



LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

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](#).

Course & Session Number	SOWK 303 S03/T03	Classroom	Check D2L
Course Name	Practice with Individuals in Context		
Dates and Time	Start of Classes: Monday, January 6, 2025 End of Classes: Friday, January 10, 2025 Times: 9:00 am – 12:00 noon; 1:00 pm – 4:00 pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	David Irvine, MSW	Office Hours	As Requested
UCalgary E-mail	David.irvine@ucalgary.ca	UCalgary Phone	403-803-8456

SYLLABUS STATEMENT

Focuses on interviewing and counselling skills from a generalist social work perspective. Emphasis will be given to skill development, critical reflection, practice evaluation, and practical application within a variety of contexts.

Course Hours: 3 Units

COURSE DESCRIPTION

Through lectures, assigned readings, structured exercises, group discussion, role- playing, and practice interviews, students will be introduced to core elements of building safe, empowering relationships with clients and the generalist model for social work practice. These concepts serve as the theoretical foundation for the course and specific communication skills will be identified, modeled and practiced within the context of the classroom, primarily by the student themselves. Using various feedback mechanisms, students will explore and critique their individual strengths and weaknesses in interview situations for populations within their current or potential practice environments.

In this course we will be explicitly addressing racial justice, equity, diversity, inclusion, indigenization and critical responses to calls for truth and reconciliation. Course contents and learning activities will support students to develop and strengthen their knowledge and skills that address the historical and

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

contemporary issues facing equity-deserving groups, including racialized, Indigenous, 2SLGBTQIA+, people with disabilities, women and Francophone community members.

COURSE LEARNING OUTCOMES

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

1. Critically understand the “self” in the development of a professional helping relationship.
2. Identify attitudes, behaviors, values, ethics and cultural differences that may facilitate or interfere with developing a healthy professional relationship.
3. Acquire and demonstrate adequate skills to conduct a beginning interview with a social work client.
4. Demonstrate an understanding of the stages, phases and objectives of the interview process.
5. Demonstrate appropriate attending, listening skills, empathy, inquiry, immediacy, and confrontational skills.
6. Acquire an awareness of the theoretical, ethical, and practical issues involved in effective interviewing.
7. Demonstrate self-awareness and self-analysis by constructively critiquing, addressing, and improving upon the student’s interviewing skills.

LEARNING RESOURCES

REQUIRED TEXTBOOK

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

LEARNING TECHNOLOGIES AND REQUIREMENTS

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

CONNECTION TO PRACTICE

Connections to practice statements have been created for each BSW course in the redesigned BSW program. Please refer to the course outline framework provided for the course you are teaching and include that Connections to Practice statement in this section.

RELATIONSHIP TO OTHER COURSES

This course is a required course in the Faculty of Social Work curriculum. It provides a foundation for several 500 level electives and provides particular foundational skills for the social work practicum placements. Successful completion of this course is a requirement for graduation.

CLASS SCHEDULE

Important Dates for Winter 2025

- Start of Term: Monday, January 6, 2025
- First Day of Class: Monday, January 13, 2025
- End of Term: Wednesday, April 30, 2025
- Last Day of Class: Friday, April 11, 2025
- Fee Deadline: Friday, January 30, 2025
- Alberta Family Day, no classes: Monday, February 17, 2025
- Good Friday, no classes: Friday, April 18, 2025
- Easter Monday, no classes: Monday, April 21, 2025
- Term Break, no classes: Sunday-Saturday, February 16-22, 2025

COURSE SCHEDULE

Dates	Topic	Text Readings
January 6 AM	Introductions, Course Outline Review Professional Identity, Guiding Principles and Self-Awareness The Goal in The Helping Relationship Helping – The Authentic Way The Phases in The Helping Relationship Professional Survival: Staying Fresh in Your Work Assigning Triads	Preface Chapter 1
January 6 PM	Psychological Safety: Creating A Space for Change Understanding Process: The Foundation of Helping Cultural Intelligence Ethics And Values in Helping Facing And Resolving Ethical Dilemmas Triad Preparation	Chapter 2
January 7 AM	The Process, Skills, And Pitfalls of Counselling Therapeutic Dialogue: Master Communication and Relationship Building Skills Empathy Responses Listening, Attending, and Tuning In Triad Preparation	Chapter 3
January 7 PM	Relationship: The Foundation of Change	Chapter 4

	<p>Empathic Responding: Moving Toward a Deeper Mutual Understanding</p> <p>Empathy Responses as a Communication Skill</p> <p>Interview Skill Development and Practice</p> <p>Triad Demonstrations and Dialogue</p>	
January 8 AM	<p>Listening And Responding</p> <p>Empathic Responding: Working At Mutual Understanding</p> <p>Interview Skill Development and Practice</p> <p>Triad Demonstrations and Dialogue</p>	Chapter 5
January 8 PM	<p>Asking Questions: The Search for Meaning</p> <p>The Art of Asking Questions (Precision Leads to Connection)</p> <p>Reasons For Asking Questions</p> <p>Questioning Pitfalls</p> <p>Triad Demonstrations and Dialogue</p>	Chapter 6
January 9 AM	<p>Deepening The Empathic Connection</p> <p>Understanding Emotions</p> <p>Empathy: Digging Deep</p> <p>Triad Demonstrations and Dialogue</p>	Chapters 7
January 9 PM	<p>Supporting Empowerment and Change</p> <p>Empowerment: A Strengths Approach</p> <p>The Process of Change</p> <p>Triad Demonstrations and Dialogue</p>	Chapters 8
January 10 AM	<p>Engaging Hard-To-Reach Clients</p> <p>Digging Deeply into Resistance</p> <p>Confrontation: Proceed With Caution</p> <p>Anger, Aggression, And Violence in The Counselling Relationship</p> <p>Triad Demonstrations and Dialogue</p>	Chapter 9
January 10 PM	<p>Engaging Hard-To-Reach Clients, Conclusion</p> <p>Counselling Clients with Additions</p> <p>Content Review</p> <p>Triad Demonstrations and Dialogue</p> <p>Endings</p>	Chapter 10

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

All course communication must occur through my @ucalgary email. I will respond to emails sent via your @ucalgary emails within 48 hours excluding weekends and statutory holidays.

ASSESSMENT COMPONENTS

ASSIGNMENT I. INQUIRY-BASED LEARNING THROUGH DEMONSTRATION

Demonstration of A Beginning Counselling Session: During the course you will be working with a peer triad to demonstrate in front of the class an 8-minute beginning interview with a client. One person in your triad will be the Counsellor, another the Client, and the third person will be the Supporter. Following the demonstration the Supporter will lead a class discussion on the following:

- What was the internal process of the counsellor? What was the internal process of the client? What was the internal process of the Supporter?
- What was helpful to the client in creating a safe and supportive space? What was not helpful?
- What beliefs of the counsellor guided the conversation? What beliefs guided the client?
- How did the counsellor integrate learnings from the class into the conversation?

In total, the demonstration and discussion is expected to be twenty minutes.

Aligned course learning outcome: 1, 2, 3, 4, 5, 6, 7, 8

Due: At scheduled class time

Weight distribution: 40% of final grade

- Depth of self-awareness 20%
- Ability to integrate class content into understanding themselves 10%
- Ability to engage the class in a learning experience 10%

ASSIGNMENT II. REFLECTION ON SOCIAL WORK IDENTITY AND PRACTICE CREEDO

Due: January 17, 12:00 midnight

Weight distribution: 40% of final grade

Format: Written. 12- point font. Double spaced.

Length: 4-5 pages (excluding references)

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

Throughout the course we learned the fundamental skills for creating a safe, supportive, and empowering relationship with a client. We increased your self-awareness and ability to analyze the degree your intervention with a client was helpful or not helpful. We explored your professional identity including the ethics, values, and motivation of social work in ways that give strength to your client and to you, the social worker. To integrate your knowledge into your developing social work identity and practice, you are asked to write a paper focusing on the following questions:

1. Personal Philosophy: What is your belief about what it means to be a good counsellor? How would you describe your professional identity as a social worker committed to help those you serve? How did your personal philosophy evolve during this course?
2. Life Experience: How did your upbringing or encounters with your past shape your personal philosophy and approach to counselling?
3. Cultural Intelligence: Address racial justice, equity, diversity, inclusion, indigenization and critical responses to calls for truth and reconciliation.
4. Ethical Dilemmas: How do you envision you will deal with an ethical dilemma in your work? How do you foresee resolving it?
5. Role Model: Who inspired you with a vision of what it means to be good counsellor? What qualities did they demonstrate? You can use either positive or negative role models.
6. Key Learning(s): What did you learn in this class that will help you to a) be more self-aware; b) be more helpful in building safe, supportive, empowering relationships with your clients; and c) sustain your energy and well-being? Make reference to at least one theory you learned about.

Grading: Based on:

1. The depth and clarity of how these questions are addressed.
2. Writing fluency and clarity.
3. Insights shared and awareness of how your philosophy and approach to counselling has evolved during the course.

PARTICIPATION

Due: January 17

Weight distribution: 20% of final grade

Format: Students are required to write a 1–2-page reflection paper and assign a self-grade (on a scale of 1-20) for class engagement (the final grade is at the discretion of the instructor). Please comment on how engaged you were with the material and class discussions. Provide specific examples regarding your learning and participation in class activities.

Grading: Based on:

1. Attendance and punctuality.
2. Amount of involvement and contribution to class discussion and small group peer feedback.
3. Overall engagement in the class.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through the Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted. Referenced materials should be done so following the appropriate in-text and reference page formatting consistent with APA 7th Edition guidelines.

MISSED OR LATE ASSIGNMENTS

- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.
- A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date.
- Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day- including weekends and holidays).
- There is a 7-day maximum limit by which students who have not requested for an extension can submit their assignments. No assignments will be accepted after the 7-day limit.

EXPECTATIONS FOR WRITING

All assignments will be partly assessed on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. 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 course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <https://calendar.ucalgary.ca/pages/eb50d7931bba4da5942de21f51d1f514>

USE OF ARTIFICIAL INTELLIGENCE TOOLS

As the two written assignments in this class are of a personal nature, it is expected that AI will not be required, used, or of any value in papers.

GRADING

The undergraduate grading system is included below.

When rounding, I will consider your overall course engagement and performance in deciding to round up marks in decimals to the nearest whole numbers.

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 F.1.3 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

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback

contributes to ensuring academic excellence in the university's curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys>

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 (2024) and the Alberta College of Social Work Standards of Practice (2023).

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
- Emergency Evacuation/ Assembly Points
- Safewalk

