



School of Social Work

FACULTY OF ARTS

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The School logo designed by Ray Sims, a member of the Musqueam Nation, depicts Raven transforming into a human child. Raven is seen to be the most magical of all beings with the ability to shapeshift into anything at will. The most frequent form Raven takes is that of a human. Through adventures, Raven creates much of what we have around us. Humans learn much and acquire much knowledge of life and living through learning the orals associated with Raven's adventures and misadventures, for Raven intentionally, as well as inadvertently, has created much by making mistakes.

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 INFORMATION

Year/Term/Dates	Winter 2022-23 Term 1: September 12–December 5, 2022 Term 2: January 9–April 3, 2023
Course Title	SOWK 310A: Interviewing Skills
Credit Value	6 credits
Course Schedule	Mondays, 2-5pm
Course Location	Jack Bell Building, 2080 West Mall (Section 001) Tommy Spence Room 222 (Section 002) Marie Nightbird Room 223 (Section 003) Kelly Allison Room 224

Instructor	Office Location	Office Phone	Email Address	Office Hours
Tommy Spence, MSW		778.995.2803	tespence@mail.ubc.ca	Mon 1-2 or by appt
Marie Nightbird, MSW	Jack Bell Rm 335	604.822.3520	marie.nightbird@ubc.ca	Mon 1-2 or by appt
Kelly Allison, MSW	Jack Bell Rm 233	604.822.6220	kelly.allison@ubc.ca	Mon 1-2 or by appt

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 be offered face to face. We 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

Shebib, B. (2023). Choices: Interviewing and Counselling Skills for Canadians, (8th Ed). Pearson

The textbook can be purchased in two ways:

- 1) A digital copy with 12 month access for \$49.99
- 2) A hard copy for \$139.95

To purchase online, go to <https://www.pearson.com/en-ca/subject-catalog/p/choices-interviewing-and-counselling-skills-for-canadians/P200000002662/9780136964162>

This text will be used by ALL sections.

There are also used copies of earlier editions of this textbook available from 4th year students and online, however you are responsible for the content in the 8th edition and it is your responsibility to determine how the two differ, and what information is different (reading page numbers etc).

Assessment of Learning

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

Term #1:	Self Assessment	Due September 26	15%
	Video assignment #1	Due December 5	35%
Term #2	Peer feedback assignment	Due Feb 6	15%
	Video assignment #3	Due March 20	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

SESSION 1:	September 12, 2022
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 3
SESSION 2:	September 19, 2022
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 26, 2022 – Self assessment due
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 4
SESSION 4:	October 3, 2022
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 5, pages 156-181
NO CLASS OCTOBER 10, 2022 THANKSGIVING	
SESSION 5:	October 17, 2022
TOPIC:	<i>Listening and Responding: The Basis for Understanding (2)</i> <ul style="list-style-type: none"> • Paraphrasing and summarizing
REQUIRED READING:	Shebib Chapter 5, pages 182-190
SESSION 6:	October 24, 2022
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 7, pages 227-247
SESSION 7:	October 31, 2022
TOPIC:	<i>Empathic Connections (2)</i> <ul style="list-style-type: none"> • Poor substitutes for empathy • Ambivalence • Tough empathy
REQUIRED READING:	Shebib Chapter 7, pages 247-262, 234-235
SESSION 8:	November 7, 2022
TOPIC:	<i>Lab with Theatre Students</i>
REQUIRED READING:	Review Chapters 1-5 and 7
SESSION 9:	November 14, 2022
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 6, pages 191-200
SESSION 10:	November 21, 2022
TOPIC:	<i>Asking Questions: The Search for Meaning (2)</i> <ul style="list-style-type: none"> • Traits of effective questions • Questioning pitfalls • Probing for concreteness • Managing transitions
REQUIRED READING:	Shebib Chapter 6, pages 201-226
SESSION 11:	November 28, 2022
TOPIC:	<i>Communication using Technology -online class</i>
REQUIRED READING:	Reading will be posted on Canvas
SESSION 12:	Dec 5, 2022 Video Assignment #1 due
TOPIC:	<i>Review and Wrap Up</i>
REQUIRED READING:	Review Chapters 1-6

Term 2

SESSION 1:	January 9, 2023
TOPIC:	<i>Review and Peer Feedback Practice Session CLAS information session</i>
REQUIRED READING:	
SESSION 2:	January 16, 2023
TOPIC:	<i>Supporting Change through Strengths Based Practice</i> <ul style="list-style-type: none"> • Motivation and stages of change
REQUIRED READING:	Shebib Chapter 8, pages 263-273, 277-281

SESSION 3:	January 23, 2023 Self assessment annotations due
TOPIC:	<i>Supporting Change through Strengths Based Practice (2)</i> <ul style="list-style-type: none"> • Mobilizing strengths for change • Solution focused and strengths based techniques
REQUIRED READING:	Shebib Chapter 8, pages 303-309
SESSION 4:	January 30, 2023 Peer annotations due
TOPIC:	<i>Supporting Change through Strengths Based Practice (3)</i> <ul style="list-style-type: none"> • Goal setting and action planning • Creative brainstorming
REQUIRED READING:	Shebib, Chapter 8, pages 294-303
SESSION 5:	February 6, 2023 Peer Feedback Reflection Assignment Due
TOPIC:	<i>Helping Clients Connect Thoughts/Feelings and Behavior</i>
REQUIRED READING:	Shebib Chapter 8, pages 281-294, other readings will be posted in Canvas
SESSION 6:	February 13, 2023
TOPIC:	<i>Working with Ambivalence and Reluctance</i>
REQUIRED READING:	Shebib, Chapter 8, pages 273-277, a reading will be posted in Canvas
NO CLASSES February 20, 2023 Reading week	
Session 7:	February 27, 2023
TOPIC:	<i>Theatre Student Lab</i>
REQUIRED READING:	
Session 8:	March 6, 2023
TOPIC:	<i>Embracing Difficult Conversations</i> <ul style="list-style-type: none"> • Giving feedback • Challenging clients • Saying “no” to clients

REQUIRED READING:	Shebib, Chapter 9, pages 310-346
SESSION 9:	March 13, 2023 Video assignment #2 due
TOPIC:	<i>Interviewing Families Simulation experience (depending on section)</i>
REQUIRED READING:	
SESSION 10:	March 20, 2023
TOPIC:	<i>Crisis Intervention</i> <ul style="list-style-type: none"> • Introducing a crisis intervention model
REQUIRED READING:	Shebib Chapter 8, pages 271-273 Readings will be posted on Canvas
SESSION 11:	March 27, 2023
TOPIC:	<i>Crisis Intervention (2)</i> Responding to clients with suicidal ideation
REQUIRED READING:	Readings will be posted in Canvas
SESSION 12:	April 3, 2023
TOPIC:	Review and Wrap Up and Agency Fair
REQUIRED READING:	Review Shebib Chapters 1-9

Assignments

Term 1

The assignments for this term are 1) a self assessment of your current communication skills assignment and 2) a 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 assessment assignment

Weight = 15%

Due: September 26, 2022

Self assessments 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 assessment should have an introduction and a conclusion. Please use the following headings. Please note, that you will not be able to touch on all aspects of each topic, so choose one or two that are most relevant to your personal assessment.

Headings:

1) Current Listening Skills

Possible areas for comment are: your current listening skills, your current use of eye contact, body language, and ability to express your ideas clearly.

2) Comfort with Emotions

Possible areas for comment are: 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

Possible areas for comment are: What values or beliefs do you have that might impact your role as a counsellor.

4) Considerations and Concerns

Possible areas for comment: 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 5, 2022

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**. This video should be a continuous 20-25 minute session with no editing. 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**. 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 1) a peer feedback assignment and 2) 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, 2023

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 (or own your own time), 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. Your personal annotations should highlight both skills used well and areas for improvement and suggestions for alternative responses.

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. Annotations should highlight both skills used well and areas for improvement and suggestions for alternative responses.

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 can be taped on **January 9, 2023** (or on your own time as arranged by students). Students will review and reflect on their own tape by **January 23**. Peer feedback will be open on January 24-Jan 30th and needs to be completed **by January 30**. The two page reflection on how you will incorporate your peer feedback will be due on **February 6**.

Criteria for Evaluation: Please refer to Marking Rubric in Canvas

2. Video assignment #2 (skills of chapters 1-8) Weight = 35% Due: March 13, 2023

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.
- **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)

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

COVID-19

The School follows UBC health and safety guidelines. Please see <https://covid19.ubc.ca/> for current information and guidance.

Attendance

The attendance policy is in the student handbook on page 8. You can find the student handbook on the 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

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.

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.

Students may not record class or group discussions without prior permission of all individuals in attendance.

Support

During the term, I will do my best to offer support if I am concerned about your academic performance or wellbeing. I also encourage you to contact me or your academic advisor if you need assistance. In addition, I may identify concerns using the UBC [Early Alert](#) system which provides students with the earliest possible connection to resources like academic advising, financial advising, counseling, or other support services to help you get back on track. Any information transmitted through early alert is treated as confidential (see earlyalert.ubc.ca).

GRADING CRITERIA

Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	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.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	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	72-75	83.5	
B-	68-71	69.5	
C+	64-67	65.5	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.
C	60-63	62.5	
C-	55-59	57	
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.