



<b>Course &amp; Session Number</b>	<b>SOWK 391 S04</b>	<b>Classroom</b>	
<b>Course Name</b>	<b>Practice and Evaluation with Individuals</b>		
<b>Day(s) &amp; Time</b>	Start of Classes: Sept 12, 2022 End of Classes: Dec 5, 2022 <b>Mondays 1:00- 3:50pm</b> Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	<b>Krista Osborne, RCSW, MSW</b>		
<b>U of C E-mail</b>	<a href="mailto:krista.osborne@ucalgary.ca">krista.osborne@ucalgary.ca</a>	<b>U of C Phone</b>	<b>Please connect via email</b>

**OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION**

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

<sup>1</sup> In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

## **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.

All classes will be face to face using role plays and other highly experiential methods of learning. Students are expected to participate in all learning activities. 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 with clients from various contexts and cultural backgrounds.
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 with an emphasis on cultural humility.
6. To be cognizant of human diversity, cultural complexities, and issues of power and control when using these skills with marginalized, racialized, and other diverse communities.

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 (2020). *Choices: Interviewing and counseling skills for Canadians* (7th ed.). North York, ON: Pearson Canada. ISBN: 9780134842486

**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**

<b>Asynchronous Content (6 hours)</b>		
<b>Dates</b>	<b>Topics</b>	<b>Readings/ Due Dates</b>
Before Oct 3rd	Listen to podcasts and prepare analysis for Assignment 2 (3 hours)	See Assignment 2 Barnes, M. (Host). (Feb. 5, 2021). Dion, A, & Suntjens, T. (Hosts). (June 1, 2020). Knight, W. A. (Host). (June, 2021). Sobata, P. (Host). (May 18, 2021)
Before Nov 1	Conduct an interview, be an interview subject and complete a process recording for Assignment 3 via zoom (3 hours)	See Assignment 3
<b>Synchronous Content (33 hours)</b>		
<b>Dates</b>	<b>Topics</b>	<b>Readings/ Due Dates</b>
Sept. 12 <sup>th</sup>	Introductions and overview of course outline and requirements Professional Identity: Ethics, Values, and Self-Awareness Social Justice, Cultural humility, and diverse ways of knowing in counselling work.	Shebib (2020)- Chapter 1 <b>Due: Worksheet 1 (at end of class)</b>
Sept. 15 <sup>th</sup> Last day to drop class without financial penalty		
Sept. 16 <sup>th</sup> Last day to add swap course		
Sept. 19 <sup>th</sup>	The Skills, Process and Pitfalls of Counselling.	Shebib (2020)- Chapter 2

	Use and abuse of Power	<b>Due: Worksheet 2 (at end of class)</b>
Sept 26 <sup>th</sup>	Relationship: The Foundation for Change Social Location/marginalization and effects on supportive relationships	Shebib (2020)- Chapter 3 <b>Due: Worksheet 3 (at end of class)</b>
Oct. 3 <sup>rd</sup>	Listening and Responding: The Basis for Understanding	Shebib (2020)- Chapter 4 <b>Due: Worksheet 4 (at end of class)</b> <b>DUE: Assignment 2</b>
Oct 10 <sup>th</sup> Thanksgiving No Classes		
Oct. 17 <sup>th</sup>	Asking Questions: The Search for Meaning	Shebib (2020)- Chapter 5
Oct. 24 <sup>th</sup>	Supporting Empowerment and Change: Assessment and Intervention	Shebib (2020)- Chapter 6 and 7
Oct. 31 <sup>st</sup>	Difficult Situations: Engaging the Hard-to-Reach Clients	Shebib (2020)- Chapter <b>DUE: Assignment 3</b>
Fall Break November 6 <sup>th</sup> -12 <sup>th</sup> No classes		
Nov. 14 <sup>th</sup>	Mental Disorders and Substance Misuse Student Presentations (Assignment 4)	Shebib (2020)- Chapter 9
Nov. 21 <sup>st</sup>	Additional Cultural considerations Student Presentations (Assignment 4)	Shebib (2020)- Chapter 10
Nov. 28 <sup>th</sup>	Neuroscience and Counselling Student Presentations (Assignment 4)	Shebib (2020)- Chapter 11
Dec. 5 <sup>th</sup>	Student Presentations (Assignment 4) Conclusion and wrap-up	
Dec. 7 <sup>th</sup> Last day to Withdraw from course		

### Important Dates for Fall 2022

- Start of Term: Monday, August 29, 2022
- End of Term: Friday, December 23, 2022
- Fee deadline: Friday, September 23, 2022
- Labour Day, no classes: Monday, September 5, 2022
- National Day for Truth and Reconciliation, no classes: Friday, September 30, 2022
- Thanksgiving Day, no classes: Monday, October 10, 2022
- Remembrance Day, no classes: Friday, November 11, 2022

### ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

### MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use Zoom 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.

## ASSESSMENT COMPONENTS

### **Assignment 1: In Class Reflection Worksheets (10%)**

**Due Date: Sept 12, Sept 19, Sept 26, Oct 3 at the end of class.**

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

Assignment Description:

Using a worksheet provided in class, students will briefly reflect, evaluate, and process their and/or other students' skill after completing in class role plays and demonstrations. These Worksheets will be handed out at the beginning of demonstration and will be handed in at the end of class. These worksheets are meant to facilitate learning, reflection and encouraging students to stay on task. They are not intended to academic pieces of writing. Therefore grammar, spelling and other writing skills will not be evaluated as part of this assignment. Point form is acceptable.

Students that are not able to attend these classes will be expected to complete these assignments on their own time and submit a video of their roleplay or demonstration. They may need to find another student or family member to help them complete the assignment.

Assessment Criteria: Assessment rubrics will be provided in class/posted on D2L.

### **Assignment 2: Critique of Professional Interview (30%)**

**Due: Oct. 3<sup>rd</sup> by 11:59pm**

Aligned Course Learning Outcomes: 1, 3, 4, 6, 7

Assignment Description:

1. Choose TWO of the following podcasts. Listen to each interview focusing on the process of the interview rather than the content of the interview.

Barnes, M. (Host). (Feb. 5, 2021). Healing and helping: Reconnecting with Indigenous culture, the land, ceremony, music & the self. (Episode 20) [Audio podcast episode]. In *Social Work Me*. Southwest Counselling Services. <https://lnns.co/fk713qOxyAW>

Dion, A, & Suntjens, T. (Hosts). (June 1, 2020). Reclaiming Space with Dr. Leona Makokis (Episode 1) [Audio podcast episode]. In *Two Crees in a Pod*. MacEwan University. <https://anchor.fm/terri-suntjens/episodes/Reclaiming-Space-with-Dr--Leona-Makokis-eesovj/a-a2c2qgo>

Knight, W. A. (Host). (June, 2021). Dr. Bukola Salami (Episode 3) [Audio podcast episode]. In *Black Talk*. University of Alberta. [https://soundcloud.com/user-468210839/blacktalk-podcast-episode-03-dr-bukola-salami?utm\\_source=clipboard&utm\\_campaign=wtshare&utm\\_medium=widget&utm\\_content=https%253A%252F%252Fsoundcloud.com%252Fuser-468210839%252Fblacktalk-podcast-episode-03-dr-bukola-salami](https://soundcloud.com/user-468210839/blacktalk-podcast-episode-03-dr-bukola-salami?utm_source=clipboard&utm_campaign=wtshare&utm_medium=widget&utm_content=https%253A%252F%252Fsoundcloud.com%252Fuser-468210839%252Fblacktalk-podcast-episode-03-dr-bukola-salami)

Sobata, P. (Host). (May 18, 2021). "Making Whiteness Strange": Exploring Anti-Racist Social Work Education: Dr. Donna Jeffery (Episode 293) [Audio podcast episode]. In *In Social Work*. University of Buffalo, Social Work Department.  
<https://www.insocialwork.org/episode.asp?ep=293>

2. Compare and contrast interviewing styles of the interviewers. Students will write an 8-10-page paper discussing the following points (APA formatting). A question and answer format is acceptable for formatting this paper. Please find at least 4 academic journal articles to support the paper.
  - a. Outside of the content of the interview, comment on the strengths and weaknesses of the interviewers.
  - b. What specific skills did the interviewer or interviewers demonstrate?
  - c. How did the interviewer's world view or social location impact the way they conducted the interview? How did the interviewees?
  - d. How is this type of interview the same or different than the interviews discussed in class?
  - e. How does the topics of the interviews apply to the content of this course?
  - f. What have you learned that you can apply to your own practice?
  - g. Connect to the Social Work Code of Ethics and/or Standards of Practice.

Assessment Criteria: Assessment rubrics will be provided in\_class/posted on D2L.

### **Assignment 3: Process Recording of Interview (20%)**

**Due: Oct 31<sup>st</sup> by 11:59pm**

Aligned Course Learning Outcomes: 1, 2, 5,

Assignment Description:

#### **1. Interview Recording**

Students will conduct and record a 15-20 min interview via Zoom with a partner. The purpose of the interview is to demonstrate your current interviewing skills and ability to self-reflect on the process of an interview.

These interviews are of the "get to know you" variety and are not intended to be counselling sessions. Students should not delve deeply into traumatic material about the other student's life as students are not likely at this point in their training skilled enough to manage complex emotional information.

The goal of this interview is to practice interviewing skills not to provide any type of therapy to the interviewee. Students should keep this in mind when doing the interview but also when being the interviewee. Please respect the interviewees comfort and boundaries. Remember, students are novice interviewers. Mistakes are normal even with advanced interviewers and help provide opportunities for reflection and growth. These interviews should not be scripted.

#### **2. Process Recording/Transcription**

Next students will do a process recording of the interview. This is simply a word for word transcription of the interview as well as a general identification of skills used during the interview. The student can use transcription software if they choose but the student should

identify what software they used. A sample and more detailed description will be posted on D2L.

**BOTH a copy of the video and the process recording need to be submitted to D2L.**

Assessment Criteria: Assessment rubrics will be provided in\_class/posted on D2L.

#### **Assignment 4: Critique and Reflection of Interview Presentation (30%)**

**Due: Students will sign up for their presentation time on the first class**

Aligned Course Learning Outcomes: 1, 3, 4, 7

##### Assignment Description:

Students will create a 10-15 min presentation that they will show to the class. This presentation provides students with an opportunity to evaluate their learning and growth over the term as well as demonstrate their skills. These presentations can be live or pre-recorded but will be watched in class during class time.

Using the process recording completed in Assignment 4, students will present a general critique of their skills as well as a reflection on the interviewing process. Also in this presentation students will demonstrate their strengths and critically examine areas for future improvement. The presentation should include specific references from the textbook as well as one 5 min clip from their interview to demonstrate points made in the presentation. Students should be prepared to receive feedback and answer questions from the class after the presentation is complete.

Assessment Criteria: Assessment rubrics will be provided in\_class/posted on D2L.

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

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

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above (See Assignment 1). Students unable to attend in person class will be provided the worksheets and exercise done in class and be expected to complete these at home.

#### **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. Please do not email copies of assignments to the Instructor.

## LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. 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. This grading system overrides the grading system in D2L.

Instructor will round to the nearest percentage point on D2L final assigned weighted grade for the course.

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.

**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’s [Code of Conduct](#).

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).

**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. 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. Please refer to the full policy on [Student Accommodations](#).

**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](#) before beginning the assignment.

### **Academic Misconduct**

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

### **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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) 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 and Gender-based 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.

### **Other Important Information**

Please visit the [Registrar’s website](#) 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