

<b>Course Number</b>	<b>SOWK 629 S01</b>	<b>Classroom</b>	Online
<b>Course Name</b>	<b>Professional Communications and Interviewing</b>		
<b>Day(s) &amp; Time</b>	Zoom Classes: Tuesdays 1:00 PM – 3:50PM via Zoom		
<b>Instructor</b>	<b>Anna Harland MSW, RSW Clinical Social Worker</b>		
<b>U of C E-mail</b>	<a href="mailto:anna.harland@ucalgary.ca">anna.harland@ucalgary.ca</a>	<b>Phone Will share privately</b>	<b>Office hours upon request</b>

#### 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. 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.
6. Students will be offered creative opportunities to engage in conversations with an emphasis on social justice in interviewing and communication.

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.

Class material will be delivered through lectures, class discussion, in class practice of learned skills, and some asynchronistic work will be expected. This is a practice heavy class – participation in in-class activities is a strong expectation.

#### COURSE LEARNING OUTCOMES

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

I. Articulate a Foundational Knowledge of interviewing and Use of Self within a social work interview	A. Know the characteristics of an effective professional helping relationship.
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	<ol style="list-style-type: none"> <li>1. Identify attitudes and behaviours that facilitate or influence/interfere with establishing a positive helping relationship.</li> <li>2. Identify issues related to values, ethics, cultural differences, and emotional responses that might affect the development of a professional social work relationship.</li> <li>3. Exhibit the following empathic dimensions: positive regard, respect and warmth, concreteness, immediacy, nonjudgmental attitude, authenticity and congruence.</li> </ol> <ol style="list-style-type: none"> <li>B. Understand and demonstrate the stages, phases and objectives of the interview process.</li> <li>C. Appreciate diversity issues particularly, gender, culture and socio-economic differences.</li> <li>D. Consider and apply anti-oppressive practice to interviewing guideline.</li> <li>E. Consider, understand, and speak to the Canadian colonial system as it applies to Indigenous Peoples specifically.</li> </ol>
II. Build Professional Relationships: Relational Interviewing Skills	<ol style="list-style-type: none"> <li>A. Demonstrate effective use of non-verbal communication. <ol style="list-style-type: none"> <li>1. Understand and be able to describe possible meanings associated with a variety of non-verbal behaviours.</li> <li>2. Demonstrate effective use of social worker non-verbal behaviours in live and recorded role plays.</li> </ol> </li> <li>B. Know and demonstrate effective and accurate attending and listening responses: <ol style="list-style-type: none"> <li>1. Attending behaviours, questions and active listening</li> <li>2. Reflecting feeling, content, and meaning</li> <li>3. Constructive challenging and supporting resistance</li> <li>4. Focusing and influencing skills.</li> </ol> </li> <li>C. Identify and refine interviewing behaviours that may not be helpful to an effective interview.</li> </ol>
III. Explore and Assess with Service Users: Assessment Skills	<ol style="list-style-type: none"> <li>A. Demonstrate basic assessment skills.</li> <li>B. Understand differences between, interviewing, counselling and therapy. Understand and demonstrate differences between conversational interaction and intentional interviewing and assessment.</li> <li>C. Illustrate the use of exploration and discovery through interviewing skills</li> </ol>
IV. Define the Focus of an interview: Goal Setting	<ol style="list-style-type: none"> <li>A. Focus on service user's understanding of their reason for accessing service.</li> <li>B. Support service user in identifying goals for service</li> </ol>
V. Evaluate and Give Feedback: Strengthening Interviewing Skills	<ol style="list-style-type: none"> <li>A. Analyze and provide feedback in instructor and peer role-plays and skill analysis.</li> <li>B. Analyze personal interviewing transcripts for tape assignments.</li> <li>C. Develop self-awareness and analysis about the strengths and limitations of one's own skills, role and impact in an interview.</li> </ol>

	D. Critically examine and reflect on the various ways in which language usage in their practices and in their interactions with other professionals and peers may be interpreted and understood.
VI. Articulate and Demonstrate Termination Strategies	A. Demonstrate termination strategies for a successful ending of the helping relationship B. Understand how social work is distinct from other helping professions. C. Recognize justice issues in society and the experience of the service user and be able to communicate these effectively, in a manner that encourages reflection and change.

**LEARNING RESOURCES**

**REQUIRED TEXTBOOKS AND/OR READINGS**

Chang, V., Decker, C., & Scott, S. (2018). *Developing Helping Skills. A Step-by-Step Approach to Competency*, (3<sup>rd</sup> ed.). Cengage Learning

**LEARNING TECHNOLOGIES AND REQUIREMENTS**

A D2L site is set up for this course which contains required readings and other 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 is a required course within the foundation stream MSW program. It offers a foundation for the 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. It is a foundational course for success in upcoming practicum and specialization courses

**CLASS SCHEDULE**

**All classes are scheduled Tuesdays 1 – 3:50pm via Zoom unless pre-arranged asynchronistic work has been assigned then online Zoom class will be adjusted to account for that time.**

DATE	TOPIC	STUDENT PREPARATION
<b>Foundational Use of Self – BEING &amp; KNOWING</b>		
Week 1 – Tuesday September 8th	Overview of course expectations and material Introductions and community building	Have posted introduction to yourself on D2L
Week 2 – Tuesday September 15th	Understanding yourself	Chapter 1 & posted articles on Mindfulness and Presence
Week 3 – Tuesday September 22nd	Understanding yourself & others	Chapter 2 & posted material on anti-oppressive, anti-racist counselling

Week 4 – Tuesday September 29th	<b>Values, Ethics, and Legal Obligations Professionalism and Professional Relationships</b>	<b>Chapters 3 &amp; 4 and posted material on self-care</b>
<b>BUILDING PROFESSIONAL RELATIONSHIPS – RELATIONAL INTERVIEWING SKILLS - DOING</b>		
Week 5 – Tuesday October 6th	Developing Working Relationships Foundational Interpersonal Skills – Active Attending Skills	Chapters 5,6 & 8
Week 6 – Tuesday October 13	Developing Working Relationships Foundational Interpersonal Skills – Active Attending skills continued	Chapters 5,6, & 8
<b>EXPLORING AND ASSESSING WITH SERVICE USERS – ASSESSMENT SKILLS</b>		
Week 7 – Tuesday October 20th	Asking and Responding to Questions	Chapter 9
Week 8 – Tuesday October 27th	Exploration and Discovery	Chapter 10
Week 9 – Tuesday November 3 <sup>rd</sup>	Working with strong emotion & regulating activation	posted learning materials
<b>Tuesday November 10<sup>th</sup> NO CLASS READING BREAK</b>		
Week 10 – Tuesday November 17th	Assessing Readiness and Motivation for Change Working with Defenses	Chapter 11
<b>DEFINING FOCUS – GOAL SETTING</b>		
Week 11 – Tuesday November 24th	Identifying Key Problems or Challenges Establishing Goals & Taking Action –	Chapters 12, 13, & 14
Week 12 – Tuesday December 1st	Beginnings & Endings From the beginning to the end practice	Chapter 7, & 15,
Week 13 Tuesday December 8th	From the beginning to the end practice (if needed)  Self-reflection, Peer feedback and appreciations, Review of learning	

## **ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

### **USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS**

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

### **GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor 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.

### **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**

### **Assignment #1: Class Participation (25%) Learning objectives I, II, III, IV, V, VI**

Class participation includes participation in Zoom sessions, 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 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 class is to be missed please speak to the instructor on how to meet the participation requirements.

## **Assignment #2: Recorded Practice and Review (60% total)**

This activity has three parts as follows:

1. **(a) Part A (10%) Objectives: I, II, III, IV, V Due: November 8th, 2020 12:00 PM - noon**

In teams of two, prepare a 15-minute recording of an interview between two class members. Each student will interview the other and change roles as interviewer and interviewee, with a focus on ongoing interview skills. 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.

2. **(b) Part B (20%) Objectives: II, III, IV, Due: November 8th, 2020 12:00 PM - noon**

Draft a two-page reflection on how you believe you did in your recording, what you thought was good work, what you would like to see yourself improve on next time, how you will accomplish this growth (self-assessment) and what kind of learning would be helpful to you in your growth going forward.

3. **(c) Part C (30%) Objectives: I, II, III, IV, V, Due: November 22nd, 2020: noon**

Select a 5-minute portion of your recording and transcript it (writing verbatim what happened in the recording) and 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 and think about why you asked or did what you did) The third column is for your critical analysis of what happened, i.e.) did your intervention give you the desired outcome and for comments by the instructor and what would you do differently if you could do it again or in similar circumstances in the future.

## **Assignment #3: Self-Reflection on Biases (15%) Objectives: I, II,V,VI, Due: December 6, 2020: Midnight**

You will provide a written reflection on what you perceive as your biases and judgements in interviewing. This may be a critique of how you focus your questions you when you are interviewing, discomfort with certain topics, populations or presenting issues. This is meant to be an honest reflection of how biases and judgments whether conscious or unconscious, verbal, behavioural, or non-verbal impact service users. Please explore in 750-1000 words (double spaced) what are your bias(es), where you may have developed it/them, what you perceive as its/their impact both on your own practice and on service users who may interact with you, **and** how you shall address bias and judgment in your practice. You will also speak to how, with these biases you are still practicing within the social work code of ethics CASW Code of Ethics 2005 and the ACSW Standards of Practice 2019

Criteria for assessments shall be discussed in class prior to the deadline of the assignments and rubrics will be posted on D2L.

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend the Integrative Seminar Zoom sessions and to be fully present and engaged in class activities and discussions. A rich exchange of ideas is a key element of the learning process in this class. It is expected that students will prepare in advance for each class and participate in all learning processes through thoughtful, respectful contributions.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

All assignments are to be submitted electronically through the D2L Dropbox at or before the date and time as specified in the course outline. If no time is stipulated, assignments are due before midnight on their due date. 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**

Grades are deducted for late submissions (one grade level per day will be deducted e.g. B to B-) unless otherwise specified in the course outline and without an extension being granted by the instructor. It is the student's responsibility to request an extension from the instructor should you require more time and offer an alternate due date and time for the instructor's consideration

### **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. 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 **Graduate Grading System** and Faculty of Social Work Percentage Conversion 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. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> 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. <b>Note:</b> 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**

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**

Supplemental learning materials will be discussed in class and when available will be posted on the D2L site.



## **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**