



Winter 2024

Course & Session Number	SOWK 303 S01	Classroom	Northern Cohort Northern Lakes College Campus Slave Lake, AB Classroom: Lecture Theater A128/129
Course Name	Practice with Individuals in Context- Block Week		
Dates and Time	Start of Winter term: Tuesday, January 2, 2024 End of Winter term: Tuesday April 30, 2024 Dates and Time: In person Tuesday, February 20, 2024 to Saturday, February 24, 2024 from 9am to 4pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Chantal Tkach MSW RSW	Office Hours	By appointment
UCalgary E-mail	Chantal.tkach1@ucalgary.ca	UCalgary Phone	Email only

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,

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

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

COURSE DESCRIPTION

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

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

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 interviewing process.
5. Demonstrate appropriate attending, listening skills, empathy, inquiry, immediacy, and confrontational skills.
6. Acquire an awareness of the theoretical, ethical, and practical issues involved in effective interviewing.

7. Demonstrate self-awareness and self-analysis by constructively critiquing, addressing, and improving upon student's own interviewing skills.

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

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

1.1 Social work students develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.

1.2 Social work students acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities. Students develop an awareness of personal biases and preferences to advance social justice and the social well-being of social work service users.

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

2.2 Social work students acquire skills to monitor and evaluate their own behaviors in relation to the relevant code of ethics.

2.3 Social work students have knowledge of legislation governing social work practice in Alberta, including the Health Professions Act, Code of ethics, and Standards of Practice.

5. Employ critical thinking and reflection in professional practice.

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

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

4.1 Social work students are equipped with generalist-practice knowledge and skills to competently perform various interactive practices such as engagement, assessment, intervention, negotiation, mediation, advocacy and evaluation.

4.2 Social Work students have relevant knowledge and skills to actively promote empowering and anti-oppressive practice.

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

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

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Ivey, A., Ivey, M. and Zalaquett, C. (2022) *Intentional Interviewing and Counseling Facilitating Client Development in a Multicultural Society, 10th Ed.* Cengage.

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

SOWK 303 is a required practice course in the BSW Virtual Learning Circles Program – Alberta North.

CLASS SCHEDULE

Important Dates for Winter 2024

Important Dates for Winter 2024

- o Start of Term: Tuesday, January 2, 2024
- o First Day of Class: Monday, January 8, 2024
- o End of Term: Tuesday, April 30, 2024
- o Last Day of Class: Tuesday, April 9, 2024
- o Term Break: Sunday to Saturday, February 26 – March 3, 2024
- o Fee Deadline: Friday, January 26, 2024
- o Alberta Family Day, no classes: Monday, February 19, 2024
- o Good Friday, no classes: Friday, March 29, 2024
- o Easter Monday, no classes: Monday, April 1, 2024

**Face-to-face at Slave Lake Northern Lakes College campus
Course Schedule- All classes 9am – 4pm**

Date	Content	Readings from Text
Prior to First Class	Review Assignment 1 and complete an 8-minute un-rehearsed video with a partner of your choice	No Readings - This is intended to be an unpracticed one-time video for students to use and reflect on during and after the course and final video.
Tuesday February 20, 2024	Introductions Review Course Outline Orientation to Interviewing Basics	Chapters 1, 2, 3
Wednesday February 21, 2024	Interviewing Basics cont'd	Chapters 4, 5 & 6 Review PowerPoint presentation Pre-Interview Considerations Interview Basics Part 1 – Attending Behaviors Interviewing Basics Part 2- Questions Interview Basics Part 3- Active Listening
Thursday February 22, 2024	Strength Based Interviewing Skills	Chapters 7, 8, 9 Review PowerPoint presentation Strength Based Interviewing
		Reflection of Feelings
Friday February 23, 2024	Skills for Meaning Making	Chapters 11, 12, 13 Review PowerPoint Presentation Meaning Making
Saturday February 24, 2024	Specialized Interviews Challenging Behaviors Review Core Concepts Summary & Integration	Chapters 14

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR CLASSROOM

Students are expected to participate actively in all classes. If you are unable to attend a class, please contact your instructor. Please be prepared, as best as you are able, to join class that will allow you to be fully present and engaged. All students are expected to behave in a professional manner during all classes.

ASSESSMENT COMPONENTS

Assignment	Weight	Due Date
1. Class Participation, skills practice, development, and integration	20%	Self-evaluation is daily with the final paperwork due February 24, 2024, via Dropbox
2. Interviewing Self-Assessment with daily lab self-assessments attached as appendix	40% (20% for Interviewing Self-Assessment and 20% for Appendix)	March 3, 2024, via Dropbox
3. Recorded Interview with written Appraisal and Plan for Development	40%	March 17, 2024, via Dropbox

ASSIGNMENT 1: Class Participation, Skills Practice, Development, and Integration

Due Date: February 24, 2024

Value: 20%

Prior to day one block week student’s will prepare and upload a mock interview with a partner of their choice from class. This partner will remain your partner for your final Assignment #3 8-minute video interviews. This first assignment #1 video will be 8 minutes in length and should have no prior rehearsal. The purpose is for your own self-reflection and identification of growth throughout the week. It is very acceptable to have a video that you feel has many mistakes, and lots of areas for growth as you are learning. Please do not practice the interview, just record it one time and have some fun!

Students will complete a self-evaluation using the template provided on D2L. 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 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, actively participating in class discussions or small group exercises and giving respectful feedback to others during class. Feedback on skill development is a central learning process to this course. Students are also expected to be open and receptive to feedback.

ASSIGNMENT 2: Interviewing Self-Assessment based on Interview Skills labs

Value: 40% - 20% for Interviewing Self-Assessment Summary and 20% for appendix consisting of completed daily Skills Labs Self-evaluation and Reflection worksheets

Due: March 3 ,2024

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

Description: Each day of the course will focus on the practice of specific interviewing skill sets and will include a practice lab. The practice labs will require students work in triads to practice interviewing skills and will include being an interviewer, an interviewee and an observer. Students will complete a daily

Self-Assessment of Learning and Reflection worksheet that identifies student learning and growth and references the course content and readings.

This assignment requires students to complete the Interviewing Self-Assessment summary using the template on the D2L site and submit this with the daily interviewing lab self-assessment and reflection worksheets attached as an appendix.

ASSIGNMENT 3: A) 8-Minute Video, B) Self-Appraisal and Plan for Development

Due Date: March 17, 2024 video link and paper to be submitted to drop box on D2L. It is the student's responsibility to ensure the video link is working and that interviewer and interviewee are viewable and audible. Submitting a link that does not work could result in receiving 0 points for the video portion of the assignment

Value: 40%

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

Part A) 8-Minute Video (15%)

Part B) Self-Appraisal and Plan for Development (25%)

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%)

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 of 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).

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. Rapport building/relationship Skills: Empathy, Positive Regard
3. Interview Focus/Mutual Understanding of Presenting Problem(s)
4. Effective use of questions

5. Paraphrasing
6. Summarizing

The video 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. 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 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) Self-Appraisal and Plan for Development academic and reflection paper (25%)

Students will submit a 3-5-page paper providing a self-appraisal of the final 8 minute video and a plan for development. The paper will be in APA format, 7th Edition.

The self-appraisal will comment on the student’s use of the 6 skills (and/or other skills and learnings from class) as well as any missed opportunities. When making appraising comments, be sure to point to specific content to support your claims and include the timestamp of the example as well as a description. For example: (“At 0:04:45, I demonstrated the skills of empathy and attending when I leaned in and said.....At 0:06:13, I missed an opportunity to summarize after the client provided a lot of content...”). Descriptions of skills used, skills missed, and possible alternative responses should be clearly stated. 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’).

The plan for development will include the following components:

1. Reflecting on your course work, any work/practicum experience, and video analysis of your first and your final 8 minute videos, identify areas of strength and where you have improved throughout this course.
2. Reflecting on your course work, any work/practicum experience, and your analysis of your videos, identify 3 goals for improving interviewing skills and professional development moving forward. Clearly outline a plan for how you will meet these goals.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to have completed all readings and assignments throughout the course. Students are expected to attend all classes and to be fully present and engage in class activities and discussions as seen by the assignments above. If you are unable to attend a class, please contact the instructor prior to the session.

Please be prepared to join class in a space that will allow you to be fully present and engaged. All students are expected to behave in a professional manner during the session.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All assignments must be submitted electronically through their respective Dropbox in D2L or posted to the Discussion Forum as per the assignment instructions. Assignments are to be submitted in Word format unless otherwise specified. Assignments should have a file name that follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11PM on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

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

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface corrections (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.

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

ADDITIONAL SUGGESTED READINGS

Please refer to D2L for additional readings.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

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