

Course Number	SOWK 391 S02	Classroom	Online
Course Name	Practice & Evaluation with Individuals		
Day(s) & Time	Zoom sessions: Mondays 1-4pm		
Instructor	Olivia Cullen, MSW, RSW		
U of C E-mail	Olivia.cullen@ucalgary.ca	Phone	Please contact instructor via email

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 lectures, assigned readings, structured exercises, video resources, group discussion role-playing, and practice interviews, students will be introduced to core elements of communication theory and a generalist model for social work practice. These concepts serve as the theoretical foundation for the course, and specific communication skills will be identified, modeled, and practiced within the context of the classroom. Using video, role-play, and various feedback mechanisms, students will be able to explore and critique their own individual strengths and weaknesses in a variety of interview situations. Students must participate in small group practice sessions.

COURSE LEARNING OUTCOMES

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

1. Identify as a professional social worker and adopt a value perspective of the social work profession.
2. Demonstrate purposeful interviewing via application of listening skills, a supportive relationship, and a thinking approach to interviewing.
3. Begin to generate and test hypotheses through purposeful interviewing skills.
4. Employ critical thinking in the selective employment of these skills and to engage in research via critical thinking.
5. Adhere to social work values, ethics, and a professional social work identity in the selective employment of these skills.
6. Demonstrate awareness and understanding of human diversity in social work interviewing and communication.
7. 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.). 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. This course is for University Transfer route students only.

CLASS SCHEDULE

Dates	Topic	Text Readings & Due Dates
September 14 <i>Zoom Session</i>	Introductions, course outline review, cultural intelligence, and diversity	Chapter 10
September 21 <i>Zoom Session</i>	Professional Identity: Ethics, Values and Self Awareness	Chapter 1
September 24		Assignment 1: Part 1 (non-graded video) due
September 28 <i>Zoom Session</i>	Counselling Defined: History, Skills, Process and Pitfalls	Chapter 2
October 5 <i>Zoom Session</i>	Core conditions: The Relationship (Positive Regard, Congruence & Empathy – Part I)	Chapter 3 & 6
October 8		Assignment 1: Part 2 Due
October 12	Thanksgiving – NO CLASS	
October 19 <i>Zoom Session</i>	Core conditions: The Relationship (Positive Regard, Congruence & Empathy Part II)	Chapter 3 & 6
October 26 <i>Zoom Session</i>	Listening and Retention	Chapter 4
November 2 <i>Zoom Session</i>	Focusing the Interview, Asking Questions for Meaning & Developing a Hypothesis	Chapter 5

November 9-14	FALL TERM BREAK – NO CLASS	
November 16 <i>Zoom Session</i>	Empowerment, Assessing Readiness for Change & Clinical Interventions	Chapter 7
November 19		Assignment 2 Due
November 23 <i>Zoom Session</i>	Resistance, Challenging Behaviours and Confrontation	Chapter 8
November 30 <i>Zoom Session</i>	Addictions & Mental Health, Neuroscience	Chapter 9 & 11
December 7 <i>Zoom Session</i>	Evaluation	No Reading
December 10		Assignment 3 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

All assignments for this course are related and build on each other for continued self-reflexivity. They are developed in ways that allow students to assess the development of their communication skills over

the term and receive constructive feedback from peers and the instructor. 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.

Grading will emphasize the ability to conduct a critical self-reflection of one's evolving skills through self-awareness, application of the basic skills of counselling, use of feedback from colleagues and the instructor, ability to provide genuine constructive feedback, and openness to conduct self-evaluation.

**Assignment 1: There are two sections to this assignment (Part 1 is not graded; Part 2 is graded)
Meets CLOs: 1, 2, 3, 4, 5, 6, 7**

Part 1: Non-graded Baseline Tape Assignment

Due: Thursday September 24th by 11:59 pm

The baseline tape is envisioned as the very first social work interview with a simulated (role-play) client. Students will complete a role-play scenario with a classmate from the course (not with persons outside the class environment). Students will practice being both a "client" and a "social worker". This is not meant to be rehearsed; the value is as a 'live' performance of "interviewing-skills-in-process". The submitted video will be the student's role as "social worker". This will be used as a baseline for students to begin to reflect on and notice skills gained throughout the course. This video will also guide PART 2 of Assignment 1.

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.

Part 2: Graded portion – Reflective Paper: Who am I as a communicator?

Weight: 20%

Due: Thursday October 8th by 11:59 pm

The non-graded video can be used to provide insights into communication patterns. The reflective paper builds on the video (part 1) and requires students to critically develop self-awareness about who you are as a communicator, and an exploration of where your communication habits and patterns come from. Students will write a reflective paper exploring their self-understanding and the socio-cultural factors and patterns that have influenced their communication styles. The paper should **be 5-6 pages** (double-spaced, 12pt., Times New Roman, APA Manual 7th Edition guidelines). Be clear and concise in your description of who you are as a communicator.

Detailed instructions and assignment grading criteria provided on D2L.

Assignment 2: Video, Transcript, & Critique

Weight: 35%

Due: Thursday November 19th by 11:59 pm

Meets CLOs: 1, 2, 3, 4, 5, 6, 7

Assignment Two is an opportunity to put your skills into practice. The purpose of this assignment is to give you the opportunity to practice a counseling session during which you intentionally apply the

communication skills learned in this course thus far (through readings, discussions, and in-class role plays), and be able to identify and evaluate them. Use the recording as a tool to reflect on and assess your counselling skills.

(1) The Video Weight: 5%

The recorded session must be done with another classmate from this course; not persons outside of the class environment. Students will practice being both a “client” and a “social worker”. This is not meant to be rehearsed; the value is as a ‘live’ performance of “interviewing-skills-in-process”. The submitted video will be the student’s role as “social worker” and will be narrowed to 10 minutes.

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

(2) Transcript and identification of skills Weight: 10%

The format for writing the transcript is provided on D2L (The transcript and critique are one document in column format). Transcripts are meant to be verbatim as this allows the transcriber to discover a great deal about their communication skills and reflect on their suitability given the context in which they were used.

(3) The Critique Weight: 20% (2.5% for each of the 8 skills)

The format for writing the critique is provided on D2L (The transcript and critique are one document in column format). In this written critique, students will evaluate their performance of the demonstrated skills and missed opportunities. Using verbatim transcription, students are asked to identify the communication skills they applied appropriately, those that need improvement and those that were missed during the interview. Students are asked to particularly point at the locations where the following skills have been applied or missed:

- | | | | |
|----------------|-----------------|--------------------|----------------------------------|
| 1. Attending | 2. Empathy | 3. Positive regard | 4. Responding to non-verbal cues |
| 5. Questioning | 6. Paraphrasing | 7. Summarizing | 8. Use of silence |

Detailed instructions, assignment template, and assignment grading criteria provided on D2L.

Assignment 3: Critical reflective paper: On becoming a skilled communicator

Weight: 30%

Date Due: Thursday December 10th by 11:59 pm

Meets CLOs: 1, 2, 3, 4, 5, 6, 7

The purpose of this assignment is to give students the opportunity to critically reflect on learned skills, their application, and integration of constructive feedback received over the course, including the reviews of the role-played video. This assignment asks students to critically examine the integration of knowledge, skills and experience developed in practice. For this paper, students will focus on one skill that you have developed and learned to perform well since you started the course. In addition, comment on the strengths you found in your communication style that pre-existed this course and/or you observed or were given feedback from peers/instructors during this class.

Refer to the different class materials and other literature (3-4 peer-review journal articles or book chapters) to demonstrate your theoretical understanding of both the skill that has been developed and

the one that needs to be further improved. The paper should be a **maximum of 5 pages** (double-spaced, 12pt., Times New Roman, APA guidelines).

Detailed instructions and assignment grading criteria provided on D2L.

Assignment 4: Participation

Weight: 15%

Due: Weekly

Meets CLOs: 1, 4, 5, 6, 7

This is an experiential class that requires critical reflexivity and regular interactions with other students through role plays, small group discussions, and dialogue. Students are expected to demonstrate evidence of being engaged with the readings, a willingness to risk sharing reflections and challenging one's own behavior, and a willingness to support others in the learning process. A group is impacted when a member is absent from it or uninvolved in the activities/process.

Participation marks will consider involvement in the course (attending Zoom sessions, attending group practice sessions) and engaging thoughtfully in weekly discussion postings (1 posting and 1 response to a peer).

A midterm and final self-evaluation assessment document will be provided on D2L

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 (7th 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

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/. 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**