



<b>Course &amp; Session Number</b>	<b>SOWK 391 S02</b>	<b>Classroom</b>	SA (Science A building) 124A
<b>Course Name</b>	Practice and Evaluation with Individuals		
<b>Day(s) &amp; Time</b>	Friday 9:00 a.m. to 11:50 am		
<b>Instructor</b>	Shannon McIntosh, MSW, RSW		
<b>U of C E-mail</b>	<a href="mailto:mcintosr@ucalgary.ca">mcintosr@ucalgary.ca</a>	<b>Telephone:</b>	(403) 998-8465

### 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 areas of growth in a variety of interview situations. Students will be encouraged to participate in small group practice sessions during class time.

The course structure will encompass an open discussion about reflections from our learnings, a topical mini-lecture, small group discussions, demonstration of learnings through role play activities and then a summary of our take-aways during a journal entry at the end of class.

### COURSE LEARNING OUTCOMES

1. To foster and articulate a “beginning” professional practice framework that outlines how you will engage in direct generalist practice in a range of contexts working with individuals.
2. To develop critical thinking skills in direct generalist practice by applying ideas of social justice, human rights and diversity to micro level social work.

3. To understand theories used in generalist social work practice with individuals and conceptualize how these theories guide engagement, assessment and intervention in the planned change process.
4. To critically analyze your own social location and be able to articulate how your use of self is incorporated into your direct practice.
5. To learn purposeful interviewing skills through application of relationship building, listening skills and the development of generative questions;
6. To begin to generate hypotheses and develop case conceptualization through compassionate, non-judgemental dialogue;
7. To enhance adherence to social work values, ethics and professional social work identity in the selective employment of interviewing, communication and assessment skills with individuals.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

Shebib, Bob (2017). *Choices: Interviewing and counseling skills for Canadians* (7<sup>th</sup> ed.) Pearson Canada.

Additional handouts will be provided during the course and recommended readings will be shared on D2L.

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

## CLASS SCHEDULE

Block Week: Monday – Friday, August 30 – September 3, 2021

Labour Day, Monday, September 6, 2021

Start of Classes: Tuesday, September 7, 2021

National Day of Truth and Reconciliation: Thursday, September 30, 2021

Thanksgiving Day: Monday, October 11, 2021

Remembrance Day: Thursday, November 11, 2021

Term Break, no classes: Sunday – Saturday, November 7-13, 2021

End of Classes: Thursday, December 9, 2021

End of Term: Friday, December 24, 2021

Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

\*\* Please note that the University of Calgary recognizes Thursday, September 30, 2021, as the National Day of Truth and Reconciliation. This is a federal holiday. University operations are closed on this day.

Session Date	Topic	Readings and Due Dates
September 10, 2021	Introductions, cultural intelligence and diversity	Chapter 10
September 17, 2021	Considering professional identity, values and ethics while communicating with individuals	Chapter 1
September 24, 2021	Planned change process and assessment in generalist social work practice	Chapter 2 <i>*Part one of assignment one due (non-graded)</i>
October 1, 2021	Building and maintaining relationships	Chapter 3 <i>*Assignment one due</i>
October 8, 2021	Using active listening to understand messages	Chapter 4
October 15, 2021	Using empathy to distinguish emotions	Chapter 6
October 22, 2021	Asking questions to clarify meaning	Chapter 5
October 29, 2021	Examining questioning and assessment tools	Chapter 5
November 5, 2021	Using creative, strength-based interventions in generalist social work practice: guest speaker	Chapter 7 <i>*Assignment two due</i>
November 12, 2021	Term break – No class	
November 19, 2021	Managing challenging interactions with individuals	Chapter 8
November 26, 2021	Indigenous approaches: guest speaker	Dupois-Rossi, R (2018) Indigenous historical trauma: a decolonizing therapeutic framework for indigenous counsellors working with indigenous clients. (pp 275-304) In S. Collins (Ed.), <i>Embracing Culturally Responsivity and Social Justice</i> . Victoria, BC: Counselling Concepts.
December 3, 2021	Creating a personal, sustainable wellness plan to enhance our practice with individuals	Handout <i>*Assignment three due</i>

#### ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

#### EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION

The Faculty of Social Work (FSW) is committed to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We

acknowledge systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, cultural barriers to their education. We recognize, honour and integrate into our work diverse perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

## ASSESSMENT COMPONENTS

### Assessment of Learning

Reflective Paper on Communication Style	20%	October 1, 2021
Video, Transcript and Critique	40%	November 5, 2021
In-Class Presentation on Developed Skills	30%	November 26 - December 3, 2021
Weekly Journal Entries	10%	Each class

### Assignment 1, Part A: Baseline Video (non-graded) – Due September 24, 2021 by 9:00 am

Aligned Course Learning Outcomes (CLOs): 1,2,3,4,5,6,7

The baseline video is intended to be the very first social work interview with a simulated (role-play) client. The purpose of this non-graded assignment is to allow students to pay attention to their initial verbal and non-verbal communication patterns, and to question where these patterns come from; to self critique with regards to attending, listening, retaining and processing information received, along with their own feedback mechanisms; and to serve as a reference chart for cumulative skills gained through the term. Students are encouraged to pay attention to verbal utterances such as “ah and okay”; Non-verbal movements and postures that mirror or react to verbal exchanges, or whatever passes (including internal thought processes on the part of the ‘social worker’) between the two participants. One example scenario could be a social work student accessing the University Counseling Centre about anxiety relating to being taped for this assignment. The content of the video should be a topic that comes naturally to the client for maximum realism and is expected to be 8-10 minutes in length.

This initial role play needs to be done with another classmate from this course; not persons outside of the class environment. DO NOT REHERSE THIS INTERVIEW; Its value is of it being a ‘live’ demonstration of ‘interviewing skills in progress.’ As stated previously, this video serves as a critiquing mechanism to help us start understanding the communicative patterns previously unknown to us. Try not to feel too self conscious. Remember that all students are at the same skill level, and we are all learning. Please do not 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 circumstances. Both ethically and professionally, students may not yet be equipped to therapeutically address ‘real life’ problems at this time.

### Assignment 1, Part B: Reflective Communication Paper (20%) – Due October 1, 2021 by 9:00 am

This paper is based on the non-graded video assignment that was intended to offer insights into some communication patterns you may be unaware of. Building on this video, the reflective paper requires you to critically develop self-awareness about who you are as a communicator and explore the origins of your communication habits and patterns and ways they may have developed. The assignment should be written with an understanding that the different social locations we occupy (i.e. gender, age, race, culture, sexual orientation, geographical location) and the defining moments of our upbringing influence how we communicate our ideas and feelings.

Please write this reflective paper exploring your self-understanding and socio-cultural factors and patterns that have influenced your communication styles. Before beginning the writing process, ask yourself: Who am I as a person? Who am I as communicator?

The paper will be evaluated based on the critical exploration and self-understanding expressed in the paper. Based on the review of your baseline video, you're encouraged to choose a particular piece of your identity that defines you as a communicator. Relate your reflection of this identity to different events and messages that shaped this understanding of yourself.

Please use the following questions as a guide in writing this paper:

- I. How do I identify or characterize myself as a communicator? How was this identity reflected in my video? Does the video reveal anything about my usual interactions with others?
- II. What were the key influences or messages (from family, other important people in my upbringing) that shaped who I am today as a communicator?
- III. How did these messages influence my communication patterns?
- IV. How do my patterns of communication influence my relationship with others (colleagues, friends, others)?
- V. What patterns would I like to change in order to become a better communicator?

For the assignment,

1. Identify and explain the characteristics of who you perceive yourself to be as a communicator (2-3 characteristics) – these can be identified from the video or your existing knowledge. (5 points)
2. Identify the key influences, their potential origins and a brief explanation of this knowledge (5 points)
3. Appraise the patterns of communication that were identified (5 points)
4. Identify two patterns that you feel require adjustments and explain how these changes will be achieved. (5 points)

The paper should be 5 – 6 pages (double-spaced, 12 pt. Times New Roman)

A rubric for this assignment will be provided on D2L.

### **Assignment 2: Video, Transcript and Critique (40%) – Due November 5, 2021 by 9:00 am**

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

Assignment two is an opportunity to assess and develop your communication skills further by creating a portion of simulated counseling session (ten minutes) with a classmate and subsequently completing a transcript and critique of this segment of the interview. Students will have had classroom instructions,

readings and discussions around content and theory and class role play practice time to build these skills.

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. You'll also be invited to identify and evaluate these skills. Please use the recording as a tool to reflect on and assess your communication skills.

#### **A) The Video (10%)**

The recorded session will be completed with another classmate from this course. Students are encouraged to pick role play partners no later than September 17, 2021 with whom to practice during and after class hours and to complete this assignment. As noted previously, please do not attempt a 'real-life' scenario involving violence or abuse.

The full interview will be narrowed to **ten minutes** between a student role playing the client (C) with another student role playing the social worker (SW). Please see the associated rubric for this assignment on D2L for more details. The student playing the role of 'social worker client' will be invited to portray, as realistically as possible, the scenario they have chosen. While this scenario may be building on previous role plays, it cannot be rehearsed with the student playing the part of 'professional social worker.' The video should be recorded on a system that can be uploaded onto D2L.

#### **B) Transcript and Identification of Skills (10%)**

The format of how to create the transcript and how to identify communication skills will be provided on D2L. Transcripts are meant to be verbatim; including all utterances such as "umm" and "err" as well as other non-verbal expressions in brackets, such as [client and social worker laughing together]. Verbatim transcriptions allow the transcriber to discover a great deal about their own communication skills and reflect on their suitability given the context in which they were used.

By doing verbatim transcription, students are asked to identify the communication skills they feel they applied appropriately, those skills they feel require improvement and those skills that were missed during the interview. Students are asked to point at the locations where the following skills have been applied or missed. These skills include: attending, empathy, positive regard, responding to non-verbal cues, questioning, paraphrasing, summarizing and use of silence.

#### **C) The Critique (20%)**

In this double spaced, 5 – 6-page written critique, students will be asked to evaluate their application of the demonstrated skills as well as missed opportunities. Students will be encouraged to remark upon their own evaluation of their skill level and comment upon their noted strengths and areas of potential growth by critically examining the context in which the above skills were applied or overlooked. For example, what was said or not said before or after the social worker's response.

A rubric for the critique will be posted on D2L.

**Assignment 3: In-Class Presentation (30%) – Due November 26 - December 3, 2021, 9:00 – 11:30 am**

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

The goal of this assignment is to offer you the chance to critically reflect on learned skills and knowledge, application, and integration of constructive feedback received over the course. This would include the reviews of the role-played video. During this assignment, you'll be invited to critically examine the integration of this knowledge, skills and experience in practice.

Please choose one skill you feel you have developed and presented well based on learnings from the course. This may be a skill that you have been wanting to grow or have felt a need to focus on particularly.

For the assignment,

1. Identify the pattern or the difficulty in the skill you wished to develop or enhance. Please name this skill and briefly explain why you felt inspired to pay attention to this ability. (5 points)
2. Highlight the theoretical literature and steps you endeavoured to develop this skill. (12.5 points)
3. Provide a self-evaluation of the progress made, the challenges that you continue to overcome and the efforts you are applying to continue to develop these skills. (12.5 points)

Please use the following questions to guide this self-assessment:

- I. What one skill have I come to develop well and integrate into my communication habits? Was this skill noticed in my original reflection or did I learn to recognize it through classroom activities?
- II. What were my initial challenges in using this skill in my communication with others?
- III. How did I learn to integrate this skill in my communication habits in every day life?
- IV. What does the literature say about this identified skill? How has this literature helped me to enhance this skill?
- V. How did I consider socio-cultural factors (i.e., class, race, ethnicity, gender, language, religion, sexual orientation, disability, age and geography) in the way I communicate with others?
- VI. What other factors did I depend on to further develop my communication skills?
- VII. What are some ways I can continue to grow in my communication skills with others?
- VIII. What obstacles have I become aware of and how might I strive to manage these in the future?

Please refer to the different class materials and other literature shared in this class (3-4 peer-reviewed journal articles and/or book chapters) to demonstrate your theoretical understanding of both your developed communication skills and a particular skill that is continuing to grow.

A rubric for this assignment will be provided on D2L.

#### **Assignment 4: Journaling (10%) – Due at the end of every class**

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

This is an experiential class that requires critical reflexivity and regular interactions with other students through role play, small group discussions, and dialogue. Building directly upon these day-to-day interactions, students will be asked to submit a written short paragraph (no more than three lines of hand writing) on an index card provided by the instructor, pertaining to one point they are taking away or a skill they plan to practice outside the classroom. Explain why you feel this is an important task for you to assume. Students are welcome to capture each journal entry with a photo as a reminder.

The instructor will create space for this task at the end of each class and then journal entries will be collected at the conclusion of each class for those who have attended. If a student misses a class, they will lose 1% of the marks for this assignment. Once the course is complete, all hand written reflections will be returned to each student as a reminder of their developed skills. Each journal entry will be worth one per cent of the assignment grade.

For more details on the above noted assignments for this course, please refer to assessment rubrics that will be provided on D2L.

### **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

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. There are no tests or final exams in this course. Assignments are academic papers, video recordings and transcripts along with participation. 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 to all written submissions.

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 from the instructor, ability to provide genuine constructive feedback and openness to conduct self-evaluation.

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

The hope for this class is to create a safe, positive and generative environment to learn and share. Compassion and openness to other perspectives will be fostered and students will be treated with dignity and respect. It is strongly encouraged to complete assigned readings prior to class, to participate in all classes and to complete assignments on their due dates. Since the learning is cumulative, missing a class may disadvantage you in later sessions. If you are unable to attend a class, you'll be invited to offer a contribution when you return to the learning environment. As your instructor, I will draw from a wide variety of instructional methods including lectures, group facilitation and discussions, role-playing exercises, guest speakers, and course assignments. I'll also encourage each student to think critically, to be self-reflexive and to engage actively in classroom activities.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

With the exception of the weekly handwritten journal entries, please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word format and should include a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 9:00 am 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**

Late assignments will be accepted in exceptional circumstances and at the discretion of the instructor and grade reductions will apply for assignments submitted subsequent to deadlines. You are welcome to speak with the instructor to communicate difficulty meeting due date expectations.

## **EXPECTATIONS FOR WRITING**

With the exception of the class journal entries, all assignments will be assessed partly on writing skills. These 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 7<sup>th</sup> edition 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 **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage Range</b>
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. The instructor wholeheartedly welcomes all students to engage in open conversations about the content of the course and any other related inquiries.

## ADDITIONAL SUGGESTED READINGS

Additional suggested readings for the course will be provided to students in D2L.

## 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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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://ucalgary.ca/legal-services/sites/default/files/teams/1/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 AND GENDER-BASED 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

## **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