



<b>Course &amp; Session Number</b>	SOWK 391 S03	<b>Classroom</b>	MH1004
<b>Course Name</b>	PRACTICE WITH INDIVIDUALS		
<b>Day(s) &amp; Time</b>	In person-Wednesdays 9:00-11:50am Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Callista Chasse, MSW RSW	<b>Office Hours</b>	By request
<b>U of C E-mail</b>	cmchasse@ucalgary.ca	<b>U of C Phone</b>	N/A

**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 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](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy](#).

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

## **SYLLABUS STATEMENT**

An introduction to theories and skills for communicating with people in a professional social work context. Generic interviewing and basic counselling skills from a generalist perspective of social work practice will be developed.

## **COURSE DESCRIPTION**

Through lectures, assigned readings, video resources, group discussions, role-playing and presentations, students will be introduced to the core elements of the clinical social work interview process. Specific communication skills will be identified, modeled, and practiced within the context of the social work interview. Students will also be able to explore and critique their own individual strengths and areas for growth in the context of the helping relationship. Students will be challenged to broaden their perspective and develop their practical skills which are both necessary to practice effectively in the social work field.

## **COURSE LEARNING OUTCOMES**

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

1. Identify and articulate their own values, attitudes, and beliefs, and their impact on building helping relationships and facilitating change processes.
2. Develop heightened consciousness of issues related to structural disadvantage (culture, race class, gender, abled-ness, sexual orientation, age), and identify issues related to power and control, values, ethics, and objectivity that may impact the interview process.
3. Understand the need for empathic, genuine, and empowering communication to establish and maintain a professional helping relationship.
4. Demonstrate active listening skills and beginning influencing skills.
5. Develop and demonstrate 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.
6. Demonstrate skills to competently perform various interactive practices such as engagement, assessment, intervention, negotiation, mediation, advocacy, and evaluation.
7. Demonstrate the ability to learn from others and provide/utilize feedback constructively and effectively.

## **LEARNING RESOURCES**

### **REQUIRED TEXTBOOKS AND/OR READINGS**

Ivey, A., Ivey, M., & Zalaquett, C. (2022). *Intentional interviewing & counseling: Facilitating client development in a multicultural society* (10th ed.), Cengage Learning.

**PLEASE NOTE: All students must bring Flash Drive/ USB drive to each recording session. If you are purchasing a flash drive for this purpose, please bring it to the first class in its package (keep the receipt) so you can confirm its compatibility with the recording equipment.**

**LEARNING TECHNOLOGIES AND REQUIREMENTS**

A D2L site is set up for this course which contains relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L access.

**RELATIONSHIP TO OTHER COURSES**

This course is a prerequisite to the Integrative Seminar and Practicum course and provides concepts and skills required for several 500 level electives. Successful completion of this course is a requirement for graduation.

**CLASS SCHEDULE**

**Important Dates for Fall 2023**

- Start of Term: Monday, August 28, 2023
- First Day of Class: Tuesday, September 5, 2023
- End of Term: Friday, December 22, 2023
- Last Day of Class: Wednesday, December 6, 2023
- Fee Deadline: Friday, September 22, 2023
- Labour Day, no classes: Monday, September 4, 2023
- National Day for Truth and Reconciliation, no classes: Saturday, September 30, 2023
- Thanksgiving Day, no classes: Monday, October 9, 2023
- Remembrance Day, no classes: Saturday, November 11, 2023 (observed Monday, November 13)

**Schedule is subject to change.**

<b>DATE</b>	<b>TOPIC / ACTIVITY</b>	<b>TEXTBOOK READINGS</b>
September 6	Introduction to interviewing, social work ethics, multicultural competence  Facility Tour & Baseline Recording	Chapters 1 & 2  Bring Flash Drive
September 13	Attending, Cultivating Empathy, Developing observation skills	Chapters 3 & 4
September 20	Interviewing/Recording Counselling Lab	Chapters 5  Bring Flash Drive

September 27	Questions, Encouraging, Paraphrasing, Summarizing, Reflection of feelings <b>Skills File #1 Due</b>	Chapters 6 & 7
October 4	Structuring skills, planning the interview/session	Chapter 8
October 11	Interviewing/Recording Counselling Lab	Bring Flash Drive
October 18	Focusing the narrative <b>Skills File #2 Due</b>	Chapter 9
October 25	Empathic Confrontation	Chapter 10
November 1	Interviewing/Recording Counselling Lab	Bring Flash Drive
November 8	Reflecting meaning <b>Skills File #3 Due</b>	Chapter 11
November 15	<b>Fall Break – No class</b>	
November 22	Influencing Skills	Chapter 12
November 29	Interviewing/Recording Counselling Lab	Bring Flash Drive
December 6	Termination and closing <b>Final assignment due</b>	

#### 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.

## **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.

### **ASSESSMENT COMPONENTS**

Please note: Additional resources for completion of assignments and assessment criteria details (IE: rubrics) will be made available to students on D2L.

#### **1. Participation in Lab and Class Activities (15%)**

**DUE: Ongoing**

**Aligned course outcomes: 4,5,6,7**

Active participation and attendance are essential in this highly experiential, skills-building class. During the semester, students will have an opportunity to record five role-played interviews. Feedback after each session will also be recorded. Students will participate as interviewer, interviewee and observer and a reflection sheet will be completed in class after each interview, to be handed in at the end of class for participation grade.

#### **2. Skill Sets (3 X 15% = 45%)**

**DUE: Sept. 27<sup>th</sup>, Oct. 18<sup>th</sup> & Nov. 8<sup>th</sup>**

**Aligned course outcomes: 3,4,5,6,7**

A series of three worksheets (Skill Sets) will be given to students for thoughtful completion. These worksheets will involve reflections on the video-recorded interviews, as well as reference to assigned readings. Students are expected to review their recorded interviews and be critically self-observant. The completed worksheets will be handed in on their scheduled due dates by midnight. Evaluation will be based on integration of learning, text and role-play experience, growth in skills and self-awareness, thoughtfulness, clarity, and completeness.

#### **3. Final Assignment (40%)**

**DUE: Dec. 6<sup>th</sup>**

**Aligned course outcomes: 1-7**

Students will select one of their recorded interviews to submit with this assignment. The student may choose which interview to focus on, however, reference to all interviews is expected, showing development of skills over the period of the course.

- **Video/Interview:** The goal of the video is to show the students' use of interviewing skills in an interview, the ability to engage the client, and develop a focus for the interview. Please note, the instructor may view only portions of the video to get an overall sense of skill level.
- **Typscript Analysis and Skill Identification:** The student will select approximately **10 minutes** (approximately 20 social worker/client interactions) of their interview where they are actively interacting with the client and transcribe it into typewritten form. Students can choose the

portion they feel is the best example or is most interesting for other reasons. The typescript will include verbatim dialogue, identification of skills used, descriptions of body language observed, interviewer thought processes, and client outcomes. Chart format is expected (example to be provided on D2L).

- **Personal Reflection:** Making reference to the textbook, client/observer feedback, and previously completed Skill Sets assignments, **students will analyze the interview in a paper (4-5 pages not including the typescript analysis)**, focusing on the following areas:
  - *Look closely at your responses recorded in your transcript, noticing patterns and exceptions and summarize the highlights. Which skills can you identify where you showed competence and were effective? Were there some things you would have done differently? If so, how and why?*
  - *Comparing your 5 interviews, describe your own development over the course of the semester, as an interviewer, interviewee and observer. How would you describe your own style of interviewing?*
  - *In summary, reflect on your course work and interview analysis and state clearly at least three areas of expertise you have gained during this course and three goals for furthering your skills. Include comments on how you have reached the learning objectives as stated in the course outline.*

## ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

### ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. Make up assignments may be permitted in consultation with course instructor.

### 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 indicated. 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. Assignments submitted after the deadline, without approved extension, 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 7<sup>th</sup> 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>

<b>GRADING</b>
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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	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50

CG		Credit Granted. Not included in the GPA calculation. See section <a href="#">F.1.3</a> for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable.	

**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.

**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