



THE UNIVERSITY OF BRITISH COLUMBIA
 School of Social Work
 Course Outline – SOWK 310A

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people.

School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

BSW Mission Statement: The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

Year/Term	Winter 2020-21
Course Title	SOWK 310A - Communication Skills in Social Work Practice (Section 001, 002, 003)
Credit Value	6 credits
Course Schedule	Mondays 1:00 – 4:00 pm, Term 1 & 2, September 14, 2020 – April 12, 2021
Course Location	(Section 001) Buchanan A201 (Section 002) online (Section 003) Buchanan A102 or online

Instructor	Section/Location	Office Phone	Email address
Grant Charles	Section 001 Buchanan A201	604-822-3804	Grant.Charles@ubc.ca
Marie Nightbird	Section 002 online	604-822-3520	Marie.Nightbird@ubc.ca
Kelly Allison	Section 003 Buchanan A102/online	604-822-6220	Kelly.Allison@ubc.ca

PREREQUISITE and/or COREQUISITE

There is no pre-requisite SOWK course for 310A

PANDEMIC CHANGES

Given the COVID-19 pandemic, the University of British Columbia has directed all UBC programs to redesign courses to be delivered online (COVID-19 UBC's approach to the fall term, UBC Broadcast, May 11, 2020). As a result, this course has been redesigned to be delivered online.

COURSE DESCRIPTION

This course provides students with a foundation of the values, knowledge and skills used to communicate in a professional social work context. The course will focus on a counselling session as a means to understand and apply the skills of ethical and effective interpersonal communication within a helping relationship. The skills of attending and focusing will be given primary emphasis, and skills of intervention, secondary emphasis.

Through assigned readings, lecture and class discussion, role-play, video recording and other exercises, students will be introduced to the core values, principles and skills of interpersonal communication. Emphasizing experiential learning and reflective practice, the course is designed to assist students to make conscious use of a range of communication skills.

The salience of race, culture, gender and class, as well as tailoring conversations to the specific needs of the individuals and systems within which we work, will constitute a primary emphasis of the course. Various feedback opportunities will be utilized to enable students to explore and critically evaluate their developing skills in a variety of contexts.

This course serves as a preparation for all field education courses. This course is closely related to the SOWK 305I Topics in social work practice course. The knowledge, values and skills in interpersonal communication will be integrated with the generalist approach to social work practice.

COURSE STRUCTURE AND LEARNING ACTIVITIES:

This class will be offered in person for students wanting in person instruction and online for students not wanting in person instruction. The class will work in dyads, triads, small groups and in the large group. Teaching and learning will occur through lectures, experiential exercises, reading and reflection, discussion and feedback, role-playing, simulated helping interactions, small group activities and video recordings.

LEARNING OUTCOMES

1. Students will develop an awareness of self in a professional helping context by:
 - identifying and building upon their own unique communication style
 - becoming aware of the conditions which inhibit or facilitate ethical and effective communication.
 2. Students will acquire beginning skills in communicating clearly and effectively in a professional helping context. Some of these skills include:
 - listening, probing, clarifying, reflecting
 - initiating and developing relationships
 3. Students will acquire beginning skills in communicating cross-culturally, embracing diversity and addressing structural factors that influence the counselling process, including race, culture, gender, class and role expectations.
 4. Students will acquire beginning communication skills which respect human rights and promote dignity.
 5. Students will develop self-awareness in regard to the values, knowledge and skills used to communicate in a professional social work context.
 6. Students will understand communication and basic counselling in the context of the BCCSW/ BCASW Social Work Code of Ethics.
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REQUIRED TEXTBOOK or LEARNING MATERIAL

Shebib, Bob (2020). Choices: Interviewing and Counselling Skills for Canadians. 7th Edition, Toronto: Prentice Hall.

There is an e-version of this textbook that can be rented via the bookstore or Vital Source (\$59) or a hard copy text can be ordered via amazon (much more expensive).

ASSESSMENT OF LEARNING:

The following is a summary of the assignments for this course.

Term #1	Self-reflection	Due September 21	15%
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	Video assignment #1	Due Oct 5	15%
	Video assignment #2	Due November 30	20%
Term #2	Peer feedback assignment	Due Feb 8	15%
	Video assignment #3	Due March 15	35%

Criteria for Evaluation: All assignment marking rubrics can be found on Canvas.

NOTE: Failure in this course may lead to disqualification for SOWK 315 (Practicum 1). If this course is failed twice, the student will be required to withdraw from the Social Work Program.

Submitting assignments: All assignments can be handed in via Canvas.

Return of marked assignments: Instructors coordinate the return of marked assignments via Canvas.

Late assignments: Generally, late assignments will not be accepted. In emergency situations, students must discuss any potential lateness with their instructor.

COURSE SCHEDULE

COURSE SCHEDULE FOR SOCIAL WORK 310A TERM 1

SESSION 1:	September 14, 2020
TOPIC:	<i>Introductions and Course Overview</i> <ul style="list-style-type: none"> • Introductions and overview of course outline, expectations and learning outcomes • The skills, process and pitfalls of counselling
REQUIRED READING:	Shebib Chapter 2
SESSION 2:	September 21, 2020 Self-reflection due
TOPIC:	<i>Self-awareness and Ethics in Counselling</i> <ul style="list-style-type: none"> • Understanding of self and ethics in social work counselling
REQUIRED READING:	Shebib Chapter 1 Websearch: BC College of Social Workers (BCCSW)/BC Association of Social Workers (BCASW). Review the Code of Ethics and Standards of Practice & come prepared to discuss in class.
SESSION 3:	September 28, 2020
TOPIC:	<i>Relationship: The Foundation for Change</i> <ul style="list-style-type: none"> • Core conditions • Contracting • Maintaining the counselling relationship
REQUIRED READING:	Shebib Chapter 3

SESSION 4:	October 5, 2020 – Video assignment #1 due
TOPIC:	<i>Listening and Responding: The Basis for Understanding (1)</i>
	<ul style="list-style-type: none"> • Verbal and non-verbal attending, observing body language, active listening • Use of silence
REQUIRED READING:	Shebib, Chapter 4, pages 95-116
	NO CLASS OCTOBER 12, 2020 THANKSGIVING
SESSION 5:	October 19, 2020
TOPIC:	<i>Listening and Responding: The Basis for Understanding (2)</i>
	<ul style="list-style-type: none"> • Paraphrasing and summarizing
REQUIRED READING:	Shebib Chapter 4, pages 117-123
SESSION 6:	October 26, 2020
TOPIC:	<i>Empathic Connections (1)</i>
	<ul style="list-style-type: none"> • The use and purpose of empathy • Emotions and types of empathy
REQUIRED READING:	Shebib Chapter 6, pages 161-173
SESSION 7:	November 2, 2020
TOPIC:	<i>Empathic Connections (2)</i>
	<ul style="list-style-type: none"> • Poor substitutes for empathy • Ambivalence • Tough empathy
REQUIRED READING:	Shebib Chapter 6, pages 178-187
SESSION 8:	November 9, 2020
TOPIC:	<i>Lab with Theatre Students</i>
REQUIRED READING:	Review Chapters 1-4 and 6
SESSION 9:	November 16, 2020
TOPIC:	<i>Asking Questions: The Search for Meaning (1)</i>
	<ul style="list-style-type: none"> • Open and closed questions • The purpose of questions • Essential questions
REQUIRED READING:	Shebib Chapter 5, pages 126-134
SESSION 10:	November 23, 2020
TOPIC:	<i>Asking Questions: The Search for Meaning (2)</i>
	<ul style="list-style-type: none"> • Traits of effective questions • Questioning pitfalls

	<ul style="list-style-type: none"> • Probing for concreteness • Managing transitions
REQUIRED READING:	Shebib Chapter 5, pages 134-157
SESSION 11:	November 30, 2020 Video Assignment #2 due
TOPIC	E- Counselling and Review
REQUIRED READING:	Fenichel, M (2011). Online behavior, communication and experience. In Kraus, R.' Stricker, G. & Speyer, C. <i>Online Counselling: A handbook for Mental Health Professionals.</i> (2 nd Ed) Academic Press. https://doi.org/10.1016/C2009-0-30506-1

COURSE SCHEDULE FOR SOCIAL WORK 310 TERM 2

SESSION 1:	January 11, 2021
TOPIC:	Review and Peer Feedback Practice Session CLAS information session
REQUIRED READING:	
SESSION 2:	January 18, 2021
TOPIC:	Supporting Change through Strengths Based Practice <ul style="list-style-type: none"> • Review term #1 • Motivation and stages of change
REQUIRED READING:	Shebib Chapter 7 pages 192-196, 203-206
SESSION 3:	January 25, 2021 Self-assessment annotations due
TOPIC:	Supporting Change through Strengths Based Practice (2) <ul style="list-style-type: none"> • Mobilizing strengths for change • Solution focused and strengths based techniques
REQUIRED READING:	Shebib Chapter 7 pages 228-232
SESSION 4:	February 1, 2021 Peer annotations due
TOPIC:	Supporting Change through Strengths Based Practice (3) <ul style="list-style-type: none"> • Goal setting and action planning • Creative brainstorming
REQUIRED READING:	Shebib, Chapter 7 pages 219-227
SESSION 5:	February 8, 2021 Peer Feedback Reflection Assignment Due
TOPIC:	Helping Clients Connect Thoughts/Feelings and Behavior
REQUIRED READING:	Shebib Chapter 7 pages 207-218

	NO CLASSES February 15, 2021- Reading week
SESSION 6:	February 22, 2021
TOPIC:	<i>Working with Ambivalence and Reluctance</i>
REQUIRED READING:	Shebib, Chapter 7 pages 199-203
Session 7:	March 1, 2021
TOPIC:	<i>Counselling Lab</i>
REQUIRED READING:	
Session 8:	March 8, 2021
TOPIC:	<i>Embracing Difficult Conversations</i> <ul style="list-style-type: none"> • Giving feedback • Challenging clients • Saying “no” to clients
REQUIRED READING:	Shebib, Chapter 8, 235-249
SESSION 9:	March 15, 2021 Video assignment #3 due
TOPIC:	<i>Crisis Intervention</i> Introducing crisis intervention model
REQUIRED READING:	Shebib, Chapter 8 249-268 and a reading will be posted on Canvas
SESSION 10:	March 22, 2021
TOPIC:	<i>Crisis Intervention (2)</i> <ul style="list-style-type: none"> • Responding to suicidal clients and situations
REQUIRED READING:	Readings will be posted on Canvas
SESSION 11:	March 29, 2021
TOPIC:	<i>Agency Fair</i>
REQUIRED READING:	No readings assigned
SESSION 12:	April 5, 2021
TOPIC:	<i>Endings and Next Steps</i>
REQUIRED READING:	Review Chapters 1-8 Shebib
Session 12:	April 12, 2021
TOPIC:	<i>Wrap Up</i> <ul style="list-style-type: none"> • Course review • Wrap up

ASSIGNMENTS

ASSIGNMENTS FOR TERM 1:

The assignments for this term are one self-reflection assignment and two video recordings. **All assignments are due at 11pm on the due date.** The two recorded sessions will be confidential. Only the dyad and the instructors will have access to them. The videos can be submitted via an unlisted youtube video or through Canvas.

If concerns about a recorded session and/or analysis arise, the course instructor may consult with the other SOWK 310 class instructors and/or the Chair of the BSW Program. In the case of an appeal, the student's permission will be sought for further review of the recording.

1. Self-reflection assignments

Weight = 15%

Due: Sept 21, 2020

Self-reflection assignments are an opportunity to develop self-awareness and to critical analyze your own attitudes, beliefs, behavior and feelings in relation to how they impact your communication in a professional helping context.

Please write a 5 page (double spaced) self-assessment of your current communication skills and your current feelings about taking on a counselling role. Your reflection should have an introduction and a conclusion.

Some questions to consider:

- 1) Comment on your current listening skills and discuss your current use of eye contact, body language, and ability to express your ideas clearly.
- 2) Discuss your level of comfort with emotions. How well can you interpret, understand, act upon and share your own emotions. How well you can interpret, understand and respond to the emotions of others.
- 3) What values or beliefs do you have that might impact your role as a counsellor?
- 4) What appeals to you and/or what concerns/ worries do you have about taking on a counselling role?

Criteria for Evaluation: Please refer to Marking Rubric in Canvas

2. Video assignment #1 (skills of chapters 1 – 3)

Weight= 15%

Due: October 5, 2020

This assignment is an opportunity for you to demonstrate use of the communication skills you are learning (chapters 1-3) within the context of a beginning/exploratory session. You will work with a classmate. You will demonstrate the beginning of a counselling session. Specifically, the recording should demonstrate; engaging with your client, introducing yourself and your agency, explaining the agency confidentiality policy including a clear explanation of your legal limits to absolute confidentiality, relationship and work contracting. If time allows, you will engage in some issue exploration.

You will record your session and submit a 10 minute video. Your instructor will give you further direction about this assignment in class.

Review your recording, and write a brief analysis, no more than four typed pages (double spaced), outlining your perception of your use of the basic communication and counseling skills **using the headings outlined below**. Your paper should include an introduction and a conclusion. Papers that are longer than four double spaced typed pages will not be accepted.

Headings:

- 1) Analysis of use of self (including, but not limited to: preliminary stage considerations internal “voice,” triggers, objectivity etc)
- 2) Strengths and areas for improvement
- 3) Conclusion (critically analyze/comment on the overall effectiveness of the session)

Criteria for Evaluation: Please refer to Marking Rubric in Canvas

3. Video assignment #2 (skills of chapters 1 – 6 (not 5) Weight = 20% Due: November 30, 2020

This assignment is another opportunity for you to demonstrate use of communication skills you are learning within the context of a longer more exploratory counselling session.

Select a different partner to work with from video #1 (but make sure this same partner is available for second term assignment #1). Practice counselling your partner about an issue he or she is currently experiencing then record your session for submission to your instructor. This video will include all of the skills required in the first video (introduction, engagement, limits to confidentiality, relationship contracting and work contracting and **15 minutes of issue exploration**). Indicate at the start of your paper what time you finish contracting and begin issue exploration (i.e. At 5:10 minute mark, issue exploration begins).

Your instructor will give you further instructions about this assignment in class.

It is not the purpose of this counselling session to solve the problem or to give advice. The intention is for you to demonstrate the skills you are reading about and practicing in class up to and including the end of Chapter 6 (excluding chapter 5).

Review your recording and write a brief analysis, (focusing on the issue exploration) of no more than four typed pages (double spaced), outlining your perception of your basic communication and counseling skills, **using the headings below**. Your paper should include an introduction and a conclusion. Submit the analysis and the video to your instructor. Papers that are longer than four double spaced typed pages will not be accepted.

Headings:

- 1) Analysis of use of self (including, but not limited to: preliminary stage, internal “voice,” nonverbal language, triggers, objectivity)
- 2) Strengths and areas for improvement

- 3) Conclusion (critically analyze/comment on the overall effectiveness of the session)

Criteria for Evaluation: Please refer to Marking Rubric in Canvas

ASSIGNMENTS FOR TERM 2:

The assignments for this term are a peer feedback assignment, one video and a final reflection. **All assignments are due at 11pm on the due date.** The recorded session will be confidential. Only the dyad and the instructors will have access to them.

If concerns about a recorded session and/or analysis arise, the course instructor may consult with the other SOWK 310A class instructors and/or the Chair of the BSW Program. In the case of an appeal, the student's permission will be sought for further review of the tape.

1. Peer feedback assignment Weight = 15% Due: February 8, 2021

Peer feedback has been well documented as benefitting student learning as it allows students to be active in their learning process, boosts their evaluative and self-reflection skills. The purpose of this assignment is to increase your evaluative skills by both self-assessing your own work and giving you exposure to feedback and an opportunity to provide formalized feedback to your peers. You will also reflect on the peer feedback on your developing skills and discuss how you will incorporate it into your future skill development.

Step #1. During class, all students will record one of their practice sessions for 10 minutes. (You are **not** being marked on this recording.) You will then upload this practice session to CLAS.

Step #2. Each student will review their own video and make 5 annotations of feedback on their own work using the "giving feedback guide" we have been using in class.

Step #3. Each student will be assigned 3 other videos to review and give 5 annotated comments on each tape using the "giving feedback guide" we have been using in class.

Step #4. Each students will then review the peer feedback received on their own video recording and write a 2 page reflection on how this formalized feedback will be integrated into their communication skill development.

Students will be marked on the quality of their feedback given to their peers (7.5%) and on the reflection of how they will incorporate the feedback they have received (7.5%).

The practice sessions will be taped on January 18th, 2021 (or as arranged by students). Students will review and reflect on their own tape by **January 25** Peer feedback will be open on January 25-Feb 1st and needs to be completed **by February 1**. The two page reflection on how you will incorporate your peer feedback will be due on **February 8**.

Criteria for Evaluation: Please refer to Marking Rubric in Canvas

2. Video assignment #3 (skills of chapters 1 – 8) Weight = 35% Due: March 15,2021

This assignment is an opportunity for you to demonstrate use of the communication skills you are learning within the context of a second counselling session. **There are two sections to this assignment:** 1) video recording, 2) transcription.

1) Section 1: Video Recording: You will be working with the same partner you had for the video recording #2 from last term, and will be starting this tape where the other one left off. Treat this recording as a “second session” with your client. Please review your previous video (do not review the video with your partner, review the video on your own), and then record a session of between 20 – 25 minutes in real time. This video recording is intended for you to demonstrate the skills we have been learning about and practicing in class up to and including the end of Chapter 7.

2) Section 2: Transcription

Please transcribe 10 minutes of the video (your choice of which 10 minutes, within the issue exploration/problem solving section), following the transcription guidelines below. The instructor will review the format with you in class.

Transcription Guidelines: Please create a table with 2 columns as seen below. Include the start and end time of your transcription.

For the transcription, please include an introductory paragraph and a concluding paragraph outlining your learning from this transcription.

- **Skill(s) used**
 - Please be specific, for example, instead of writing out “question” say if it was open, closed or indirect, and instead of writing out “empathy” say if it was basic, invitational or inferred.
 - Please refer to tables 2.2 and 2.3 in Shebib for a comprehensive list of skills.
- **Effectiveness** – comment on the extent to which your response was effective or ineffective.
- **Alternate response**
 - An alternate response is not necessary to write out every single time, but for at least some of your responses, especially the less skilled ones, you should be writing out verbatim what you would have liked to say or a more skilled response.

Also, please acknowledge your use of **simple encouragers** and **non-verbal communication**, such as head nods and fidgets, in your transcription.

You do not need to analyze or comment on your client’s responses. For your client’s responses, please only write out the first few words they speak, then “...” (ellipses) then the last few words.

Example: (please make your transcript in a table format with columns and rows)

Transcription Begins at: 15:33 Ends at: 25:33	Identify skill used, analyze effectiveness of response and possible alternate response
SW: <i>(Head nod)</i> I wonder what emotions you are feeling when you react to your mother that way. <i>(Wave right hand)</i> .	Skill(s) used: Indirect question. Invitational empathy. Effectiveness: I think this was an effective response because she had discussed her behavior towards her mother but had not talked about how she was feeling. Another domain I might have explored is the “thinking” domain. My nonverbal cues demonstrated skillful attending except I think my hand wave was distracting rather than helpful. Alternate response: What do you say to yourself when you react to your mother this way?
C: I feel like.... So that is why I act that way.	

Criteria for Evaluation: Please refer to Marking Rubric in Canvas

SCHOOL/COURSE POLICIES:

Attendance

The attendance policy is in the student handbook on page 11.

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student. If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

Other school policies can be accessed through the school of social work student handbook.

LEARNING RESOURCES:

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (**APA Citation Guide**), writing support, skills for class, skills for life and academic support to assist students in their learning. <https://learningcommons.ubc.ca/>

UNIVERSITY POLICIES:

Support: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at

<https://senate.ubc.ca/policies-resources-support-student-success>

LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. No learning analytics are being used in this course.

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UBC GRADING CRITERIA:

UBC GRADING CRITERIA			
Letter Grade	Percent Range	Mid-Point	
A+ A A-	90-100 85-89 80-84	95 87 82	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
B+ B B-	76-79 72-75 68-71	77.5 83.5 69.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
C+ C C-	64-67 60-63 55-59	65.5 62.5 57	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.