



Course & Session Number	SOWK 303 S08/T08	Classroom	SA 147
Course Name	Practice with Individuals in Context		
Dates and Time	Start of Classes: February 21, 2023 End of Classes: February 25, 2023 Dates and Time: In-person instruction (February 21- 25, 9am - 4pm). Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <u>Student Centre</u> ¹ .		
Instructor	Dr. Regine King	Office Hours	By appointment (email requests please).
UCalgary E-mail	regine.king@ucalgary.ca	UCalgary Phone	403-210-7596 (Email contact preferred/recommended).

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

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

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](#).

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 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 foundational 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 interview skills.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Shebib, B. (2022). *Choices: Interviewing and counselling skills for Canadians* (8th ed.). Pearson.

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 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

Important Dates for Winter 2023

- Start of Term: Tuesday, January 3, 2023
- End of Term: Friday, April 28, 2023
- Fee Deadline: Friday, January 27, 2023
- Alberta Family Day, no classes: Monday, February 20, 2023
- Good Friday, no classes: Friday, April 7, 2023
- Easter Monday, no classes: Monday, April 10, 2023
- Term Break: Sunday, February 26 – March 04, 2023

Class Schedule

Dates	Topics	Readings
February 21 (AM)	Introductions and overview of course outline and requirements	Shebib, B. (2022). Cultural intelligence. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 2). Pearson.
February 21 (PM)	Professional identity: Ethics, values, and self-awareness	Shebib, B. (2022). Professional identity: Ethics, values, and self-awareness. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 1). Pearson.
February 22 (AM)	Counselling defined: History, skills, process and pitfalls	Shebib, B. (2022). The process, skills, and pitfalls of counselling. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 3). Pearson.
February 22 (PM)	Core conditions: The relationship (positive regard, congruence & empathy)	Shebib, B. (2022). Relationship: The foundation for change. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 4). Pearson.

		Shebib, B. (2022). Empathic connections. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 7). Pearson.
February 23 (AM)	Foundational counselling skills: Listening, silence, attending, paraphrasing, summary	Shebib, B. (2022). Listening & responding: The basis for understanding. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 5). Pearson.
February 23 (PM)	Focusing the interview, asking questions for meaning & developing a hypothesis	Shebib, B. (2022). Asking questions: The search for meaning. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 6). Pearson.
February 24 (AM)	Empowerment, assessing readiness for change	Shebib, B. (2022). Supporting empowerment and change. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 8). Pearson.
February 24 (PM)	Addictions & mental Health	Shebib, B. (2022). Health and substance misuse. In <i>Choices: Interviewing and counselling skills for Canadians</i> (Chapter 10). Pearson.
February 25 (AM)	Working with resistance and complex situations	Shebib, B. (2022). Difficult situations: Engaging with hard-to-reach clients. In <i>Choices: Interviewing and counselling skills for Canadians</i> Chapter 9 (pp. 310 - 346). Pearson.
February 25 (PM)	Wrap up + evaluation	No reading

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

The baseline videotape is envisioned as the very first social work interview with a simulated client (role-player). The purpose of this initial video is to allow you *to pay attention* to your initial verbal and non-verbal communication patterns, and to question where these patterns may originate, to *self-critique* with regards to attending, listening, retaining, and processing information received, along with your own feedback mechanisms; and to serve as *a baseline chart for cumulative skills* gained throughout the course.

Students are encouraged to pay attention to verbal utterances as “uh-huh” and “OK”; nonverbal movements and postures that mirror or react to verbal exchanges, or whatever else is happening within the social worker’s mind (including internal thought processes and between the social worker and the person playing the role of the client). An example of scenario could be a social work student accessing the University Counseling Center about anxiety relating to being taped for this assignment or an international student inquiring how to best study in the Canadian academic context. It should be a topic that comes naturally to the person playing the role of the client for maximum realism.

The role player can be a classmate, family member, or friend. Students who request assistance to do this assignment of a person outside this class must explain the purpose of the assignment and obtain verbal consent that is recorded from the assisting person.

General guideline to record the interview:

- Do not rehearse this interview; its value is as a “live” performance of “interviewing-skills-in-process.”
- DO NOT, under any circumstances, attempt a “real-life” scenario involving violence or abuse. Hidden anxieties, buried memories, or a miscellany of unpredictable effects may well surface in “real” scenarios, and students may be completely unprepared to deal with consequences. Both ethically and professionally, students may not yet be ready to address “real” problems at this time.
- Produce a video of 8-10 minutes with a clear start and end.
- Use the produced video to examine your communication patterns.
- Try not to feel too self-conscious; remember that all students are at the same skill level, and we are all learning.

Part 2: Who am I as a communicator?

Use the video to conduct a critical analysis of your communication style, and a critical exploration (self-understanding and the socio-cultural factors and patterns that have influenced your communication styles) and the shifts you are intentionally making to become a better communicator both professionally and socially.

General guidelines:

- Ask yourself this central question: **Who am I as a communicator?**
- View the produced video by paying attention to both verbal and non-verbal language
- Identify patterns of communication and ask yourself questions about where some of these communication habits may come from and how they might have developed in to the way they

are. Some of the self-understanding may originate from the different social locations we occupy (i.e., gender, age, race, culture, sexual orientation, geographical location) and the defining moments of our upbringing that influence how we communicate our ideas and feelings.

- Identify patterns that you may need to improve after completing the course.

The paper will be evaluated based on the critical exploration and self-understanding expressed in the paper. Based on this self-exploration, you are encouraged to choose a particular identity that defines you as a communicator (i.e., shy, outgoing, attentive listener, observant, etc.), and how you might improve or remain aware of its impact on your communication style.

Relate your reflection of this identity to different events and messages that shaped this understanding of self. The following questions may guide this self-exploration process:

1. How do I identify or characterize myself as a communicator? How was this identity reflected in my video? Does the video reveal anything about my usual interactions with others?
2. What were the key influences or messages (from family, other important people in my upbringing) that shaped who I am today as a communicator?
3. How did these messages influence my communication patterns?
4. How do these patterns of communication influence my relationship with others (colleagues, friends, others)?
5. What patterns of communication have I decided to change after being introduced to this course? Explain why those changes are needed.

A grading grid will be posted on d2l

The paper should be **5-6 pages** (double-spaced, 12 pt., Times New Roman). Be clear and concise in your description of who you are as a communicator.

Assignment 2: Participation-daily learnings and self-assessment (30%)

Due daily (February 21 – 25, 2023) by 11:59 pm MST

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

This is an experiential class that requires critical reflexivity and regular interactions with the instructor and other students through lecture, role plays, small group discussions, and dialogue. Students are expected to demonstrate evidence of being engaged with the readings of each day, a willingness to risk sharing reflections and challenging one's own behavior and to support others in the learning process. A group is impacted when a member is absent from it or uninvolved in the activities/process. Each student is asked to upload their learning (a short paragraph outlining one major lesson and its significance in one's own communication style). The entries must be made after each day of class attended and before mid-night. Each student is expected to complete 5 entries. It is the student's responsibility to upload their entry on time. As students have a range of learning styles, participation can be diverse in nature, thus all students are encouraged to review the entries of others and comment if necessary, though not required. These self-evaluations will help inform the final participation mark assigned by the course instructor.

Assignment 3: Video demonstration and analysis – 40%

Part A Video demonstration (20%) March 08, 2023, by 11:59PM

Part B Critical reflection (20%) Due March 17, 2023, by 11:59PM

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

The purpose of this assignment is for students to have the opportunity to demonstrate the knowledge of, and skills related to social work interviewing/counselling skills that are the focus of the coursework completed to date (i.e., up until the time of this assignment submission deadline) including materials covered during class, as well as in the readings. Student are required to complete Part A and Part B of this assignment.

Part A: Video Demonstration

Video Recording: Students will complete a 13 - 15-minute video with a classroom partner, in which the student, as *interviewer*, will demonstrate knowledge and a range of social work interview/counselling skills covered to-date in the course. Students are encouraged to complete this assignment with a partner from class (i.e., who plays the role of the interviewee). However, this is not a strict requirement, only a suggestion, as this allows students to gain the valuable experience of being an interviewer as well as being interviewed. Regardless, this interview skill demonstration must be completed with another person, who is able to participate fully in such an activity. It is preferred that videos be completed with the interviewer and interviewee in the same room (i.e., the in-person simulated interview is video recorded), as this will provide additional materials for the student to reflect upon in a later part of the assignment (i.e., non-verbals/paraverbal communications). However, if this is not possible students are able to conduct the interview via Zoom, with the caveat that cameras of both participants must be turned on and both the interviewer and interviewee must be visible throughout the interview. Regardless, of the medium selected (i.e., in-person or Zoom), it is the student's responsibility to ensure that video and sound quality are adequate. The content/focus of the interview will be in relation to a simulated case-scenario(s) introduced in class. The interviewee and the interviewer will use this material to go through the first session during which the interviewee will provide information related to the nature of the issue that has brought them into contact with the social worker. After this initial session, it is important that students review the knowledge-based materials from the course, as well as practice their interview skills prior to recorded session (preferably second or third session). The recorded video cannot be based on a scripted interview where the interviewer and interviewee have specifically rehearsed/planned what each party will say or do during the time of the interaction. Based on the previous session(s), the social worker will use the provided time (13-15 minutes) to start and end the recorded session. This means that the session must have a beginning and an end, requiring the social worker to wisely work with the interviewee (client) to select a priority issue on which to focus. Record your video using a format that can easily be downloaded onto D2L (i.e., mp4). Grading grid will be on D2L.

Part B: Critical reflection of video demonstration

Step 1: Transcript and identification of skills - In relation to the video recorded for Assignment 3, and

with the aid of a **process recording** template provided in the course (i.e., via D2L), students will create a verbatim transcript of the interview (i.e., column A of the template) and in column B of the template identify specific interview skills demonstrated in relation to the specific facets of the interview detailed in column A. For example, students will stipulate in column B the various skills (i.e., active listening, purposeful silence, accurate empathy, positive regard, congruence, type of questioning employed, paraphrasing, summarizing, avoiding problem solving, advice giving etc.). The materials completed in column B, will be generated from the student's thoughtful, and critically reflective review of their video and should be specific and concise, using appropriate terminology and concepts from the course. These reflections offered in column B are NOT general statements. Rather, each reflection is specifically aligned to and pertains directly to a specific segment of corresponding content transcribed in the adjacent section of column A (i.e., comments in column B are specifically linked to segments of the transcript in column A).

Step 2: The critique- Continuing to use the provided process recording template from Part I of this assignment, students will offer a critique of the skill demonstrated in column B, relative to the transcript item in column A. Specifically, students are invited to highlight if they were pleased with this skill, whether this demonstrated skill aligned with their actual intentions, how this skill may relate to the interviewee's situation/circumstances/needs (per the presenting issue). If the student was displeased by this specific skill, they may reflect upon this in column C by indicating what specifically they did not like about this specific skill application, as well as identify preferred alternatives (i.e., what they could have done differently as opposed to what they demonstrated in the video, as outlined in column A, and identified in column B). Where appropriate students should make explicit links to materials from the course in column C, including reference to in-class materials and/or readings. Assignments will only be accepted via D2L Dropbox. Referenced materials should be done so following the appropriate in-text and reference page formatting consistent with APA 7th Edition guidelines. Grading grid will be 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. If a student must miss a class, it is the student's responsibility to catch up on discussions, notes and other information through other classmates and/or D2L. All class PowerPoints, videos, reading and other material will be posted on D2L.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

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

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th 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. The rounding up of grades will occur when the earned grade is calculated to be greater than, or equal to a .5, in situations where this will result in an elevation of the submitted Letter Grade (i.e., 84.5 will be rounded up to 85; 89.5 will be rounded up to 90; 94.5 will be rounded up to 95 etc.). The rounding of grades only occurs in relation to the calculation of the final course grade (i.e., overall course grade for both modules) and not to individual assignments.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95 - 100
A	4.0	Excellent performance	95 – 100
A-	3.7	Approaching excellent performance	90 – 94
B+	3.3	Exceeding good performance	85 – 89
B	3.0	Good performance	80 – 84
B-	2.7	Approaching good performance	75 – 79
C+	2.3	Exceeding satisfactory performance	70 – 74
C	2.0	Satisfactory performance	65 – 69
C-	1.7	Approaching satisfactory performance	60 – 64
D+	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject	55 – 59

D	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject	50 – 54
F	0.0	Failure. Did not meet course requirements	Below 50
CG		Credit Granted	
CR		Completed Requirements	

COURSE EVALUATION

Student feedback will be sought weekly through the student participation form. This feedback is optional. Also, formal 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

Additional suggested readings will be posted to D2L.

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