and demonstrate effective and accurate listening responses:</p> <ol style="list-style-type: none"> 1. Attending behaviors, questions and active listening 2. Reflecting feeling, content, and meaning 3. Constructive challenging 4. Focusing and influencing skills.
III. Exploring and Assessing with Service Users: Assessment Skills	<p>A. Demonstrate basic assessment skills.</p> <p>B. Illustrate the use of exploring and discovering through questioning.</p> <p>C. Demonstrate the similarities and differences between an “ordinary conversation” and a professional social work interview.</p>
IV. Defining the Focus: Goal Setting	<p>A. Focus on service user’s understanding of their reason for accessing Service.</p> <p>B. Support service users in identifying goals for service</p> <p>C. Identify and eliminate interviewing behaviors such as excessive casual conversation, premature problem-solving, and habitual interactions such as minimal prompts of uh-huh, okay, so.</p>
V. Doing, Evaluating, and Ending the Work: Ongoing Interviewing Skills	<p>A. Analyze and provide feedback in peer role-plays and skill analysis.</p> <p>B. Analyze personal interviewing transcripts for tape assignments.</p> <p>C. Develop self-awareness and analysis about strengths and limitations of one's own skills, and one's role and impact in an interview.</p> <p>D. Critically examine and reflect on the various ways in which they use language in their practices and in their interactions with other professionals and peers may be interpreted.</p>
VI. Evaluating and Ending: Termination Strategies	<p>A. Demonstrate termination strategies for a successful ending of the helping relationship.</p> <p>B. Take on the identity of a social worker and identify how social work is distinct from other helping professions.</p> <p>C. Recognize justice issues in society and in daily living and learn to speak to these issues in listenable ways directed toward reflection and change.</p>

Program Learning Outcomes

- 1) Professional Identity
 - 1.1) Develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.
 - 1.2) Acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities.
 - 1.3) Develop an awareness of personal biases and preferences to advance social justice and the social well-being of social work service users.
- 2) Values and Ethics in Professional Practice
 - 2.1) Demonstrate knowledge of the relevant social work codes of ethics in various professional roles and activities and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups.
 - 2.2) Demonstrate skills to monitor and evaluate their own behaviours in relation to the relevant codes of ethics.
- 3) Promote Human Rights and Social Justice
 - 3.1) Understand their professional role in advancing human rights and responsibilities and social justice in the context of the Canadian society and internationally.
 - 3.2) Understand the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.
- 4) Diversity
 - 4.1) Recognize diversity and identify how difference acts as a crucial and valuable part of living in a society.
 - 4.2) Identify how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups, including Francophone, Indigenous, and newcomer populations.
- 5) Critical Thinking in Professional Practice
 - 5.1) Demonstrate critical thinking and reasoning in analyzing complex social situations in order to make professional judgments.
 - 5.2) Apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.
- 6) Change
 - 6.2) Identify social inequalities, injustices, and barriers and work towards changing oppressive social conditions. This includes working with Francophone, Indigenous and newcomer populations.
 - 6.3) Critically assess the social, historical, economic, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels.

- 7) Engage with Individuals, Families, Groups, and Communities Through Professional Practice
- 7.1) Competently perform interactive practices such as engagement, assessment, intervention, negotiation, mediation, advocacy, and evaluation.
 - 7.2) Actively promote empowering and anti-oppressive practice.
 - 7.3) Acquire skills to practice at individual, family, group, organization, community, and population levels including advocacy and activism. This includes skills in working with Francophone, Indigenous and newcomer populations.

Relationship to Other Courses

This is a required course within the two-year MSW program. It offers a foundation for developing effective communication skills for work with individuals, families, and groups (SOWK 625), communities and organizations, and other professionals (SOWK 627), and for cross cultural communication (SOWK 600). It is a foundational course for success in SOWK 653 (Comparative Approaches to Change), SOWK 657 (Clinical Social Work Applications), and the practicum experience.

Course Text

Required Text

Chang, V., Decker, C., & Scott, S. (2018). Developing Helping Skills. A Step-by-Step Approach to Competency, 3rd Ed. Boston, MA: Cengage Learning.

Class Schedule

Date	Topic	Student Preparation
Foundational Knowledge – Use of Self		
Week 1 Wednesday September 11	Understanding Yourself and Others Ways of Understanding and Perceiving Self and Others	Ch 1 & 2
Week 2 Wednesday September 18	Values, Ethics, and Legal Obligations Professionalism and Professional Relationships	Ch 3 & 4
Building Professional Relationships – Relational and Interviewing Skills		
Week 3 Wednesday September 25	Developing Working Relationships Foundational Interpersonal Skills <ul style="list-style-type: none"> • A demonstration of a clinical interview • Reflections of what you have noticed in the demonstration 	Ch 5 & 6
Week 4 Wednesday Oct 2	Beginning and Ending a Meeting Demonstrating Active Listening <ul style="list-style-type: none"> • In Class Practice Time, active listening 	Ch 7 & 8

Exploring and Assessing with Service Users – Assessment Skills		
Week 5 Wednesday October 9	Using Questions Exploring and Discovering <ul style="list-style-type: none"> In Class Practice Time, exploring through questions 	Ch 9 & 10
Week 6 Wednesday October 16	Assessing Readiness and Motivation <ul style="list-style-type: none"> In Class Practice Time, assessment 	Ch 11
Defining the Focus – Goal Setting		
Week 7 Wednesday October 23 Assignment #2 a & b Due: 12:00 noon	Identifying Key Problems or Challenges <ul style="list-style-type: none"> In Class Practice Time, gaining an understanding of potential goals 	Ch 12
Week 8 Wednesday October 30 Assignment #2 c Due: 12:00 noon	Establishing Goals <ul style="list-style-type: none"> In Class Practice Time, goal setting 	Ch 13
Doing, Evaluating and Ending the Work – Ongoing Interviewing		
Week 9 Wednesday November 6 Assignment #3 Due: 12:00 noon	Taking Action & Evaluation and Ending Professional Relationships <ul style="list-style-type: none"> In Class Practice Time, intervention skills 	Ch 14 & 15
Wednesday November 13 Reading Week – No Formal Class		
Evaluating and Ending: Termination Strategies		
Week 11 Wednesday November 20 Assignment #4 Due: half of students	Role Plays – Illustrations of intervention skills through reflection-oral presentation/synthesis. This activity is intended to give graduate students an opportunity to illustrate their skills by showing a 3-minute segment of their interview and use another 10-12 minutes to critically reflect on the learning process.	
Week 12 Wednesday November 27 Assignment #4 Due: half of students	Role Plays – Illustrations of Termination Skills through reflection-oral presentation/synthesis. This activity is intended to give graduate students an opportunity to illustrate their skills by showing a 3-minute segment of their interview and use another 10-12 minutes to critically reflect on the learning process.	
Week 13 Wednesday December 4	Review of Learnings Celebration of endings Student Evaluations of Learnings	

Assignments

There are four formal assessment tasks in this course to help students to develop foundational interviewing and professional communication skills. The following provides a brief description of each graded assignment. Greater detailed descriptions and rubrics are available on the course D2L site for each assignment.

Assignment #1 Class Participation (20%) Learning objectives I, II, III, IV, V, VI, PLO 1.2, 2.1, 3.1, 3.2, 4.2, 5.1, 5.2, 6.2, 6.3, 7.3

Class participation includes written (on D2L discussion board) and verbal contributions in class in both the large and small group formats. Apply the same standards of behavior, communication, and courtesy about punctuality, attendance, use of electronics, and readiness for work that would apply to a professional social worker in meeting with clients, supervisors, or in attending agency meetings. Grades for participation are based on consistently demonstrating a thorough reading of the assigned material by asking questions, sharing experiences, actively participating in class discussions or small group exercises, and giving respectful feedback to others during class. It also includes meeting with the instructor(s) as needed to ask for help, problem solve, and/or to clarify the assignments, or to identify individual learning needs. Above all, participation means demonstrating personal and professional engagement in the learning process.

Assignment #2 Recorded Practice and Review (45% total)

This activity has three parts as follows:

(a) Part A (10%) Objectives: I, II, III, IV, V, PLO 1.1, 2.2, 3.2, 4.1, 7.1, 7.2, 7.3 Due: October 23, 12:00 noon

In teams of two, prepare a 20-minute DVD/video recording of an interview between two class members. Each student will interview the other and change roles as interviewer and interviewee, approximately 10 minutes each, with a focus on ongoing interview skills, or termination interview skills. A sign-up sheet will allow students to choose between these two types of skill demonstration. The interview will be a mock interview and the focus of the interview will be on an agreed upon topic between the two students that is related to a social issue that would lend to seeking support or counseling. Students will have practice interviewing opportunities in class as identified in the course schedule.

(b) Part B (15%) Objectives: II, III, IV, PLO 1.2, 1.3, 2.2, 3.2, 4.1, 5.1, 5.2, 6.3, 7.1 Due: October 23, 12:00 noon

Select and transcribe a five-minute consecutive segment of your recording. Select the segment based on what benefit you believe you would gain from a closer examination. Draft a two-page reflection on how you believe you did in this section (self-assessment) and what kind of feedback would be helpful to you in your growth going forward.

(c) Part C (20%) Objectives: I, II, III, IV, V, PLO 1.2, 1.3, 2.2, 3.2, 4.1, 5.1, 5.2, 6.3, 7.1 Due: October 30, 12:00 noon

Create a process recording of your five-minute transcript (3 column template on D2L). In the left column you will use the five-minute transcript verbatim (interviewer, interviewee, interviewer, interviewee). In the middle column you will note your thoughts and feelings as they were occurring during the interview, to the best of your recollection. Try to put yourself back in that time and reflect on what was happening for you. The third column is for comments from peers (assignment #3) and instructor (assignment #2c).

Assignment #3 Peer Feedback (15%) Objectives: IV, V, PLO 1.1, 2.2, 3.1, 4.1, 5.2, 7.1 Due: November 6, 12:00 noon

You will provide constructive feedback on one of your classmates' five-minute transcript using the process recording that they created. You will use the third column to insert your comments electronically, noting the strengths and areas for growth directly on the process recording template.

Assignment #4 Oral Presentation/Synthesis: Value 20% Objectives: I-VI, PLO 1-7 Due: November 20 & 27 in class

You will have 15 minutes to respond to the general invitation: "Tell us about your learning this term." Consider where you began, where you are now, and how you got here. Discuss new knowledge, perspectives, and skills you may have acquired over the term, and their meaning for you. Discuss any challenges you encountered over the term. What are the implications of your new knowledge and the challenges you encountered for you as a person and as a professional social worker? One of the purposes of this final reflection is to give you the opportunity to integrate the knowledge you acquired over this course and to think about how that knowledge contributes to your emerging practice model.

Grading

1. Class participation (20%)
2. a) Recording (10%)
b) Reflection on five-minute transcription (15%)
c) Process recording (20%)
3. Peer Feedback (15%)
4. Reflection-Oral Presentation/Synthesis (20%)

Note: The allocation of percentages for grading is based on the proportion of time you are expected to invest in those graded activities.

The University of Calgary Graduate Grading System will be used.

Grade	Grade Point	Description
A+	4.0	Outstanding
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter
A-	3.7	Very Good Performance
B+	3.3	Good Performance
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.

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.

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 encouraged to discuss the process and content of the course at any time with the instructor.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she 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."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including

plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lgb1nucdh/>

IMPORTANT INFORMATION

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

The Social Work representative to the Students Union is to be determined (swsacalgary@gmail.com).

Appeals: If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process of the Faculty of Graduate Studies Calendar.

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

STUDENTS WITH DISABILITIES

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

Wellness Centre Phone Support (403) 210-9355 24 hours/day

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

SAFEWALK (403) 220-5333

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

Building Evacuations

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Education Building. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are all encouraged to download the UofC Emergency App:
<http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app>