

Course Number	SOWK 303 S01/T01	Classroom	Online
Course Name	Practice with Individuals in Context		
Day(s) & Time	See Community Calendar		
Instructor	Trish Smith		
U of C E-mail	psmit@ucalgary.ca	Phone	By appointment

SYLLABUS STATEMENT

Focuses on Interviewing and counseling skills from a generalist social work perspective. Emphasis will be given to skill development, critical reflection, practice evaluation, and practical application within rural, remote and Indigenous contexts.

COURSE DESCRIPTION

This course focuses on theory and practice to enhance interviewing skills within an environment sensitive to issues of diversity, culture, gender, power and language. This course is designed to offer the student opportunities to learn and practice specific interpersonal communication skills within the context of the social work interview. Students will explore and critique their own individual interviewing strengths and limitations in interview situations. Particular emphasis will be given to skill development, critical reflection, and practical application within rural, remote and indigenous contexts.

Students are expected to review all required content and to attend all zoom classes. Each class will be a practice lab with a graded post lab assignment. In addition, there may be guest speakers who will be presenting material that will be included in the assignments.

COURSE LEARNING OUTCOMES

Specific Course Level Objectives (CLO):

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

1. Critically understand the “self” in the development of a professional helping relationship.
2. Identify attitudes, behaviors, values, ethics and cultural differences that may facilitate or interfere with developing a healthy professional relationship.
3. Acquire and demonstrate adequate skills to conduct a beginning interview with a social work client.
4. Demonstrate an understanding of the stages, phases and objectives of the interview process.
5. Demonstrate appropriate attending, listening skills, empathy, inquiry, immediacy, and confrontational skills.

6. Acquire an awareness of the theoretical, ethical, and practical issues involved in effective interviewing.
7. Demonstrate self-awareness and self-analysis by constructively critiquing, addressing, and improving upon student's own interviewing skills.

Program Level Outcomes (PLO): This course aligns with the BSW Program Level Learning Outcomes outlined below. Except where noted, the outcomes are taken from the CASWE Core Learning Objectives for Students Accreditation Standards 2013. By the end of the course, students will:

1. Identify as a professional social worker and adopt a value perspective of the social work profession.

- 1.1 Social work students develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.
- 1.2 Social work students acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities. Students develop an awareness of personal biases and preferences to advance social justice and the social well-being of social work service users.

2. Adhere to social work values and ethics in professional practice.

- 2.2 Social work students acquire skills to monitor and evaluate their own behaviours in relation to the relevant codes of ethics.
- 2.3 Social work students have knowledge of legislation governing social work practice in Alberta, including the Health Professions Act, Code of Ethics, and standards of practice.

5. Employ critical thinking and reflection in professional practice.

- 5.1 Social work students develop skills in critical thinking, reasoning and reflective practice, including critical analysis of assumptions, consistent with the values of the profession, which they apply in their professional practice to analyze complex social situations, make professional judgment, and continually improve practice.

9. Engage with individuals, families, groups, and communities through professional practice.

- 9.1 Social work students are equipped with generalist-practice knowledge and skills to competently perform various interactive practices such as engagement, assessment, intervention, negotiation, mediation, advocacy, and evaluation.
- 9.2 Social work students have relevant knowledge and skills to actively promote empowering and anti-oppressive practice.

10. (University of Calgary specific outcome): Recognize the links between components of social work practice.

- 10.1 Social work students acquire skills to incorporate critical thinking and anti-oppressive, decolonizing practice across fields and levels of professional practice.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Ivey, A., Ivey, M. and Zalaquett, C. (2018) *Intentional Interviewing and Counseling Facilitating Client Development in a Multicultural Society, 9th Ed.* Cengage. ISBN10: 1-305-86578-2 ISBN13: 978-1-305-86578-5

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

SOWK 303 is a required practice courses in the BSW Learning Circles program

CLASS SCHEDULE

Please see community calendar for schedule of Zoom classes.

Important dates for Winter 2021:

- First Day of Regular Classes: Monday, Jan 11
- Fee Deadline: Friday, January 22
- Winter Break: February 14 -20 (Sunday to Saturday) – no classes, assignments or course activities
- Good Friday: Friday, April 2
- Easter Monday: Monday, April 5
- Last Day of Regular Classes: Thursday, April 15

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

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	Course Weight	Assignment Details
Orientation to Interviewing Online module	15%	Completion of readings, activities, and Discussion Board Posts and Responses (15%)
Student Moderated Discussion Forum	15%	Students will work with a small group to moderate a Discussion Forum for a 10 day period.(15%)
Interviewing Lab - Self Assessment of Learning and Reflection	40% (10% x 4)	Students will complete and submit a Self-Assessment of Learning and Reflection following each Zoom Lab session. (10% x 4) (40%)
Interview Analysis	30%	Submission of a video demonstrating a portion of an interview, with academic paper outlining an analysis of the interview. (30%)

Assignment 1 - Orientation to Interviewing Module — 15% - Grade will be cumulative of completion of various activities and discussion forum posts.

Value: 15% of final grade

Due Date: January 12-28th

Aligned course learning outcome: 1, 2, 4 and 6

Description: Students will participate in an online module on the course D2L site The module will require students to review posted material, complete activities post and respond to discussion board forums, and/or submit to dropbox. Detailed instructions can be found on the D2L site.

Assignment 2 Part A- Student Moderated Discussion Forum– Date TBD – 10%

Value: 10% of final grade

Due Date: TBD

Aligned course learning outcome 1, 2, 4 and 6

Description: Students will work with a small group to moderate a Discussion Forum for a 10 day period. Topic to be assigned/approved by instructor. The student group will post a minimum of 3 resources that

are relevant to their theme, post questions that invite critical thinking and integration of interviewing content and respond to all posts.

Assignment 2 – Part B – Responses to Student Moderate Forums

Value: 5% of final grade

Due Date: TBD

Aligned course learning outcome 1, 2, 4 and 6

Description: Students will post one substantive response to each Discussion Forum that addresses post questions

Assignment 3 - Interviewing Lab Self-Assessment of Learning and Reflection –

Value: 40% - 10% for each submission of Self-Assessment of Learning and Reflection following each of the four Zoom labs.

Due: The Saturday following each Zoom Lab

Aligned course learning outcome 1,2,3,4,5,6 and 7

Description: Each Zoom Lab will focus on the practice of specific interviewing skill sets. Students will be required to review content prior to each Zoom Lab to fully participate in the lab exercises. Following the Zoom lab, Students will complete a self-assessment of learning and a reflection that identifies student learning and growth and references the pre-lab content and the Lab exercises.

Assignment 4 - Interview Analysis

Due: April 5, 2020

Value: 30%

Aligned course learning outcome 1,2,3,4,5,6 and 7

Description :Students will submit a video demonstrating a portion of a role play interview, with an academic paper outlining an analysis of the interview comparing the demonstration of skills to the course learning objectives and the students learning self assessments throughout the term. Students will role play a beginning interview. Students will be assigned a working partner for the assignment. In ALL cases, interview content/area MUST be FICTICIOUS. This means interviews working with a person struggling with addiction for example, must NOT be a person who actually has an addiction. Students are encouraged to challenge their skills through selection of an interview scenario that allows the student to explore issues of diversity. Diversity includes interviews across gender, culture, age, identifying problem, abilities, etc.

Students will submit:

- A. A 15 minute video segment of a Role Play Interview**
- B. Written Analysis:** a 5-8 page written analysis of the interview conducted by the student. The analysis must include a summary of the fictitious scenario identifying the agency, the client, and how the client came to you. The analysis will discuss the students use of the specific interviewing skills, areas of strength, and areas for development. The discussion of skills will

reference specific examples from the student's video, make linkages to the student's self-assessments and cite relevant content from the textbook and course materials.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and visibly engaged in online class activities and discussions. Students are expected to review all required content and to attend all zoom classes. Each class will be a practice lab with a graded post lab assignment. In addition, there may be guest speakers who will be presenting material that will be included in the assignments.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective dropbox in D2L or post to the Discussion Forum as per the assignment instructions. Assignments are to be submitted in Word format unless otherwise specified. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11 PM 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

Students are expected to submit all assignments by the due date indicated in the community schedule. All assignments submitted after the due date are considered late and a 25% penalty will be applied. Late assignments will be accepted for 7 days past the due date after which the assignment shall receive a grade of 0. In extraordinary circumstances extensions may be granted beyond 7 days with PRIOR approval from the director however the 25% penalty shall still be applied. Students must submit their request, in writing, to the CBLC director for 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

Recommended: "It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Please refer to D2L for additional readings.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points (Calgary)**
- **Safewalk (Calgary)**