



Fall 2019

Course Number: SOWK 699.20 S05	Classroom: TRA 101
Course Name: Advanced Clinical Interviewing	
Day & Time: Friday 1:00pm – 4:00pm	
Instructor: Shannon McIntosh, MSW, RSW	Office Hours: By appointment
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COURSE OUTLINE

Syllabus Statement

This is an experiential course in which students will learn advanced listening and interviewing skills for working with clients.

Course Description

The focus of this course is on listening and languaging in the clinical interview. It is designed to be experiential in order for students to develop and practice more advanced ways of facilitating conversations that are effective in their clinical practices with clients. This course has no pre-requisites, though it is recommended that students are in practicum while taking this course.

Learning Objectives

Course Learning Objectives (CLOs)

Upon successful completion of this course, students will have the knowledge and skills to:

1. Examine one's own listening and languaging in order to facilitate clinical conversations that are advanced in terms of effectiveness and efficiency.
2. Develop ways to invite client feedback and reflexively incorporate it into therapeutic conversations.
3. Use advanced clinical conversation skills with other professionals and in other professional settings.
4. Include social justice talk in clinical conversations.

Program Learning Outcomes (PLOs)

This course is aligned with the MSW Program Learning Outcomes (refer to <https://fsw.ucalgary.ca/files/fsw/msw-program-learning-outcomes-may-2017.pdf>)

Learning Experiences

The primary modes of interaction in this course will be through discussion and experiential learning. Therefore, class performance includes: 1) being in class, 2) contributing to the class discussion in a relevant and coherent way, 3) indicating through one's discussion contributions a thorough preparation of

the assignment, 4) willingness to try and practice advanced skills, and 5) developing dialogue with the instructor.

Apply the same standards of behavior, communication, and courtesy about punctuality, attendance, and readiness for work that would apply to a professional social worker in meeting with clients, supervisors, or in attending agency meetings. In addition to attendance, grades for participation are based on asking questions, sharing experiences, actively participating in class discussions or small group exercises, and giving respectful feedback to others during class. It also includes using office hours 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.

If a situation arises that precludes class attendance, the student should apprise the instructor. It is neither the instructor's responsibility to determine why a student was not in class nor is it the instructor's responsibility to advise the student of what was missed by a student's absences or tardiness to class. Your absence deprives the class of your participation that day so if you must be absent, consider ways you could add to the class upon your return. Then create a plan (containing activity and timeline) that will adequately substitute for that class time missed, present that plan to the instructor for approval, and execute that plan.

Our suggested classroom routine:

1. What you tried this week that was new for you
2. Assignment discussion
3. Topical mini-lecture/discussion
4. Demonstration/exercise
5. New assignment
6. Creating a compendium of questions—add to D2L

Relationship to Other Courses

This course is an elective that is directly related to SOWK 696 Practicum, SOWK 653 and SOWK 657 because of the emphasis on the careful examination of conversations held directly with clients. It is also related to research practices that benefit clinicians in the field.

Course Text(s)

There is no required text for this course. Our main text will be constructed from process recordings of interviews with clients seen in the practicum setting. There are assigned readings and videos that are listed in the course schedule for each week. These can be accessed online or on D2L.

Class Schedule

September 6 – Overview of Advanced Skills in Clinical Interviewing

Assignment:

- a. Become familiar with the course outline.
- b. Be prepared to discuss the elements of a good and helpful clinical interview from what you have seen and what you have experienced. You may also want to watch Anna Maria Tremonti on

George Stroumboulopoulos Tonight: INTERVIEW found at <https://www.youtube.com/watch?v=-ZeD3lhDnuU> and we can use this as prompt as well.

Meets: CLO #1; PLO #5

September 13 – Social Justice in Clinical Interviewing

Assignment:

- a. Create a process recording by “transcribing” from memory 4-5 minutes of a clinical interview or a supervision conversation from the last week (this is written as a transcript or as a script from a play). Pick the segment of the interview/conversation in which you recognize some small scale social justice talk between you and your client or you and your supervisor. In the margins, using Word comment boxes, analyze the talk (please do not restate or summarize this segment) by describing the words you identified as social justice talk, the level of social justice talk, and your thinking during this time. Please add this to the D2L dropbox and also bring this with you to class.
- b. Wulff, D., & St. George, S. (2011). Family therapy with a larger aim. In S. Witkin (Ed.), *Social construction and social work practice: Interpretations and innovations* (pp. 211-239). New York, NY: Columbia University Press. [a local and small scale way of inserting social justice]. Retrieve from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=226&docID=908964&tm=1544126929840>
- c. Watch https://www.ted.com/talks/celeste_headlee_10_ways_to_have_a_better_conversation/discussion
Celeste Headlee – “Ten Ways to Have a Better Conversation” (11:44)

Meets: CLO #1, #4; PLO #2, #4, #9

September 20– Client Feedback, “As If” Listening

Assignment:

- a. Process recording created by “transcribing” from memory 4-5 minutes of a clinical interview or a supervision conversation from the last week (this is written as transcript or as a script from a play). Pick the segment of the interview/conversation in which you analyze the kind of wording and languaging you are using (e.g., formal/informal, suggestive, vague, prescriptive, etc.)
- b. Read Bavelas, J. B. (2004). [An analysis of formal apologies by Canadian churches to First Nations](#) [Retrieve online, this is a live link]
- c. Read van der Meiden, J., Noordegraaf, M., & van Ewijk, H. (2018). Relational ethics as enrichment of social justice: Applying elements of contextual therapy to social work. *Qualitative Social Work*, 0(0), 1-17. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1473325018800383>

Meets: CLO #1, #4; PLO #3, #5, #7

September 27 – Characteristics of Questions

Assignment:

- a. *Two-part* process recording (need not be sequential)
 1. 4-5 minutes in which you ask about what is problematic and how it is problematic. Literally highlight this in your document and comment on your thinking and the answers you received.
 2. Asking for client feedback. Note the questions you asked and the kind of answers you received. Comment on what you noticed. Please highlight your questions in your document.
- b. Read Andersen, T. (1996). Language is not innocent. In F. W. Kaslow (Ed.), *Handbook of relational diagnosis and dysfunctional family patterns* (pp. 119-125). New York, NY: John Wiley & Sons. [available on D2L]

Meets: CLO #1, #2, #4; PLO #9

October 4 – Meaning and Creativity in Language

Assignment:

- a. *Two-part* process recording (need not be sequential)
 1. 8-10 minutes of your best questions. Highlight the metaphors that you use. Literally highlight this in your document and comment on your thinking and the answers you received. Do you use nouns or action words?
- b. Asking for client feedback. Note the questions you asked and the kind of answers you received. Comment on what you noticed. Please highlight your questions in the document. Read about meaning questions: Polkinghorne, D. E. (2005). Language and meaning: Data collection in qualitative research. *Journal of Counseling Psychology*, 52(2), 137-145. doi: [10.1037/0022-0167.52.2.137](https://doi.org/10.1037/0022-0167.52.2.137). <https://bit.ly/2lAbpLq>

Meets: CLO #1, #2, #4; PLO#1, #9

October 11– Hypnotic Language

Assignment:

- a. *Two-part* process recording (need not be sequential)
 1. Process recording of 8-10 minutes of your best questions that help you come to understand the situation on multiple levels. The levels are what the client actually says that you understand and the meanings you come to know. This does not mean finding out client definitions of certain words, but about the meaning and significance of this in the client's life.

This should be shown in a series of questions in which you get to the meanings. Highlight these questions in your document.

2. Asking for client feedback. Note the questions you asked and the kinds of answers you received. Please highlight your questions in the document.
 - a) Read Gilligan, S. (2018). The General Approach of the Ericksonian Hypnotherapist. *Therapeutic Trances*, 63–97. doi: 10.4324/9780429506079-3 . PDF posted on D2L.
 - b) Watch <https://www.youtube.com/watch?v=MQiMFs2SIFk>
 - c) Bring at least two questions (either from the literature or your listening or your creation) that you think are hypnotic and/or assessing and interventive at the same time.

Meets: CLO #1, #2, #4; PLO #9

October 18 – Societal Discourses in Clinical Interviewing

Assignment:

1. *Two-part* process recording (need not be sequential)

Process recording of 8-10 minutes of your best questions that are assessing, interventive and hope-filled with respect to being sensitive to social discourses. Note these questions and the language that highlighted societal discourses-

2. Asking for client feedback. Note the questions you asked and the kind of answers you received. Highlight your questions.
 - a. Bring at least two questions (either from the literature or your listening or your creation) that you think are hope-filled and/or assessing and interventive at the same time.

Meets: CLO #1, #2, #4; PLO #3, #9

October 25– Appraising Interviews

Assignment:

- a. *Two-part* process recording (need not be sequential)

1. Process recording of 8-10 minutes of your best questions/comments in which you demonstrate a shift/movement in the conversation based on an interventive question. In the margin note and describe the shift you are trying to make as well as the connection or gap between what you said and what you wanted to say. As well, notice the discourses that are part of your conversation and note them in the margins.

2. Asking for client feedback. Note the questions you asked and the kind of answers you received.

- b. Read Sutherland, O., Turner, J., & Dienhart, A. (2013). Responsive persistence part I: Therapist influence in postmodern practice. *Journal of Marriage and Family Therapy*, 39, 470-487. <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1752-0606.2012.00333.x>

Meets: CLO #1, #2, #4; PLO #9

November 1 – Exploring Inner Dialogue (Guest Presenter)

Read: Mudry, T. E., Strong, T., Sametband, I., Jong, M. R.-D., Gaete, J., Merritt, S., Ross, K. H. (2015). Internalized Other Interviewing in Relational Therapy: Three Discursive Approaches to Understanding its Use and Outcomes. *Journal of Marital and Family Therapy*, 42(1), 168–184. doi: 10.1111/jmft.12110 <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/jmft.12110>

Assignment:

Based on the above reading, how can we recognize the internal dialogue of clients and use this language respectfully to inform our work while enhancing our client's wellbeing? Please come prepared to discuss this question in class.

Meets: CLO #1, #2, #3, #4; PLO #9

November 8 – The Art of Clinical Interviewing with Families

Read: Sheinberg, M., & Brewster, M. K. (2014). Thinking and Working Relationally: Interviewing and Constructing Hypotheses to Create Compassionate Understanding. *Family Process*. doi: 10.1111/famp.12081 <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/famp.12081>

Assignment:

Based on the above reading, what questions in the article seemed to resonate with you and invite a relational response? Please come prepared to discuss this question in class.

Meets: PLO #8

November 15 – no class—Fall Break

November 22 Clinical Interviewing with Children: Narrative and Playful Approaches

Read: Butler, S., Guterman, J., & Rudes, J. (2009). Using Puppets with Children in Narrative Therapy to Externalize the Problem. *Journal of Mental Health Counseling*, 31(3), 225–233. doi: 10.17744/mehc.31.3.f255m86472577522 . <https://bit.ly/2kkTMiE>

Assignment:

What conversations can you imagine might best engage and encourage young children and adolescents? Please come prepared to discuss this question in class.

Meets: PLO #8

November 29 – Applications Beyond the Interviewing Room and Researching Your Own Practice

Assignment:

- a. Go back and analyze client feedback in the way that it makes most sense to you.
- b. Discuss narratively how you organized your information and what theories, ideas, and conclusions you have drawn.

- c. Read: Bavelas, J. B., & Chovil, N. (2006). [Hand gestures and facial displays as part of language use in face-to-face dialogue](#). In V. Manusov & M. Patterson (Eds.), *Handbook of nonverbal communication* (pp. 97-115). Thousand Oaks, CA: Sage. PDF copy to be posted on D2L

Meets: CLO #1, #2, #3 #4; PLO #5, #6

December 6 – Supervision and Going Beyond the Borders

Assignment:

Refer to the Blackboard questions and be prepared to discuss your answers in class.

Meets: CLO #1, #2, #4; PLO #9

Assignments

This is an experiential practice class with a regular out of class assignment.

Because of the practice nature of this course, the majority of your grade is awarded for full participation in the classroom activities. Therefore 60% (5 percent per class) of the course grade is based upon class participation and contribution both to the large group discussions (make sure you have the reading prepared for discussion) and small group activities. Quantity is not the issue. Your grade will be determined by my ability to comment on the way you think and make sense of concepts and new practices. To make this clear, I suggest that when you make your discussion contribution you mention with specifics what class readings you are connecting and referring to even as you talk about your own experiences, pose a question, or respond to another.

The remaining 40% of your grade will be reflected through the seven assigned process recordings (35 percent of grade) and researching of your own practice (5 percent of grade). Assignments should be handed in via D2L Dropbox. To be complete your process recording must be sent electronically by the end of Thursday before Friday class. Therefore, if class is on September 13th, then your process recording is due September 12th.

Recommended Readings

Watching Jeffrey Zeig on Psychotherapy and Hypnotherapy on
<http://www.youtube.com/watch?v=ks6PmUCpR3g&feature=related>

Materials from Janet Bavelas' webpage: <http://web.uvic.ca/psyc/bavelas/>

Lapadat, J. C., & Lindsay, A. C. (1999). Transcription in research and practice: From standardization of technique to interpretive positionings. *Qualitative Inquiry*, 5(1), 64-86.
<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/107780049900500104>

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2003). *Clinical interviewing*. Hoboken, NJ: John Wiley and Sons.
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1386485>

Tomm, K. (1988). Interventive Interviewing: Part III: Intending to Ask Lineal, Circular, Reflexive or Strategic Questions. *Family Process*, 1- 15. <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1545-5300.1988.00001.x>

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 Graduate Grading System will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
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.	80-84
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.	75-79
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.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

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.

University of Calgary Information

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-2.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, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2013): <https://acsw.in1touch.org/uploaded/web/website/DRAFT%20ACSW%20Standards%20of%20Practice%20Bill%202021%20Implementation%2002282019.pdf>

Students are expected to ensure they are both familiar with, and comply with these standards.

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."

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

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/p8lqb1nucdh/>

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at: <http://ucalgary.ca/ssc/graduatestudent>

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.

Supports for Mental Health and Wellness

The UCalgary Student Wellness Centre <https://www.ucalgary.ca/wellness-services> is an on-campus student wellness centre offering a variety of medical services, mental health services, and drop in spaces and programs. The Centre is located on the third floor of MacEwan Student Centre (MSC 370).

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. For more information visit the Campus Mental Health Strategy website <https://ucalgary.ca/mentalhealth/>

The UCalgary Student Wellness Centre provides mental health support and education to University of Calgary students Monday to Friday from 9:00a.m. to 4:30p.m. Call 403-210-9355 to make an appointment, or use drop-in appointment times (weekdays at 10:00am and 2:00pm). Afterhours support is also available by calling 403.210.9355.

Students can also call the Alberta wide, 24/7 Mental Health Help Line 1-877-303-2642 (toll free within Alberta) for confidential, anonymous service; crisis intervention; information about mental health programs and services; and referrals to other agencies if needed.

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>

Technology

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.

Student Representatives

The Social Work representative to the Students Union is to be determined (swsacalgary@gmail.com). The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

FOIP Act

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.

Academic Accommodations

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 Jessica Ayala, the Faculty of Social Work's Associate Dean (Teaching & Learning) jayala@ucalgary.ca.

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.

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 the primary Assembly Point for the building. You are encouraged to download the UofC Emergency App:

<http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app>

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.