

Course Number	SOWK 303 S02/T02; S03/T03	Classroom	Online
Course Name	INTERVIEWING IN CONTEXT		
Day(s) & Time	ZOOM SESSIONS ON WEDNESDAYS 6:00PM – 9:00PM January 13, February 3, 10 & 24, March 3, 10 & 17, & April 7, 2021		
Instructor	Tara-Leigh Barker Blankenstein, MSW, RSW, MALM Tamara Valstar, MSW, RSW		
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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 Hours: 3 units; H(1S-2T)

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.

This course is taught in an online blended synchronous, asynchronous and self-directed learning format. Students are expected to attend all classes and practice labs in order to participate in activities by which to integrate learning and practice skill development. Students will be required to complete assigned readings, activities, videos, assessments and moderate and post to discussion boards to both develop and integrate skills to work with others in context. Students will participate in an online module as scheduled.

COURSE LEARNING OUTCOMES

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

1. Be equipped with generalist-practice knowledge and skills to competently perform various interactive practices such as engagement, assessment, intervention, negotiation, mediation, advocacy, and evaluation.
2. Be knowledgeable to demonstrate skills with diverse individuals and contexts by which to apply interviewing and counseling skills.

3. Demonstrate interviewing and counseling skills to practice at individual, family, group, organization, community, and population levels.

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

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, and an operational microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

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

CLASS SCHEDULE

Module 1- Orientation to Interviewing- January 13 to 30, 2021

Online graded activities, readings, and discussion posts on D2L

Module 2- Practice Skills- January 31 to February 14, 2021

Pre-lab activities (videos, readings, activities) on D2L

Synchronous online learning labs February 3rd, 2021 (Group A) & February 10th, 2021 (Group B)

Assignment due February 6th, 2021 (Group A) & February 13th, 2021 (Group B)

READING WEEK- FEBRUARY 14-20, 2021

Module 3-Practice Skills- February 22 to March 7, 2021

Pre-lab activities (videos, readings, activities) on D2L

Synchronous online learning labs February 24th, 2021 (Group A) & March 3rd, 2021 (Group B)

Assignment due February 28th, 2021 (Group A) & March 7th, 2021 (Group B)

Module 4- Practice Skills- March 8 to 21, 2021

Pre-lab activities (videos, readings, activities) on D2L

Synchronous online learning labs March 10th, 2021 (Group A) & March 17th, 2021 (Group B)

Assignment due March 14th, 2021 (Group A) & March 21st, 2021 (Group B)

Final Assignment- Due April 6th, 2021

Final Online Session- April 7th 2021- Group A & B combined

See D2L for further details

Please note important dates for Winter 2021:

- **First Day of Regular Classes:** Monday, Jan 11th, 2021
- **Fee Deadline:** Friday, January 22nd, 2021
- **Winter Break:** February 14 -20 (Sunday to Saturday), 2021 – *no classes, assignments, or course activities*
- **Good Friday:** Friday, April 2nd, 2021
- **Easter Monday:** Monday, April 5th, 2021
- **Last Day of Regular Classes:** Thursday, April 15th, 2021
- **Add/Drop/Swap and Withdraw deadlines:** *Check the Student Centre*

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 1: Orientation to Interviewing Module- 15%- Due by January 30th, 2021 at 11:00pm

Various activities, readings and discussion posts will be posted to D2L for students to complete which will introduce students to interviewing in context.

Further details will be posted to D2L. Aligned Course Learning Outcome 1, 2, 3

Assignment 2: Moderation of Discussion Forum- 15%- Due throughout February 21, 2021 - March 31, 2021

Students will work in small groups to moderate a Discussion Forum for a 10-day period on a subject area of common interest to them, which has emerged in relation to interviewing in context. Topic is to be approved by instructor. Groups will moderate their discussion forums by responding to peer postings with analytical and thought-provoking responses. All students are expected to reply to at least 5 other boards over the course of this time with analytical and thought-provoking responses to stimulate further thought and discussion.

Further details will be posted to D2L. Aligned Course Learning Outcome 1,2, 3

Assignment 3: Interviewing Lab Self-Assessment of Learning and Reflection- 10% each submission (40% total). Due on the Saturday following each lab (per group) by 1100pm.

Students will complete and submit the Self-Assessment of Learning and Reflection template after each lab.

Further details will be posted to D2L. Aligned Course Learning Outcome 1, 2, 3

Assignment 4: Interview Analysis- 30%- Due April 6th, 2021 by 1100pm.

Students will submit a video demonstrating a portion of an 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 goals identified at the beginning of the course.

Further details will be posted to D2L. Aligned Course Learning Outcome: 1, 2, 3

Grading rubrics for all assignments will be posted to D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend all Zoom sessions and to be fully present and engaged in class activities and discussions as seen by the assignments above. If you are unable to attend a Zoom session, please contact your instructor prior to the session. All students are required to have their camera and microphones on during online sessions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

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 11:00pm on their due

date. 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

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)**