



<b>Course &amp; Session Number</b>	<b>SOWK 391 S05</b>	<b>Classroom: Online</b>	
<b>Course Name</b>	<b>Practice and Evaluation with Individuals</b>		
<b>Day(s) &amp; Time</b>	<b>Fridays 1:00 pm - 3:50 pm</b>		
<b>Instructor</b>	<b>Jason Stein, MSW, RSW</b>		
<b>U of C E-mail</b>	<a href="mailto:jason.stein@ucalgary.ca">jason.stein@ucalgary.ca</a>	<b>U of C Phone</b>	<b>Please connect via email</b>

#### **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 DESCRIPTION**

Using assigned reading, lecture, video recordings and role-plays, the course is designed to offer the student:

1. a framework for understanding the role of a social worker in the context of an interview
2. an opportunity to learn and practice specific interpersonal communication skills in a variety of simulated interview situations
3. further development of critical awareness of one's own personal style as a social work interviewer

Students will be challenged to develop both a cognitive and a behavioural grasp of basic interpersonal communication skills within the context of social work practice. Students will be introduced to core elements of communication theory and generalist practice to assist students to make conscious use of a range of interviewing and communication skills. These concepts will serve as the theoretical foundation of the course. Using the feedback mechanisms provided by video and role-play exercises, students will begin to explore and critique their own individual strengths and areas for development in a variety of interview situations. There are no pre-requisites or co-requisites for this course.

## **COURSE LEARNING OUTCOMES**

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

1. To identify as a professional social worker and adopt a value perspective of the social work profession.
2. To learn purposeful interviewing via application of listening skills, a supportive relationship, and a thinking approach to interviewing.
3. To begin to generate and test hypotheses through purposeful interviewing skills.
4. To employ critical thinking in the selective employment of these skills and to engage in research via critical thinking.
5. To adhere to social work values, ethics, and a professional social work identity in the selective employment of these skills.
6. To be cognizant of human diversity and to recognize and implement links between components of social work practice via these skills.
7. To be able to 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.

### **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 foundational skills to the social work practicum placements and other higher-level classes. 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.

Dates	Topics	Readings/ Due Dates
Sept. 10 <sup>th</sup> Zoom	Introductions and overview of course outline and requirements (The Shared Learning Environment) Cultural Intelligence and diversity – How we Show up with and for Others	Shebib (2017)- Chapter 10
Sept. 16 <sup>th</sup> Last day to drop class without financial penalty		
Sept. 17 <sup>th</sup> Last day to add swap course		
Sept. 17 <sup>th</sup> Zoom	Professional Identity: Ethics, Values, and Self-Awareness	Shebib (2017)- Chapter 1
Sept 24 <sup>th</sup> Zoom	Counselling Defined: History, Skills, Process and Pitfalls	Shebib (2017)- Chapter 2 Part 1: Non-graded Baseline Tape Assignment Due: Friday September 24th by 11:59 pm
Oct. 1 <sup>st</sup> Zoom	Core conditions: The Relationship (Positive Regard, Congruence & Empathy – Part I)	Shebib (2017)- Chapter 3 & 6 Assignment 1: Part 2 Due Friday October 1 <sup>st</sup> by 11:59 pm
Oct. 8 <sup>th</sup> Zoom	Core conditions: The Relationship (Positive Regard, Congruence & Empathy Part II)	Shebib (2017)- Chapter 3 & 6
Oct. 15 <sup>th</sup> Zoom	Listening and Retention	Shebib (2017)- Chapter 4
Oct. 22 <sup>nd</sup> Zoom	Focusing the Interview, Asking Questions for Meaning & Developing a Hypothesis	Shebib (2017)- Chapter 5
Oct. 29 <sup>th</sup> Zoom	Empowerment, Assessing Readiness for Change	Shebib (2017)- Chapter 7
Nov. 5 <sup>th</sup> Zoom	Clinical Interventions – Options and Opportunities	Shebib (2017)- Chapter 7 Assignment 2: Video, Transcript, & Critique Due Between Friday Nov. 5 <sup>th</sup> at 11:59 pm – Friday November 13 <sup>th</sup> at 11:59 pm
Nov. 7-13	Reading Week, NO CLASSES	
Nov. 19 <sup>th</sup> Zoom	Resistance (Dissecting the Myths), Challenging Situations and Confrontation	Shebib (2017)- Chapter 8
Nov. 26 <sup>th</sup> Zoom	Addictions & Mental Health, Neuroscience	Shebib (2017)- Chapter 9 & 11

		<b>Assignment 3: Critical Reflective Paper Due Friday November 26<sup>th</sup> at 11:59 pm</b>
Dec. 3 <sup>rd</sup> Zoom	Evaluation and Outcomes Closing the Therapy Relationship	No Reading <b>Assignment 4: Participation Self-Assessment Due Friday December 3<sup>rd</sup> at 11:59 pm</b>
Dec. 8 <sup>th</sup> Last day to Withdraw from course		

<b>ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION</b>
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**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>

**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) for your best learning experiences. 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

## ASSESSMENT COMPONENTS

**Assignment 1: There are two sections to this assignment (Part 1 is not graded; Part 2 is graded)**  
Aligned Course Learning Outcomes: 1,2

### **Part 1: Non-graded Baseline Tape Assignment**

**Due: Friday September 24<sup>th</sup> 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 your personal history or current circumstances that are intense in nature. 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. More guidelines for this will be provided in class.

Detailed instructions provided on D2L.

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

**Weight: 20%**

**Due: Friday October 1st 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 pages** (double-spaced, 12pt., Times New Roman, APA Manual 7<sup>th</sup> Edition guidelines). Be clear and concise in your description of who you are as a communicator.

Detailed instructions and assignment grading criteria provided in D2L.

### **Assignment 2: Video, Transcript, & Critique**

**Weight: 35%**

**Due: Friday November 5<sup>th</sup> by 11:59 pm**

Aligned Course Learning Outcomes: 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. Active Listening/Silence    | 2. Empathy      | 3. Positive regard | 4. Congruence                             |
| 5. Questioning/Interview Focus | 6. Paraphrasing | 7. Summarizing     | 8. Avoiding Problem Solving/Advice Giving |

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: Friday November 26<sup>th</sup> by 11:59 pm**

Aligned Course Learning Outcomes: 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/Self-Assessment Template Due: Friday December 3<sup>rd</sup> by 11:59 pm**

Aligned Course Learning Outcomes: 1,2,3,4,5,6,7.

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).

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

#### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to be fully present and engaged in each class activities and discussions. If a student must miss a class, it is the student's responsibility to catch up on discussions, notes and other information through other classmates and/or D2L. All class PowerPoints, videos, reading and other material will be posted on D2L. If classes are conducted virtually, Zoom sessions will be recorded when appropriate for lecture material but some class discussion may not be recorded due to confidentiality concerns of other students.

#### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm 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**

Assignments submitted after the deadline may be penalized with a grade reduction.

### **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 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
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**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 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