Winter 2023

Course & Session Number	SOWK 629 S02	Classroom	In class and online
Course Name	Professional Communications and Interviewing		
Dates and Time	Start of Classes: January 4-5-6-7, 9:00 – 12:00 and 1:00 – 4:00 January 11-19, 6:30-8:30 pm (Jan 11 may need to be negotiated dependant on availability) End of Classes: January 19, 2023 Dates and Time: In-person instruction January 4-7, 2023 and Zoom sessions (i.e. January 11, January 19, 6:30-8:30.). Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Gina Schmidt, RSW, RCSW	Office Hours	As Requested
UCalgary E-mail	gina.schmidt1@ucalgary.ca	UCalgary Phone	Upon Request

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

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[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

- Offers experiential learning aimed at developing basic professional competencies and practice skills along with critical self-reflection.

COURSE DESCRIPTION

- A framework for understanding the social worker's role in an interview.
- Opportunities to learn and practice specific interpersonal communication skills in a variety of simulated interview situations
- Critical awareness of personal style and cultural limitations as an interviewer.
- Consideration of interviewing as part of everyday communication and appreciation of how this skill develops informally as well as formally within communication with others.
- Practical examples that will support recognition of the critical role of the interview across different modes of practice and communication in general.
- Students will be offered creative opportunities to engage in conversations with an emphasis on social justice in interviewing and communication.

A D2L site exists for this course and students are expected to use this site for communication and submitting assignments. This course has no pre-requisites or co-requisites.

Class material will be delivered virtually through lectures, class discussion, "in class" practice of learned skills, and some asynchronistic work is expected. This is a practice heavy class – please note that the successful completion of this course is heavily dependent on materials and experiential exercises presented in class and via zoom. Participation in in-class activities is a strong expectation.

There will be 2 synchronous Zoom sessions in January, and each will be recorded. When unable to participate inform the instructor in advance and propose and implement an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

COURSE LEARNING OUTCOMES

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

I.   Articulate a Foundational Knowledge of interviewing and use of self within a social work interview.
    A. Know the characteristics of an effective professional helping relationship.

1. Identify attitudes and behaviours that facilitate or influence/interfere with establishing a positive helping relationship.
2. Identify issues related to values, ethics, cultural differences, and emotional responses that might affect the development of a professional social work relationship.
3. Exhibit the following empathic dimensions: positive regard, respect and warmth, concreteness, immediacy, nonjudgmental attitude, authenticity and congruence.
   B. Understand and demonstrate the stages, phases and objectives of the interview process.
   C. Appreciate diversity issues including gender, culture and socio-economic differences.
   D. Consider and apply anti-oppressive/anti-racist practice to interviewing.
   E. Consider, understand, and speak to the Canadian colonial system as it applies to Indigenous Peoples specifically.

II.   Building Professional Relationships: Relational Interviewing Skills.
   A. Demonstrate effective use of non-verbal communication.
       1. Understand and be able to describe possible meaning associated with a variety of non-verbal behaviours.
       2. Demonstrate effective use of social worker non-verbal behaviours in live and recorded practice scenarios.
   B. Know and demonstrate effective and accurate attending and listening responses.
       3. Attending behaviours, questions and active listening.
       4. Reflecting feeling, content, and meaning.
       5. Constructive challenging and supporting 'resistance'.
       6. Focusing and influencing skills.
   C. Identify and refine interviewing behaviours that may not be helpful to an effective interview.

III.   Explore and Assess with Service Users: Assessment skills.
   A. Demonstrate basic assessment skills.
   B. Understand differences between interviewing, counselling and therapy. Understand and demonstrate differences between conversational interaction and intentional interviewing and assessment.
   C. Illustrate the use of exploration and discovery through interviewing skills.

IV.   Define the focus of an interview: Goal Setting.
   A. Focus on service user's understanding of their reason for accessing services.
   B. Support service user in identifying goals for service.

V.   Evaluate and give feedback: Strengthening Interviewing Skills.
   A. Analyze and provide feedback in peer practice scenarios and skill analysis.
   B. Analyze personal interviewing transcript for video assignment.

C. Develop self-awareness and analysis about the strengths and limitations of one's own skills, role and impact in an interview.
D. Demonstrate an ability to provide and receive critical feedback constructively.

VI. Articulate and Demonstrated Termination Strategies.
A. Demonstrate termination strategies for a successful ending of the helping relationship.
B. Understand how social work is distinct from other helping professionals.
C. Recognize social justice issues in society and the experience of the service user and be able to communicate these effectively, in a manner that encourages reflection and change.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Shebib, B. (2022). *Choices: Interviewing and counselling skills for Canadians.* Pearson Canada. 8th Edition (Paperback and Ebook).

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 is a required course within the foundation stream MSW program. It offers a foundation for the developing effective communication skills for work with individuals, families and groups, communities and organizations, and other professionals and for cross cultural communication. It is a foundational course for success in upcoming practicum and specialization courses.

CLASS SCHEDULE

Important Dates for Fall 2022
- o Start of Term: Wednesday, January 4, 2023
- o Last day of Class: Friday, January 27, 2023
- o End of Term: Thursday, April 12, 2023

DATE	TOPIC	STUDENT PREPARATION
Foundational Use of Self – BEING AND KNOWING		
Wednesday, January 4th	Overview of course expectations and material	Have posted introduction (Assignment #1) on D2L.

	introductions and community building. Understanding of self & ethics in social work interviewing & communications. The skills, process & pitfalls of interviewing & counselling.	Discussion Board by January 4th, 11:59 pm. Text: Shebib (2022) Chapters 1, 2 and 10.
Building Professional Relationships – RELATIONAL INTERVIEWING SKILLS		
Thursday, January 5th	Developing working relationships: foundation interpersonal skills; and active attending and listening skills.	Text: Shebib (2022) Chapters 3 and 4.
Exploring and Assessing with Service Users – ASSESSMENT SKILLS		
Friday, January 6th	Exploration and discovery: asking and responding to questions. Assessing readiness and motivation for change; working with 'resistance'; working with strong emotion & regulating activation.	Text: Shebib (2022) Chapters 5, 6 and 8.
Engaging with Hard to Reach Clients – Resistance		
Saturday, January 7th	Resistance: how to identify the signs and how to respond. Key questions for violence risk assessment.	Text: Shebib (2022) Chapter 9
Define the Focus for Interviewing: GOAL SETTING and TERMINATION STRATEGIES		
Wednesday, January 11th	Identifying key problems or challenges; Establishing goals and taking action; ending phase.	Text: Shebib (2022) Chapters 7 Chapter 3 (pgs : 112-114)
Thursday, January 19th	Bringing it all together and practice scenario time. Closing.	

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.

ASSUMPTIONS UNDERLYING THIS COURSE

1. Each of us has different motivations for and interests in learning about the course material. Similarly, each of us will have unique reactions to the topics and materials we examine. As students and participant in our virtual classroom, it is our collective responsibility to create an environment in which our diverse experiences, perspectives, and responses can be presented safely and addressed in a respectful manner.
2. Students feel that they have a voice and that when they speak people listen with open minds and hearts.
3. Everyone is changed in some way by the process (students and faculty) with reference to a deepened understanding of their own social and personal location regarding multiple dimensions of culture and practice.
4. Every student in the class is a potential teacher and learner.
5. Students own their own biases, rather that attribute a negative characteristics to a social group or to a member of that group. The virtual classroom should be free from prejudice and discrimination.

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.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

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.

Assignment 1: Aligned Course Objectives I & II

Personal Introduction (5%) – Due January 4, 2023 by 11:59pm

How we introduce ourselves can set the tone for the first meeting with service recipients (in micro, mezzo, or macro contexts). Shebib (2022) notes that "self-awareness involves two basic questions: Who am I? and How do others see me?" (pg. 33). Our introduction and how we present ourselves often sets tone for the first interview and can build trust for any subsequent interactions (if more than a one-time event). That first contact provides us with an opportunity to be authentic and to share in good ways about who we are and not just about our qualifications and job titles. It is an occasion to incorporate social work values such as power with rather than power over, to be mindful of meeting someone where they are at, and to be humble and gracious. Depending on our own personal and social location, perhaps our introductions are aligned with our culture and cultural teachings, maybe we are trauma-informed in how we introduce ourselves, maybe we are trying to decolonize our social work practice starting with our introductions and so forth. This first assignment invites you to introduce yourselves as you would do so in a practice setting with service recipients, however you define service recipients in your current or previous work, volunteering, community, etc. Be as vulnerable and authentic as it feels right; this is a foundation skill not only for this course but for being a social worker. If you would like to post a picture of yourself, please do so but there is no requirement. A discussion board will be set up on D2L site for this assignment. There is no rubric or length required.

Assignment #2: Aligned Course Objectives I, II, V

Current and Future State (15%) (APA v.7 format, 2-3 pages maximum not including title page, double-spaced). Due January 5th at 11: 59 pm.

While many of the skills taught in this course are directly applicable to counselling settings, these skills can also form an important foundation for other social work settings, such as community development, government settings and management. Drawing upon your past or present work, volunteer or student experience, please write a 2-3 page self-assessment of your communication and interviewing skills as you see them now (current state) as you begin this course and what you hope to gain or enhance while in this course (future state). Consider your personal location, culture, values, beliefs, and how they may show up in a professional social work helping relationship context; what is your comfort with emotions, both your own and service users'; what is your comfort with uncomfortable conversations and silence; where would you rate your listening skills, and are there communication and interviewing skills you want to learn or enhance; any curiosities you may have about your social work skill set in professional communication and interviewing.

This is meant to be a free expression writing assignment, however, if you weave sources into your reflections, they need to be cited appropriately.

Assignment#3: Recorded Practice and Review (80% total)

This assignment has three parts as follows:

1. **Part A (20%) Aligned Course Objectives: I, II, III, IV, VI. Due January 27, 2023 at 11:59 pm.**
    In teams of two, prepare a 20-minute recording of an interview between two class members. Each student will interview the other and change roles as interviewer and interviewee, with a focus on ongoing interview skills. The interview will be a mock interview and the focus on the interview will be on an agreed upon topic between the two students that is related to a social issues that would lend to seeking support or counselling. Students will have practice interviewing opportunities in the Zoom classes as identified in the course schedule.

2. **Part B (25%) Aligned Course Objectives: I, II, III, IV, V, VI. Due January 27, 2023 at 11:59 pm.**
    Draft a two-page reflection outlining your perception of your use of basic communication and interviewing skills, i.e., how you believe you did in your recording, what you thought was good work, what you would like to see yourself improve on in the future, how you will accomplish this growth (self-assessment) and what kind of learning would be helpful to you in your growth going forward.

3. **Part C (35%) Aligned Course Objectives: I, II, III, IV, V, VI. Due January 27, 2023 at 11:59 pm.**
    Select a five-minute portion of your recording. Select the segment based on what benefit you believe you would gain from a closer examination. Transcribe the segment (writing verbatim what happened in the recording) and create a process recording of your five-minute transcript (3 column template will be posted on D2L). In the left column you will place the five-minute transcript verbatim (interviewer, interviewee, interviewer, interviewee). In the middle column you will note your thoughts and feelings as they were occurring during the interview, to the best of your recollection. Try to put yourself back in that time and reflect on what was happening for you and think about why you asked or did what you did. The third column is for your critical analysis of what happened, i.e., Did your language, prosody, body language, listening and reflecting skills have the desired outcome; did your question have the desired outcome; what would you do differently if you could do it again (would you ask a different question or would you phrase your question differently?) or do it in similar circumstances in the future and so forth.

Criteria for assessments shall be discussed in class prior to the deadline of the assignment and rubrics will be posted on the D2L site (with the assignment #1 Personal Introduction).

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS
Students are expected to attend the in-class and Zoom sessions and to be fully present and engaged in class activities and discussions. This is a practice-laden course and a rich exchange of ideas and practice opportunities are key elements of the learning process in this course. It is expected that students will

prepare in advance for each class and participate in all learning processes through thoughtful, respectful contributions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS
All assignments are to be submitted electronically in WORD FORMAT through the D2L Dropbox at or before the date and time as specified in the course outline. Assignments should have a file name as follows "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59 pm on their due date. Please note that it is the students responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS
It is expected that all assignments will be turned in on their due date. Out of respect for your colleagues, late assignments will be deducted by 10% for each day the assignment is late unless arrangements are made **at least 48 yours prior to the due date.** It is the student's responsibility to request an extension from the instructor should you require more time and offer an alternative due date and time for the instructor's consideration.

EXPECTATIONS FOR WRITING
Critical Thinking and Reflection: Students are expected to demonstrate critical thinking in relation to their appraisal of concepts presented in class and course readings (see also Professional Conduct). Students are expected to demonstrate their ability to identify bias and evaluate personal assumptions. Technical Merit: Writing is expected to be of graduate student quality, which means concise, coherent and well organized with citations for all data and other referenced ideas. Students are expected to submit assignments that are clearly written, logically structured and able to convey desired meaning. Students are expected to use proper grammar and punctuation. In demonstrating mutual respect for the contributions of others. 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.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100

Grade	Grade Point	Description	Percentage Range
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

The University of Calgary Graduate 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	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. **Note**: The grade point value (3.0) associated with this grade is the minimum acceptable **average** that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. **Note**: Students who accumulate two grades of **"B-"** or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below "B-" are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74

C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		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. In addition, student feedback may be sought through formal and informal means throughout the extended Block Week course. Students are welcome to discuss the process and content of the course at any time with the instructor.

WITHDRAWAL

Consult your Student Centre for the drop and withdrawal dates for this winter course.

ADDITIONAL SUGGESTED READINGS

Supplemental learning materials will be discussed in class and when available, will be posted on the D2L site.

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