

<b>Course Number</b>	<b>SOWK 303 (S11, S12, S13)</b>	<b>Classroom</b>	Online
<b>Course Name</b>	<b>Practice with Individuals in Context (Virtual Learning Circle)</b>		
<b>Day(s) &amp; Time</b>	Zoom sessions on: Wednesday's 6:30-8:30pm MST		
<b>Instructor</b>	<b>Jason Stein (S11), Brooke Allemang (S12), Carol Ing (S13)</b>		
<b>U of C E-mail</b>	<a href="mailto:Jason.stein@ucalgary.ca">Jason.stein@ucalgary.ca</a> <a href="mailto:Brooke.allemang1@ucalgary.ca">Brooke.allemang1@ucalgary.ca</a> <a href="mailto:cing@ucalgary.ca">cing@ucalgary.ca</a>	<b>Phone</b>	Please use email

### SYLLABUS STATEMENT

Focuses on interviewing and counselling 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

### 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 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, primarily by student themselves. Using multimedia (including Zoom), role-play and various feedback mechanisms, students will explore and critique their individual strengths and weaknesses in interview situations for populations within their current or potential practice environments.

### COURSE LEARNING OUTCOMES

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.

**LEARNING RESOURCES**

**REQUIRED TEXTBOOKS AND/OR READINGS**

Egan, G., & Reese, R. J. (2019). *The skilled helper* (11th ed.). Belmont, CA: Brooks/Cole.

Egan, G., Owen, J. J., & Reese, R. J. (2019). *Exercises in helping skills: A manual to accompany the Skilled Helper* (11th ed.). Belmont, CA: Brooks/Cole.

**LEARNING TECHNOLOGIES AND REQUIREMENTS**

Students are required to register/sign up for their own Zoom account for this course. Students will be required to video their interview sessions and therefore will require access to a computer with internet access, working microphone, speaker, and camera.

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, speaker, and camera 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 foundation 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 & READING SCHEDULE**

**Reading and manual activities schedule to be completed by January 20, 2021.**

To ensure the development of awareness of self and one’s own interviewing skills students are expected to complete all assigned readings (textbook and manual activities) prior to January 20, 2021. This is a practice skill development course, as such, attendance and skill practice are central to skill development.

**Required Readings and Required Manual Activities – Completed by January 20, 2021**

<p><b>Reading Topics</b></p>	<p><b>Required Reading: Text</b></p> <p>Egan, G., &amp; Reese, R. J. (2019). <i>The skilled helper</i> (11th ed.). Belmont, CA: Brooks/Cole.</p>	<p><b>Required Reading &amp; completion of exercises from the Manual:</b></p> <p>Egan, G., Owen, J. J., &amp; Reese, R. J. (2019). <i>Exercises in helping skills: A manual to accompany the Skilled Helper</i> (11th ed.). Belmont, CA: Brooks/Cole.</p>
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1. The Power of Basics  2. Review the Problem Management and Opportunity-Development Process	Chapters 1 & 2	Chapter 1 Exercises 1.1, 1.2, 1.8, 1.9 a and b  Chapter 2 Exercises 2.1, 2.6
3. Commit Yourself to the Helping Relationship and Values that Drive It  4. Therapeutic Presence: Tuning in to Clients and Listening Carefully	Chapters 3 & 4	Chapter 3 Exercises 3.1, 3.2, 3.3, 3.4, 3.6  Chapter 4 Exercises 4.1, 4.2, 4.3, 4.4, 4.5, 4.8, 4.10, 4.11, 4.13,
5. Empathic Responding: Working at Mutual Understanding  6. Master the Art of Probing and Summarization	Chapters 5 & 6	Chapter 5 Exercises 5.1, 5.2, 5.3, 5.4, 5.5, 5.6,  Chapter 6 Exercises 6.1, 6.2, 6.3, 6.4
7. Help Clients Challenge Themselves	Chapter 7	Chapter 7 Exercises 7.1, 7.2, 7.3, 7.5, 7.7, 7.8

The following readings and manual exercises are to be completed by March 3, 2021

Required Readings and Required Manual Activities – completed by March 3, 2021		
<b>Reading Topics</b>	<b>Required Reading: Text</b>  Egan, G., & Reese, R. J. (2019). <i>The skilled helper</i> (11th ed.). Belmont, CA: Brooks/Cole.	<b>Required Reading &amp; completion of exercises from the Manual:</b>  Egan, G., Owen, J. J., & Reese, R. J. (2019). <i>Exercises in helping skills: A manual to accompany the Skilled Helper</i> (11th ed.). Belmont, CA: Brooks/Cole.
8. The Action Arrow	Chapter 8	Chapter 8 Exercise 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.10, 8.11, 8.14

9. The Three Tasks of Stage I: Help clients tell their Story	Chapters 9-11	Chapter 9 Exercises: 9.1, 9.2, 9.3, 9.4, 9.5, 9.8, 9.9, 9.10
10. Stage II: Help Clients Design and set Problem Managing Goals		Chapter 10 Exercises: 10.1, 10.2, 10.3, 10.4, 10.7, 10.10, 10.15
11. Stage III: Planning – Help Clients Design the Way Forward 11. Planning the Way forward		Chapter 11 Exercises: 11.1, 11.2, 11.6

### COURSE SCHEDULE

Dates	Topic & Due Dates	Text Readings
January 13 <i>Zoom Session</i>	<p>Introductions, course outline review</p> <p>Exploring the key ingredients of a helping relationship</p> <p>Introduction to Egan’s Problem Solving Model</p> <p>Giving and receiving feedback</p> <p>Tuning In, SOLER</p>	Chapter 1-4
January 20 <i>Zoom Session</i>	<p>Reviewing the problem management process</p> <p>Commit yourself to the relationship: Empathy</p> <p>Active listening, paraphrasing, empathy</p> <p>Interview skill development and practice</p>	Chapter 2-4
<b>January 20</b>	<b>Assignment 1 PART A Due: Complete Manual and Readings for Chapters 1 to 7</b>	
January 27 <i>Zoom Session</i>	<p>The therapeutic dialogue: Master communication and relationship building skills</p> <p>Empathy responses</p> <p>Interview skill development and practice</p>	Chapter 4
<b>January 28</b>	<b>Assignment 3: 1<sup>st</sup> self-evaluation due</b>	

February 3 <i>Zoom Session</i>	Empathic responding: Working at mutual understanding  Empathy responses as a communication skill  Interview skill development and practice	Chapter 5
February 10 <i>Zoom Session</i>	Empathic responding: Working at mutual understanding  Interview skill development and practice	Chapter 3-6
<b>February 15-19</b>	<b>Reading Week: No classes</b>	
February 24 <i>Zoom Session</i>	Empathic responding: Working at mutual Understanding  Master the art of probing and summarizing  Probing and dysfunctional probing and questioning  Interview skill development and practice	Chapter 4-7
<b>February 25</b>	<b>Assignment 3: 2<sup>nd</sup> self-evaluation due</b>	
March 3 <i>Zoom Session</i>	Master the art of probing and summarizing  Help clients challenge themselves: From new perspectives to new behaviors: Self-challenging/Blind spots etc. (Advance level empathy)  Interview skill development and practice	Chapters 4-7
<b>March 3</b>	<b>Assignment 1 PART B Due: Complete Manual and Readings for Chapters 8 to 11</b>	
March 10 <i>Zoom Session</i>	Help clients challenge themselves: From new perspectives to new behaviors: Self-challenging/Blind spots etc. (Advance level empathy)  Interviewing Skill Development	Chapters 7-8
March 17 <i>Zoom Session</i>	The action arrow: Right from the beginning help clients turn talk into life enhancing action  Resistance, challenging behaviours and confrontation  Interview skill development and practice	Chapter 8
<b>March 18</b>	<b>Assignment 3: 3<sup>rd</sup> self-evaluation due</b>	

March 24 <i>Zoom Session</i>	The Three Tasks of Stage 1  Stage 2: Help clients design and set problem-managing goals  Stage 3: Planning – help the clients design the way forward  Interview skill development and practice	Chapter 9-11
March 31 <i>Zoom Session</i>	Interview Practice and review	Chapter 9-11
April 7	Interview Practice and review	Chapter 9-11
<b>April 8</b>	<b>Assignment 2 PART A): 8-min Interview Video Due</b>	
April 14 <i>Zoom Session</i>	Transcript Analysis review and support (optional office hours)	
<b>April 15</b>	<b>Assignment 2 PART B) Transcription/Self-Appraisal and PART C) Plan for Development Due</b>  <b>Assignment 3: 4<sup>th</sup> self-evaluation due</b>	

<b>ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION</b>
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**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 as soon as possible. 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 One: Completed Student Manual Activities Part A: Chapters 1-7 & Part B: Chapters 8-11**

**Due Dates: Part A: Chapters 1-7 in class January 20, 2021**

**Part B: Chapters 8-11 in class March 3, 2021**

**Value: 20% (graded as complete/incomplete)**

**Assignment One Learning Objectives and Outcomes:** Meets CLO 1, 2, and 6 and PLO 9.1 and 9.2

This assignment prepares students for skill development through deep reflections via manual exercises. Students will be required to complete a series of text readings and assigned manual activities throughout the course. Students will be required to complete the assigned readings and manual activities in *Exercises in helping skills: A manual to accompany the Skilled Helper* (11<sup>th</sup> ed.) for Chapters 1-7 by January 20<sup>th</sup> and for Chapters 8-13 by March 3<sup>rd</sup>. Specific manual activities to be completed for each chapter are listed in the course schedule above. It is essential to student learning and practice that students stay on track and complete these by the specified deadlines. Students will be expected to share their reflections and responses to manual activities during Zoom classes and to apply their learnings in skills practice throughout the semester. Students are not required to submit their manual activities over D2L, however, students may be asked by instructors/TAs to show their work in the manuals during Zoom classes.

### **Assignment Two: A) 8-Minute Video, B) Transcription/Self-Appraisal and C) Plan for Development**

**Due Date: Part A: Thursday, April 8 by 11:59 pm (MST)**

**Parts B & C: Thursday, April 15 by 11:59 pm (MST)**

**Value: 50%**

This assignment will be composed of **three components**:

Part A) 8-Minute Video (15%)

Part B) Transcription/Self-Appraisal (25%)

Part C) Plan for Development (10%)

**Related Learning Objectives and Outcomes:** Meets CLO 3, 4, 5, 7 and PLO 1.2, 2.2, 5.1, and 9.1

**Part A) 8-Minute Video (15%) – Due Thursday April 8<sup>th</sup> by 11:59 pm (MST)**

Students will pair up in dyads with classmates of their own selection (i.e. classmate peers), with one student playing the part of the “social work client” and the other playing the part of the “social worker conducting the interview”. Students will be evaluated on their performance as the “social worker”, and not the “client”. However, the “client” has an important responsibility as well. The “client’s” responsibility is to play the realistic part of an actual client coming in for counseling for the first time. Accordingly, the “client” must come up with a realistic social work scenario. When playing the “client” role, students are advised to avoid scenarios that have happened to them personally; especially scenarios involving potentially traumatic experiences as abuse, neglect, family violence, etc. When playing the role of the client, students are encouraged to exercise caution to avoid undue emotional distress or re-traumatizing themselves. The scenarios should be realistic enough and provide enough detail so that the person in the “social worker” role can work with it (i.e. a scenario that occasions the need to go and seek the aid of a professional). Some example scenarios will be covered in the classroom throughout the course.

The “social worker” will be expected to demonstrate the core conditions of relationship building and effective interviewing skills. Do not expect a perfect interview and keep in mind that mistakes are part of the learning process. Following the 8-minute interview, the “client” is expected to provide feedback to the “social worker” using a template which will be provided to students on D2L. The “client” is to be as specific as possible when providing feedback about instances where the “social worker” demonstrated or could have demonstrated any of the 6 interviewing skills/behaviours listed below.

The purpose of this assignment is to provide a simulated social work practice context for applying and developing interviewing skills and behaviors. Skills you are expected to demonstrate when you are playing the part of the “social worker” conducting the interview include:

1. Active listening behaviors (Attending, Posture, Non-verbal’s)
2. Core Skills: Empathy, Congruence, Positive Regard
3. Interview Focus/Mutual Understanding of Presenting Problem(s)
4. Paraphrasing
5. Summarizing
6. Challenging/Confrontation

The baseline tape will be 8 minutes long, and is meant to cover the *first 8 minutes of meeting a new client for the first time*. Students should use gallery view in Zoom when recording this video to ensure both the social worker and client are visible (more detail on recording will be provided in class). Students are to assume that the social work role, limits of confidentiality and consenting process have already taken place when the 8-minute interview begins. Students may imagine the assignment as though they were meeting a real client “today”, in a professional situation.

Students will be graded on the demonstration of the above skills and the overall interview process. The interview will be assessed according to quality and implementation of the 6 identified skills. Each skill will be evaluated out of 2 points (0 if the skills are not evident at all to 2 points for excellent use of the skill) for a total of 12 points. They will also be graded on their overall professionalism, and commitment



to the interview process, meaning students are expected to stay “in character” for the 8-minute video and act as if this is a real social work situation.

Videos (or links to videos) will be submitted to Dropbox on D2L. Each student is expected to submit their 8-minute video in their role as “social worker”.

*Note 1: It is strongly suggested that student utilize practice time in class throughout the semester to work on and/or complete this interview.*

*Note 2: Videos must be in Zoom gallery view that both the social worker and client are clearly visible (and audible) during the entire video*

### **Part B) Transcription/Self-Appraisal (25%) – Due Thursday, April 15<sup>th</sup> by 11:59 pm MST**

Use template provided on D2L to complete parts B and C of this assignment. The Transcript and self-appraisal are combined in table format (using template provided). This portion of the assignment will allow students to analyze their skills and critically reflect on the demonstration of skills during the interview. Transcription is meant to be verbatim and should include pertinent verbal and non-verbal actions/interactions. The self-appraisal should comment on when you thought you used the 6 skills (and/or other skills and learnings from class) as well as areas when you missed opportunities. When making appraising comments, be sure to point to specific content to support your claims. For example: (“Here, I demonstrated the skills of empathy and attending when I leaned in and said.....Here, I missed an opportunity to summarize after the client provided a lot of content...”). Your descriptions of skills used, skills missed, and possible alternative responses should be clearly stated.

Transcription is to be of the **same 8-minute video** as in Part A of this assignment. When transcribing the interview, include pertinent and verbal and non-verbal actions and interactions. This appraisal will follow the transcript in a separate column (transcript/appraisal template provided on D2L). Grades are based on the accuracy of the transcript (including verbatim transcription, timestamps, verbal, and non-verbal aspects), level of depth in the appraisal, insight into strengths and missed opportunities and evidence provided.

### **iii) Plan for Development (10%) – Due Thursday Apr 15<sup>th</sup> by 11:59 pm MST**

Use template provided on D2L to complete parts B and C of this assignment. The purpose of this portion of the assignment is for students to reflect on their experiential learning and to evaluate their progress in the course. Students will be graded on their analytical ability and their ability to critically reflect on their overall learning. Making reference to the Egan text readings and manual exercises, students will analyze their interview and course learnings and address the following questions (in template provided):

1. Based on this interview, highlight and summarize skills that you think you used well and skills that you think you could improve on. Be sure to reference the feedback given by your interviewee (‘client’).
2. Reflecting on your course work, any work/practicum experience, and this tape analysis, identify 3 goals for improving interviewing skills and professional development. Clearly outline a plan for how you will meet these goals.

3. Reflecting on your course work, any work/practicum experience, and this tape analysis, identify areas of strength and where you have improved throughout this course. Comment on the extent to which you achieved course learning objectives as stated in the course outline.

This Analysis/Critique should be **2-3 pages in length, 12-point double spaced, APA references** (using template in D2L)

### **Assignment 3: Class Participation, Skills Practice, Development, and Integration**

**Due Date(s): Students will submit a self-evaluation monthly throughout the course (January 28<sup>th</sup>, February 25<sup>th</sup>, March 18<sup>th</sup>, April 15<sup>th</sup> all by 11:59 pm MST)**

**Value: 30%** (2.5% for each self-evaluation submitted by students; remaining 20% evaluated by instructor)

Students will fill out 4 self-evaluations using the template provided on D2L throughout the semester. The instructor will take the student's self-evaluations into account when assigning the remaining grade for participation, skills practice, development and integration.

Students are encouraged to apply the same standards of behaviour, communication, and courtesy about punctuality, attendance and readiness for work that would apply to a professional social worker in meeting clients, supervisors or in attending agency meetings. This also includes when contacting the instructor (through face to face meetings, email, or by phone) as needed to ask for help, problem solve, to clarify the assignments or identify learning needs. Above all, participation means demonstrating personal and professional engagement in the learning process. Feedback on skill development is a central learning process to this course. Students are also expected to be open and receptive to feedback.

Students are expected to be engaged in skills practice, development, and integration throughout the course. Grades for participation are based on asking questions, sharing experiences, demonstrating use of readings and manual exercises, actively participating in class discussions or small group exercises and giving respectful feedback to others during class.

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

- Students are expected to have completed all readings and assignments prior to attending classes.
- 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.
- 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.

- Students are expected to actively participate in Zoom sessions. Active participation includes speaking using the microphone and using the chatbox. There will be an emphasis on using the microphone in our Zoom sessions therefore students must have a working microphone. As this is an experiential course, students will be expected to participate in role-plays (as applicable).
- Students are expected to have their own Zoom account and will tape their interview sessions so they are viewable and audible (both client and interviewer in Zoom Gallery Mode).

**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 (unless otherwise noted). 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 only in exceptional circumstances and at the discretion of the instructor and assignments submitted after the deadline may be penalized with a grade reduction. Extensions must be discussed with the instructor ahead of time

**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 (7<sup>th</sup> edition). 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

#### Recommended Readings (links in D2L)

- Coutinho, J. F., Silva, P., O., & Decety, J. (2014). Neurosciences, empathy, and healthy interpersonal relationships: Recent findings and implications for counseling psychology. *Journal of Counseling Psychology, 61*(4), 541-548.
- Feldstein, S.W., & Forchimes, A. A. (2007). Motivational interviewing with underage college drinkers: A preliminary look at the role of empathy and alliance. *American Journal of Drug & Alcohol Abuse, 33*(5), 737–746.
- Gerdes, K. E., & Segal, E. (2011). Importance of empathy for social work practice: Integrating new science. *Social Work, 56*(2), 141-148.
- Kaushik, A. (2017). Use of self in social work: Rhetoric or reality. *Journal of Social Work Values and Ethics, 14*(1), 21–29.
- Pinto-Coelho, K.G., Hill, C. E., Kearney, M. S., Sarno, E. L., Sauber, E. S., Baker, S. M., Brady, J., Ireland, G. W., Hoffman, M., Spangler, P. T., & Thompson, B. J. (2018). When in doubt, sit quietly: A qualitative investigation of experienced therapists’ perceptions of self-disclosure. *Journal of Counseling Psychology, 65*(4), 440-45.

## 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 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)**