

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.



THE UNIVERSITY OF BRITISH COLUMBIA  
Faculty of Arts

[arts.ubc.ca](https://arts.ubc.ca)

## UBC COVID-19 Protocols for in-class learning

You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment.

- UBC Respectful Environment Statement

## 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

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.

## Course Info

<b>Year/Term</b>	Winter 2021-22 Term 1: September 13–December 6, 2021 Term 2: January 10–April 4, 2022
<b>Course Title</b>	SOWK 310A: Interviewing Skills (Section 001, 002, 003)
<b>Credit Value</b>	6 credits
<b>Course Schedule</b>	Mondays, 1–4pm
<b>Course Location</b>	(Section 001) Grant Charles Rm 222 (Section 002) Marie Nightbird Rm 223 (Section 003) Kelly Allison Rm 224

<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>Email Address</b>	<b>Office Hours</b>
Grant Charles	Jack Bell Rm 337	604.822.3804	grant.charles@ubc.ca	Mondays, 12-1pm
Marie Nightbird	Jack Bell Rm 335	604.822.3520	marie.nightbird@ubc.ca	Mondays, 12-1pm
Kelly Allison	Jack Bell Rm 233	604.822.6220	kelly.allison@ubc.ca	Mondays, 12-1pm

## Prerequisite and/or Corequisite

There are no pre-requisites for SOWK 310A.

## 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

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.

## Required Textbook(s) and Learning Materials

Digital Customized Reading Package. Shebib, B. (2020). Choices: Interviewing and Counselling Skills for Canadians. Pearson ( Chapters 1-8), \$31.90

To purchase online with a major credit card or PayPal, go to: <https://console.pearsoned.com/enrollment/avexcf>.

This reading package will be used by ALL sections.

There are also used copies of the textbook available from 4<sup>th</sup> year students if you prefer a hard copy instead. Inquire with the 4<sup>th</sup> year student representatives at orientation for more information.

## Assessment of Learning

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

Term #1:	Self reflection	Due September 27	15%
	Video assignment #1	Due December 6	35%
Term #2	Peer feedback assignment	Due Feb 7	15%
	Video assignment #3	Due March 14	35%

**Criteria for Evaluation:** All assignment marking rubrics can be found on Canvas or as distributed by your instructor.

**Submitting assignments:** All assignments can be handed in via Canvas or as advised by your instructor.

**Return of marked assignments:** Instructors coordinate the return of marked assignments.

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

## Course Schedule

### Term 1

<b>Session 1:</b>	<b>September 13, 2021</b>
<b>Topic:</b>	<b><i>Introductions and Course Overview</i></b> <ul style="list-style-type: none"> <li>• Introductions and overview of course outline, expectations and learning outcomes</li> <li>• The skills, process and pitfalls of counselling</li> </ul>
<b>Required Reading:</b>	Shebib Chapter 2
<b>Session 2:</b>	<b>September 20, 2021</b>
<b>Topic:</b>	<b><i>Self-awareness and Ethics in Counselling</i></b> <ul style="list-style-type: none"> <li>• Understanding of self and ethics in social work counselling</li> </ul>
<b>Required Reading:</b>	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.
<b>Session 3:</b>	<b>September 27, 2021 – Self reflection due</b>
<b>Topic:</b>	<b><i>Relationship: The Foundation for Change</i></b> <ul style="list-style-type: none"> <li>• Core conditions</li> <li>• Contracting</li> <li>• Maintaining the counselling relationship</li> </ul>
<b>Required Reading:</b>	Shebib Chapter 3
<b>Session 4:</b>	<b>October 4, 2021</b>
<b>Topic:</b>	<b><i>Listening and Responding: The Basis for Understanding (1)</i></b> <ul style="list-style-type: none"> <li>• Verbal and non-verbal attending, observing body language, active listening</li> <li>• Use of silence</li> </ul>
<b>Required Reading:</b>	Shebib, Chapter 4, pages 95-116
	<b>NO CLASS OCTOBER 11, 2021 THANKSGIVING</b>
<b>Session 5:</b>	<b>October 18, 2021</b>
<b>Topic:</b>	<b><i>Listening and Responding: The Basis for Understanding (2)</i></b> <ul style="list-style-type: none"> <li>• Paraphrasing and summarizing</li> </ul>
<b>Required Reading:</b>	Shebib Chapter 4, pages 117-123

<b>Session 6:</b>	<b>October 25, 2021</b>
<b>Topic:</b>	<b><i>Empathic Connections (1)</i></b> <ul style="list-style-type: none"> <li>• The use and purpose of empathy</li> <li>• Emotions and types of empathy</li> </ul>
<b>Required Reading:</b>	Shebib Chapter 6, pages 161-173
<b>Session 7:</b>	<b>November 1, 2021</b>
<b>Topic:</b>	<b><i>Empathic Connections (2)</i></b> <ul style="list-style-type: none"> <li>• Poor substitutes for empathy</li> <li>• Ambivalence</li> <li>• Tough empathy</li> </ul>
<b>Required Reading:</b>	Shebib Chapter 6, pages 178-187
<b>Session 8:</b>	<b>November 8, 2021</b>
<b>Topic:</b>	<b><i>Lab with Theatre Students</i></b>
<b>Required Reading:</b>	Review Chapters 1-4 and 6
<b>Session 9:</b>	<b>November 15, 2021</b>
<b>Topic:</b>	<b><i>Asking Questions: The Search for Meaning (1)</i></b> <ul style="list-style-type: none"> <li>• Open and closed questions</li> <li>• The purpose of questions</li> <li>• Essential questions</li> </ul>
<b>Required Reading:</b>	Shebib Chapter 5, pages 126-134
<b>Session 10:</b>	<b>November 22, 2021</b>
<b>Topic:</b>	<b><i>Asking Questions: The Search for Meaning (2)</i></b> <ul style="list-style-type: none"> <li>• Traits of effective questions</li> <li>• Questioning pitfalls</li> <li>• Probing for concreteness</li> <li>• Managing transitions</li> </ul>
<b>Required Reading:</b>	Shebib Chapter 5, pages 134-157
<b>Session 11:</b>	<b>November 29, 2021</b>
<b>Topic:</b>	<b><i>SOWK 310A Multi-section Practice Lab</i></b>
<b>Required Reading:</b>	Review Chapters 1-6
<b>Session 12:</b>	<b>Dec 6, 2021 Video Assignment #1 due</b>
<b>Topic:</b>	<b><i>Review and Wrap Up</i></b>
<b>Required Reading:</b>	



## Term 2

<b>Session 1:</b>	<b>January 10, 2022</b>
<b>Topic:</b>	<b><i>Review and Peer Feedback Practice Session CLAS information session</i></b>
<b>Required Reading:</b>	
<b>Session 2:</b>	<b>January 17, 2022</b>
<b>Topic:</b>	<b><i>Supporting Change through Strengths Based Practice</i></b> <ul style="list-style-type: none"> <li>• Motivation and stages of change</li> </ul>
<b>Required Reading:</b>	Shebib Chapter 7 pages 192-196, 203-206
<b>Session 3:</b>	<b>January 24, 2022 Self assessment annotations due</b>
<b>Topic:</b>	<b><i>Supporting Change through Strengths Based Practice (2)</i></b> <ul style="list-style-type: none"> <li>• Mobilizing strengths for change</li> <li>• Solution focused and strengths based techniques</li> </ul>
<b>Required Reading:</b>	Shebib Chapter 7 pages 228-232
<b>Session 4:</b>	<b>January 31, 2022 Peer annotations due</b>
<b>Topic:</b>	<b><i>Supporting Change through Strengths Based Practice (3)</i></b> <ul style="list-style-type: none"> <li>• Goal setting and action planning</li> <li>• Creative brainstorming</li> </ul>
<b>Required Reading:</b>	Shebib, Chapter 7 pages 219-227
<b>Session 5:</b>	<b>February 7, 2022 Peer Feedback Reflection Assignment Due</b>
<b>Topic:</b>	<b><i>Helping Clients Connect Thoughts/Feelings and Behavior</i></b>
<b>Required Reading:</b>	Shebib Chapter 7 pages 207-218
<b>Session 6:</b>	<b>February 14, 2022</b>
<b>Topic:</b>	<b><i>Working with Ambivalence and Reluctance</i></b>
<b>Required Reading:</b>	Shebib, Chapter 7 pages 199-203
	<b>NO CLASSES February 21, 2022 - Reading week</b>
<b>Session 7:</b>	<b>Feb 28, 2022</b>
<b>Topic:</b>	<b><i>Theatre Student Lab</i></b>
<b>Required Reading:</b>	Review Shebib, Chapters 1-7
<b>Session 8:</b>	<b>March 7, 2022</b>



<b>Topic:</b>	<b><i>Embracing Difficult Conversations</i></b> <ul style="list-style-type: none"> <li>• Giving feedback</li> <li>• Challenging clients</li> <li>• Saying “no” to clients</li> </ul>
<b>Required Reading:</b>	Shebib, Chapter 8, 235-249.
<b>Session 9:</b>	<b>March 14, 2022 Video assignment #2 due</b>
<b>Topic:</b>	<b><i>Crisis Intervention</i></b> Introducing a crisis intervention model
<b>Required Reading:</b>	Shebib, Chapter 8 249-268 and a reading will be posted on Canvas
<b>Session 10:</b>	<b>March 21, 2022</b>
<b>Topic:</b>	<b><i>Crisis Intervention (2)</i></b> <ul style="list-style-type: none"> <li>• Responding to clients with suicidal ideation</li> </ul>
<b>Required Reading:</b>	Readings will be posted on Canvas or distributed by Instructor
<b>Session 11:</b>	<b>March 28, 2022</b>
<b>Topic:</b>	<b><i>Communicating with Children</i></b> <b><i>Agency Fair Introducing Potential 4<sup>th</sup> Year Practicum Placements</i></b>
<b>Required Reading:</b>	Readings will be assigned on Canvas
<b>Session 12:</b>	<b>April 4, 2022</b>
<b>Topic:</b>	<b><i>Endings and Course Wrap Up</i></b>
<b>Required Reading:</b>	Review Shebib Chapters 1-8

## Assignments

### Term 1

The assignments for this term are one self reflection assignment and one video recording and analysis. **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. The video can be submitted via an unlisted youtube video through Canvas.

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 recording.

**1. Self reflection assignment Weight = 15%****Due: September 27, 2021**

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Self reflection assignments are an opportunity to develop self awareness and to critically 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. Please use the following headings.

**Headings:**

- 1) Current Listening Skills: Comment on your current listening skills and discuss your current use of eye contact, body language, and ability to express your ideas clearly.
- 2) Comfort with Emotions: How well you interpret, understand, act upon and share your own emotions. How well you can interpret, understand and respond to the emotions of others.
- 3) Personal Values and Beliefs: What values or beliefs do you have that might impact your role as a counsellor.
- 4) Considerations and Concerns: 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 – 6) Weight = 35%****Due: December 6, 2021**

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

Select a classmate as a partner to work with for this video recording. Your partner will simulate a counselling client and discuss an issue/problem they are currently experiencing. Your video will demonstrate beginning a counselling session and the skills of exploring an issue. This video will include the skills of initiating a counselling relationship, (introduction, engagement, limits to confidentiality, relationship contracting and work contracting) and **15 minutes of issue exploration**. You should be able to demonstrate many of the active listening skills we have discussed in class. Your instructor will give you further instructions about this assignment in class.

It is not the purpose of this counselling session to solve the client's problem. 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.

Review your recording and write a brief analysis, of no more than four typed pages (double spaced), outlining your perception of your basic communication and counselling 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) Overall Effectiveness: critically analyze/comment on the overall effectiveness of the session

**Criteria for Evaluation: Please refer to Marking Rubric in Canvas**

## Term 2

The assignments for this term are a peer feedback assignment and a second video recording and transcript analysis. **All assignments are due at 11pm on the due date.** The recorded session of video assignment #2 will be confidential. Only the dyad and the instructors will have access to it. The peer feedback video will be viewed by three peers and the instructor.

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 7, 2022**

Peer feedback has been well documented as benefitting student learning as it allows students to be active in their learning process and 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 an opportunity to provide and receive written feedback to/from your peers. You will also reflect on the peer feedback you received on your developing skills and discuss how you will incorporate it into your future skill development.

- Step #1** During class, all students will record a 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 “Guidelines for Giving Peer Feedback” 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 “Guidelines for Giving Peer Feedback” we have been using in class.
- Step #4** Each student will then review the peer feedback received on their own video recording and write a 2- page reflection on how this 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 10, 2022** (or as arranged by students). Students will review and reflect on their own tape by **January 24**. Peer feedback will be open on January 24-Jan 31 and needs to be completed **by January 31**. The 2-page reflection on how you will incorporate your peer feedback will be due on **February 7**.

**Criteria for Evaluation: Please refer to Marking Rubric in Canvas**

**2. Video assignment #2 (skills of chapters 1 – 8) Weight = 35%**

**Due: March 14, 2022**

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 #1 from last term. This session is to be a “second session” with your client. Review your previous video (on your own) to remind yourself of the previous discussion. In this session, you should be able to summarize your previous discussion and check in where your client is at with the issue. 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 8 ( as appropriate to your interview). This video recording should be 20-25 minutes long.

**2) Section 2: Transcription**

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:** Create a table with 2 columns as seen below. Include the start and end time of your transcription.

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

- **Skill(s) used**

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.

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.

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, only write out the first few words they speak, then "..." (ellipses) then the last few words.

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

<b>Transcription</b> <b>Begins at: 15:33</b> <b>Ends at: 25:33</b>	<b>Identify skill used, analyze effectiveness of response and possible alternate response</b>
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> ).	<p>Skill(s) used: Indirect question. Invitational empathy.</p> <p>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.</p> <p>Alternate response: What do you say to yourself when you react to your mother this way?</p>
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

Advising page of our website: <https://socialwork.ubc.ca/undergraduate/advising/>

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

No learning analytics are being used in this class.

## Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

## UBC Grading Criteria

Letter Grade	Percent Range	Mid-Point	
<b>A+</b> <b>A</b> <b>A-</b>	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> <b>B</b> <b>B-</b>	76-79 72-75 68-71	77.5 73.5 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.
<b>C+</b> <b>C</b> <b>C-</b>	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.
<b>D</b>	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.
<b>F</b>	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.