



Course & Session Number	SOWK 391 S03	Classroom	MH1004
Course Name	PRACTICE WITH INDIVIDUALS		
Day(s) & Time	In person-Mondays 1:00- 3:50 pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Callista Chasse, MSW RSW	Office Hours	By request
U of C E-mail	cmchasse@ucalgary.ca	U of C Phone	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](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

¹ 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 2022

- Start of Term: Monday, August 29, 2022
- End of Term: Friday, December 23, 2022
- Fee deadline: Friday, September 23, 2022
- Labour Day, no classes: Monday, September 5, 2022
- National Day for Truth and Reconciliation, no classes: Friday, September 30, 2022
- Thanksgiving Day, no classes: Monday, October 10, 2022
- Remembrance Day, no classes: Friday, November 11, 2022

Schedule is subject to change.

DATE	TOPIC / ACTIVITY	TEXTBOOK READINGS
September 12	Introduction to Intentional Interviewing, ethics, multicultural competence Interviewing/Recording Counselling Lab - Baseline	Chapters 1 & 2 Bring Flash Drive
September 19	Attending, Cultivating Empathy, Developing observation skills	Chapters 3 & 4
September 26	Interviewing/Recording Counselling Lab	Chapters 5 Bring Flash Drive

October 03	Questions, Encouraging, Paraphrasing, Summarizing, Reflection of feelings Skills File #1 Due	Chapters 6 & 7
October 10	Thanksgiving – No class	
October 17	Structuring skills, Focusing the narrative	Chapters 8 & 9
October 24	Interviewing/Recording Counselling Lab	Bring Flash Drive
October 31	Empathic Confrontation Skills File #2 Due	Chapter 10
November 07	Fall Break – No class	
November 14	Reflecting meaning	Chapter 11
November 21	Interviewing/Recording Counselling Lab	Bring Flash Drive
November 28	Influencing Skills Skills File #3 Due	Chapter 12
December 05	Interviewing/Recording Counselling Lab	Bring Flash Drive
December 12	Final assignment due	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

In the event of University transition to online studies, students will be expected to participate actively in 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. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

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: Oct. 3rd, Oct. 31st, Nov. 28th

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. 12th

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.
- **Typescript 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).

- **Reflective Paper:** Making reference to the textbook, client/observer feedback, and previously completed Skill Sets assignments, **students will analyze the interview in a paper (4 pages maximum 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 and your first Skills Set.*

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.

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 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

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

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

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