UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Winter 2019

Course Number: SOWK 699.20 S04	**Classroom: PF3208**
Course Name: Advanced Clinical Interviewing	
Day & Time: Mondays 5:00-8:00pm	

Instructor: Dr. Dan Wulff **Telephone:** 403.220.8227 (Office)	**Office Hours:** By appointment dwulff@ucalgary.ca

COURSE OUTLINE

Syllabus Statement

This is an experiential course in which students will learn advanced listening and interviewing skills for working with clients.

Course Description

The focus of this course is on listening and languaging in the clinical interview. It is designed to be experiential in order for students to develop and practice more advanced ways of facilitating conversations that are effective in their clinical practices with clients. This course has no pre-requisites, though it is recommended that students are in practicum while taking this course.

Learning Objectives

Course Learning Objectives (CLOs)

Upon successful completion of this course, students will have the knowledge and skills to:

1. Examine one's own listening and languaging in order to facilitate clinical conversations that are advanced in terms of effectiveness and efficiency.

2. Develop ways to invite client feedback and reflexively incorporate it into therapeutic conversations.

3. Use advanced clinical conversation skills with other professionals and in other professional settings.

4. Include social justice talk in clinical conversations.

Program Learning Outcomes (PLOs)

This course is aligned with the following Program Learning Outcomes:

1.	Professional Identity	Develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible. 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. Develop an awareness of personal biases and preferences to advance social justice and the social well-being of social work service users.
2.	Values and Ethics in Professional Practice	Demonstrate knowledge of the relevant social work codes of ethics in various professional roles and activities and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups. Demonstrate skills to monitor and evaluate their own behaviours in relation to the relevant codes of ethics.
3.	Promote Human Rights and Social Justice	Understand the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.
4.	Diversity	Recognize diversity and identify how difference acts as a crucial and valuable part of living in a society. Identify how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups; and Use the specific populations as examples that might capture the issue of francophone, indigenous and newcomer populations.
5.	Critical Thinking in Professional Practice	Demonstrate critical thinking and reasoning in analyzing complex social situations in order to make professional judgments.
6.	Research	Acquire knowledge and skills in conducting social work research and competence in evaluating professional practices.

7.	Policy Analysis and development	Demonstrate comprehension of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts.
8.	Change	Acquire knowledge of organizational and societal systems.
9.	Engage with Individuals, Families, Groups, and Communities Through Professional Practice	Competently perform interactive practices such as engagement, assessment, intervention, negotiation, mediation, advocacy, and evaluation. Actively promote empowering and anti-oppressive practice. Acquire knowledge and develop skills in advanced practice, and/or in specialized practice with individuals, families, groups, and/or communities. Use the specific populations as examples that might capture the issue of francophone, indigenous and newcomer populations

Learning Experiences

The primary modes of interaction in this course will be through discussion and experiential learning. Therefore, class performance includes 1) being in class, 2) contributing to the class discussion in a relevant and coherent way, 3) indicating through one's discussion contributions a thorough preparation of the assignment, 4) willingness to try and practice advanced skills, and 4) developing dialogue with the instructor.

Apply the same standards of behavior, communication, and courtesy about punctuality, attendance, and readiness for work that would apply to a professional social worker in meeting with clients, supervisors, or in attending agency meetings. In addition to attendance, grades for participation are based on asking questions, sharing experiences, actively participating in class discussions or small group exercises, and giving respectful feedback to others during class. It also includes using office hours as needed to ask for help, problem solve, and/or to clarify the assignments, or to identify individual learning needs. Above all, participation means demonstrating personal and professional engagement in the learning process.

If a situation arises that precludes class attendance, the student should apprise the instructor. It is neither the instructor's responsibility to determine why a student was not in class nor is it the instructor's responsibility to advise the student of what was missed by a student's absences or tardiness to class. Your absence deprives the class of your participation that day so if you must be absent, consider ways you could add to the class upon your return. Then create a plan (containing activity and timeline) that will adequately substitute for that class time missed, present that plan to the instructor for approval, and execute that plan.

Our suggested classroom routine:

1. Discuss what aspects of clinical interviewing/listening you tried this week that was new for you
2. Assignment discussion
3. Topical mini-lecture/discussion
4. Demonstration/exercise
5. Focus on upcoming assignment
6. Adding to the compendium of questions on our course D2L

Relationship to Other Courses

This course is an elective that is directly related to SOWK 696 Practicum, SOWK 653, and SOWK 657 because of the emphasis on the careful examination of conversations held directly with clients. It is also related to research practices that benefit clinicians in the field.

Course Text(s)

There is no required text for this course. We will work with process recordings of conversations produced by the students (e.g., work-based, informal, personal, role-played, interviews with clients if available). There are assigned readings and videos that are listed in the course schedule for each week. These can be accessed online or on D2L.

Class Schedule

Jan 14 Overview of Course

Today's work in class:

a. Become familiar with our course outline.
b. Discuss the elements of a good and helpful clinical interview from what you have seen, heard, and experienced.
c. Watch a video by Celeste Headlee – "Ten Ways to Have a Better Conversation" *https://www.ted.com/talks/celeste_headlee_10_ways_to_have_a_better_conversation/discussion*

Assignments for this upcoming week:

a. Watch "What I Learned by Listening" by Anna Maria Tremonti https://www.youtube.com/watch?v=TKRNHePetq4
b. Go to D2L and post at least two entries. Your first posting should be a substantive paragraph discussing what you found significant about the TED Talk Anna Maria Tremonti (due January 18) and a second posting responding to a classmate's posts (due by January 21).

Meets: CLO #1; PLO #5

Jan 21 Feedback/Reflections, "As If" Listening

Assignments Due for Today's Class:

a. Process recording created by "transcribing" from memory 4-5 minutes of a conversation you had with someone this past week (this is written as a transcript or as a script from a play). Pick the segment of the conversation in which you take a close look at the kind of wording/languaging you used (e.g., formal/informal, suggestive, vague, prescriptive, humorous, light-hearted, serious, etc.). This could be *any* kind of conversation—not necessarily a professional one or a problem-focused one.
b. Celeste Headlee video: https://www.youtube.com/watch?v=ydQd7KxrFDM "We Need to Talk: How to Have Conversations That Matter" | Talks at Google
c. Read Bavelas, J. B. (2004). *An analysis of formal apologies by Canadian churches to First Nations* [Retrieve online, this is a live link]

Meets: CLO #1, #4; PLO #3, #5, #7

Jan 28 Characteristics of Questions

Assignments Due for Today's Class:

a. *Two-part* process recording (need not be sequential)
    1. Transcribe 4-5 minutes of a conversation in which you ask someone about something that is problematic to them and *how* it is problematic. Comment on what you were thinking in this conversation and the kinds of answers your questions received.
    2. At the end of this above conversation, find ways to ask for feedback from your conversational partner about how they experienced your conversation with them. Note the questions you asked and the kind of answers you received. Please highlight your specific questions in your document.
b. Read: Andersen, T. (1996). Language is not innocent. In F. W. Kaslow (Ed.), *Handbook of relational diagnosis and dysfunctional family patterns* (pp. 119-125). New York, NY: John Wiley & Sons. [available on D2L]

Meets: CLO #1, #2, #4; PLO #9

Feb 4 Meaning and Creativity in Languaging

Assignments Due for Today's Class:

a. Thinking back on useful conversations you have had (recently or in the past), what were some of the best questions you asked or heard? Did these questions tend to use more nouns or more action words?
b. Read about meaning questions: Polkinghorne, D. E. (2005). Language and meaning: Data collection in qualitative research. *Journal of Counseling Psychology, 52*(2), 137-145. doi:10.1037/0022-0167.52.2.137 (Retrieve online from the library)

Meets: CLO #1, #2, #4; PLO#1, #9

Feb 11 Hypnotic Languaging

Assignments Due for Today's Class:

a. Search for information on hypnosis and its application to social work clinical practice and bring this information to class for sharing.
b. Read an introduction to hypnosis and watch a Neurolinguistic Programming (NLP) video:
    http://www.youtube.com/watch?v=8fL6F0kz0mU&feature=related
    http://www.uncommon-knowledge.co.uk/training/hypnotherapy/Solution-Focused-Therapy.pdf
c. Bring at least two questions (either from the literature or your listening or your creation) that you think are hypnotic (both assessing and interventive simultaneously).

Meets: CLO #1, #2, #4; PLO #9

In class video: https://www.youtube.com/watch?v=dIAgtD5OX9k
Milton H. Erickson — "I'll Go Swimming Tomorrow" - excerpt from "In the Room" with Milton Erickson

In class video: https://storiesofchangeandpossibility.com/ma-learns-to-read-a-story-about-evoking-resources-and-abilities-for-change/
Bill O'Hanlon – "Ma Learns to Read: A story about evoking resources and abilities for change"

Feb 18 No Class (Reading Week)

Feb 25 Societal Discourses in Clinical Interviewing

Assignments Due for Today's Class:

a. From a therapy role-play you create with a learning partner, make a process recording for a segment of that role-play that highlights how societal discourses appear in therapeutic conversations (from what the therapist says and what the client says).
b. Examine the words and phrases that promote social values or expectations. Consider ways that these expressions can be made overt and discussed in therapy.

Meets: CLO #1, #2, #4; PLO #3, #9

Mar 4 Social Justice in Clinical Interviewing

Assignments Due for Today's Class:

a. Create a process recording by "transcribing" from memory 4-5 minutes of a role-played client interview. Pick the segment of the interview/conversation in which you recognize some small scale social justice talk between you and your client. In the margins, using Word comment boxes, analyze the talk (please do not restate or summarize this segment) by describing the words you identified as social justice talk, the level of social justice talk, and your thinking during this time. Please add this to the D2L Dropbox and also bring this with you to class.

b. Read van der Meiden, J., Noordegraaf, M., & van Ewijk, H. (2018). Relational ethics as enrichment of social justice: Applying elements of contextual therapy to social work. *Qualitative Social Work, 0*(0), 1-17. [Go to *Qualitative Social Work* online first to retrieve this article.]

c. Wulff, D., & St. George, S. (2011). Family therapy with a larger aim. In S. Witkin (Ed.), *Social construction and social work practice: Interpretations and innovations* (pp. 211-239). New York, NY: Columbia University Press. [a local and small scale way of inserting social justice]. Retrieve from https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=226&docID=908964&tm=1544126929840

Meets: CLO #1, #4; PLO #2, #4, #9

Mar 11 Appraising Interviews

Assignments Due for Today's Class:

a. *Two-part* process recording (need not be sequential)
    1. Process recording of 4-5 minutes of a role-played interview with a client. In the margins note and describe the key components and why you think they are key components. Phrase your comments in a way that you think is respectful of the interviewer and interviewee.
    2. In the interview, ask for client feedback. Note the questions you asked and the kind of answers you received.

b. Read Sutherland, O., Turner, J., & Dienhart, A. (2013). Responsive persistence part I: Therapist influence in postmodern practice. *Journal of Marriage and Family Therapy, 39*, 470-487. (retrieve online from the library)

Meets: CLO #1, #2, #4; PLO #9

Mar 18 Improvisation (Karen Dawson, Guest Speaker)

Assignments Due for Today's Class: To be determined

Meets: CLO #1, #2, #3, #4; PLO #9

Mar 25 What else?

Assignment Due for Today's Class: Student directed; please reflect on what we have covered so far in this course and what else seems to be worthy of attention. Come to class with your assessment of how your learning is going.

Meets: PLO #8

Apr 1 Researching Your Own Practice

Assignments Due for Today's Class:

a. Discuss narratively how you organize your thinking regarding what theories, ideas, and conclusions come together to inform your practice preferences and your ongoing learnings. This is more of a "process" assignment rather than a "content" one. The emphasis is on *how* you prefer evaluating your work, not what kind of work you do.
b. Read Bavelas, J. B., & Chovil, N. (2006). Hand gestures and facial displays as part of language use in face-to-face dialogue. In V. Manusov & M. Patterson (Eds.), *Handbook of nonverbal communication* (pp. 97-115). Thousand Oaks, CA: Sage.

Meets: CLO #1, #2, #3 #4; PLO #5, #6

Apr 8 Supervisory Conversations

Assignment Due: Consider how supervisory conversations could/would be different from ordinary conversations or clinical interview conversations. Post your comments on D2L prior to today's class.

Meets: CLO #1, #2, #4; PLO #9

Assignments

This is an experiential practice class with regular out-of-class assignments.

Because of the practice nature of this course, the majority of your grade is awarded for full participation in the classroom activities. Therefore 60% of the course grade is based upon class participation and contribution both to the large group discussions (make sure you have the reading prepared for discussion) and small group activities. Quantity is not the issue. Your grade will be determined by my ability to comment on the way you think and make sense of concepts and new practices.

The remaining 40% of your grade will be determined by the 5 process recordings you are assigned (6% each) and your report of researching your own practice (10%). Each of these assignments will be handed

in via D2L Dropbox. To be complete your process recording must be sent to me electronically by the end of Sunday before Monday class. Therefore if class is on January 15, then your process recording is due January 14. It must also have the highlights requested and comments in boxes (using Track Changes) as requested.

Recommended Readings

Watching Jeffrey Zeig on Psychotherapy and Hypnotherapy on http://www.youtube.com/watch?v=ks6PmUCpR3g&feature=related

Materials from Janet Bavelas' webpage: http://web.uvic.ca/psyc/bavelas/

Lapadat, J. C., & Lindsay, A. C. (1999). Transcription in research and practice: From standardization of technique to interpretive positionings. *Qualitative Inquiry, 5*(1), 64-86.

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2003). *Clinical interviewing.* Hoboken, NJ: John Wiley and Sons.

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 Graduate Grading System will be used.

Grade	Grade Point	Description	Percentage
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.

Students are welcomed and encouraged to discuss the process and content of the course at any time with the instructor.

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar http://www.ucalgary.ca/pubs/calendar/current/k-2.html Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment.

Consistent with the aims of the Social Work Program, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.
All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): https://casw-acts.ca/en/Code-of-Ethics and the Alberta College of Social Work Standards of Practice (2013): http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf
Students are expected to ensure they are both familiar with, and comply with these standards.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should speak with the course instructor and consult the CFREB ethics website (http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb) *before* beginning the assignment."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar http://www.ucalgary.ca/pubs/calendar/current/k-2.html

All social work students are expected to review the Academic Integrity Module before beginning their program: https://connect.ucalgary.ca/p8lgb1nucdh/

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at: http://ucalgary.ca/ssc/graduatestudent

IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: http://www.ucalgary.ca/wellnesscentre/resources

Wellness Centre 24 hours/day Phone Support (403) 210-9355
If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

The Social Work representative to the Students Union is to be determined (swsacalgary@gmail.com).

Appeals: If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process of the Faculty of Graduate Studies Calendar.

The Student Ombudsman's Office can be reached at http://www.ucalgary.ca/ombuds/ for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

STUDENTS WITH DISABILITIES
It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.
If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services http://www.ucalgary.ca/access/ (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

Building Evacuations

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Werklund School of Education Building. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to download the UofC Emergency App: http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

SAFEWALK (403) 220-5333
Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

Supports for Mental Health
The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, ucalgary.ca/wellnesscentre/counselling/personal/) and the Campus Mental Health Strategy website (ucalgary.ca/mentalhealth).

Sexual Violence Policy
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf