

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.

<b>Year/Term</b>	<b>Spring, 2017</b>
<b>Course Title</b>	<b>SOWK 440P – Communication Skills in Social Work Practice II (3 credits)</b>
<b>Course Schedule</b>	<b>Mondays, 1:00 – 4:00 pm, Term 2</b>
<b>Course Location</b>	<b>Section 001 (Kelly Allison): Room 224, Jack Bell Building Section 002 (Melissa Medjuck): Room 222, Jack Bell Building</b>

<b>Instructor</b>	<b>Teaching</b>	<b>Phone</b>	<b>E-mail address</b>
Kelly Allison	Section 001 Room 224	604-626-8834 (cell)	Kelly.allison@ubc.ca
Melissa Medjuck	Section 002 Room 222	604-992-5520	Melissajmedjuck@gmail.com
<b>Office Hours</b>	Mondays 12-1pm		

## **COURSE OBJECTIVES**

This course continues the work of SOWK 310 and 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 the interview as a means to understand and apply the skills of ethical and effective interpersonal communication within a helping relationship. Basic skills will form the foundation of the course, and will be built on to explore several different models of intervention.

Through assigned readings, lecture and class discussion, role-play, taped interviews, role play assignment, exam 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 interviewing and communication skills.

The salience of race, culture, gender and class, as well as tailoring interviews 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 305 practice course. The knowledge, values and skills in interpersonal communication will be integrated with the generalist approach to social work practice.

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## LEARNING OUTCOMES

1. Students will develop an awareness of self in a professional helping context
  - Will identify and build on each student's unique communication style
  - Will become 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
  - Communicating cross-culturally, in the context of structural factors that influence the interview process, including race, culture, gender, class and role expectations.
3. Students will begin the process of taking responsibility for continued professional, personal, and political awareness, development and integration.
  - Will develop self awareness in regard to the values, knowledge and skills used to communicate in a professional social work context
  - Will understand communication and interviewing in the context of the BCCSW/ BCASW Social Work Code of Ethics.

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## COURSE POLICIES

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.

**1. Attendance:** You are expected to attend all classes and be present for the full three hours. Medical certificates will be required for absences and the instructor must be informed in the event of any absence. Should you miss more than 3 classes, you will not be allowed to complete the final exam/assignment.

**2. Active and Responsible Participation:** You are expected to participate actively and responsibly in class. We ask you to speak, listen, and share with each other. Please risk yourself, try out new skills and engage in classroom experiences. You will also be asked to complete assigned out of class readings and exercises, which serve as springboards for discussion in class.

**3. Interaction:** You are expected to be open, honest and constructive in your interactions with others in the class. We will need to work at getting to know and to trust each other. You are expected to choose what you wish to share and what you do not. Your choices will be respected.

**4. Consultation with the Instructor:** Due to the nature of the course and its objectives, students sometimes experience discomfort. If this should happen and you feel it is interfering with your class participation and learning, please consult with the course instructor.

### **5. Assessment, Grading, Evaluation:**

1. Attend all classes, be present for, and responsibly participate in, the full three hours each week. Lateness for class will not be accepted. Participation is graded and is worth 5% of your final grade.
2. Complete and turn in the 2 taped interview assignments and role play assignment on time.
3. Complete the in class exam.

**6. Submitting Assignments:** Students can submit assignments via email, or as instructed by their instructor. Any extensions must be negotiated AT A MINIMUM OF 3 DAYS BEFORE the date the assignments are due.

**7. Return of Marked Student Assignments:** Instructors coordinate the return of marked assignments either by handing them back to students in class or via email. End of term assignments/usb sticks are returned to students who provide a self-addressed and stamped envelope to the instructor who will mail back the assignment to students.

**8. Late assignments:** Students must discuss any requests for late assignments directly with their instructor and must be prepared to submit a medical certificate.

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## **UBC COURSE POLICIES:**

Excerpt from the UBC calendar:

*Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.*

**Disabilities:** The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

**Academic Dishonesty:** Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit [www.arts.ubc.ca](http://www.arts.ubc.ca) and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

**Retaining Assignments:** Students should retain a copy of all submitted assignments in case of loss and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

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## **REQUIRED TEXTBOOK and USB:**

Shebib, Bob (2016). Choices: Interviewing and Counselling Skills for Canadians. 6th Edition, Toronto:

Prentice Hall.

You will also need a **USB flash drive** in order to submit video assignments to your instructor, unless you choose to put your video assignments on YouTube as private videos.

## COURSE SCHEDULE FOR SOCIAL WORK 440 (P)

<b>SESSION 1:</b>	<b>January 9, 2017</b>
<b>TOPIC:</b>	<b>Neurobiology of counseling</b> Guest speaker: Ally Jamieson, MSW, PhD student <b>Sections 1 and 2 will meet together</b>
<b>REQUIRED READING</b>	Handouts will be given
<b>SESSION 2:</b>	<b>January 16, 2017</b>
<b>TOPIC:</b>	<b><i>Empowerment and Change: the Purpose of Counseling (1)</i></b> <ul style="list-style-type: none"> <li>• “Empowerment” in social work interviewing</li> <li>• Motivation and Stages of Change</li> </ul>
<b>REQUIRED READING</b>	Shebib, Chapter 7
<b>SESSION 3:</b>	<b>January 23, 2017</b>
<b>TOPIC:</b>	<b><i>Empowerment and Change: the Purpose of Counseling (2)</i></b> <ul style="list-style-type: none"> <li>• Reframing</li> <li>• Goal setting/ Action Planning</li> </ul>
<b>REQUIRED READING:</b>	Shebib, Chapter 7
<b>SESSION 4:</b>	<b>January 30, 2017</b>
<b>TOPIC:</b>	<b><i>Cognitive Behavioral Therapy and Motivational Interviewing</i></b> Kelly and Melissa <b>Sections 1 and 2 will meet together</b>
<b>REQUIRED READING:</b>	Handouts will be given out. Chapter 7 review.
<b>SESSION 5:</b>	<b>February 6, 2017 – First assignment due</b>
<b>TOPIC:</b>	<b><i>Difficult situations</i></b>
<b>REQUIRED READING:</b>	Shebib, Chapter 8
	<b>February 13, 2017 – Family day, no class</b>

	<b>February 20, 2017 – reading week, no class</b>
<b>SESSION 6:</b>	<b>February 27, 2017</b>
<b>TOPIC:</b>	<b><i>Variations with Select Target Groups</i></b> <ul style="list-style-type: none"> <li>To be announced</li> </ul> <b><i>Sections 1 and 2 will meet together</i></b>
<b>REQUIRED READING:</b>	Shebib, Chapter 9 and handouts will be given out
<b>SESSION 7:</b>	<b>March 6, 2017</b>
<b>TOPIC:</b>	<b><i>Exam</i></b>
<b>REQUIRED READING:</b>	Review Chapters 1-9
<b>SESSION 8:</b>	<b>March 13, 2017</b>
<b>TOPIC:</b>	<b><i>Supporting people living with addictions and mental health issues</i></b> Guest Presenter: Mark Goheen <b><i>Sections 1 and 2 will meet together</i></b>
<b>REQUIRED READING:</b>	Shebib, Chapter 9 and handouts will be given out
<b>SESSION 9:</b>	<b>March 20, 2017 – role play assignment due</b>
<b>TOPIC:</b>	<b><i>Variations with Select Target Groups</i></b> <ul style="list-style-type: none"> <li>Counseling survivors of sexual assault</li> </ul> Guest Presenters: Women Against Violence Against Women (WAVAW) <b><i>Sections 1 and 2 will meet together</i></b>
<b>REQUIRED READING:</b>	Shebib, Chapter 9 and handouts will be given out
<b>SESSION 10:</b>	<b>March 27, 2017</b>
<b>TOPIC:</b>	<b><i>Variations with Select Target Groups</i></b> <ul style="list-style-type: none"> <li>To be announced</li> </ul> <b><i>Sections 1 and 2 will meet together</i></b>
<b>REQUIRED READING:</b>	Chapters 1-9 and handouts will be given
<b>SESSION 11:</b>	<b>April 3, 2017</b>

<b>TOPIC:</b>	<ul style="list-style-type: none"> <li>• <i>Course review</i></li> <li>• <i>Final assignment preparation</i></li> </ul>
<b>REQUIRED READING:</b>	Shebib, Chapter 10 and review chapters 1-10

## **ASSIGNMENTS FOR SOCIAL WORK 440 (P)**

You are required to prepare for each class by reading the noted chapters and any handouts/assigned readings.

The assignments for this course are two taped interviews, a role play assignment and an in-class exam. The two recorded interviews will be confidential. Only the dyad and the instructors will have access to them. The taped interviews will be returned to the student after instructor viewing, and students are responsible for safeguarding/erasing them afterward.

If concerns about a taped interview and/or analysis arise, the course instructor may consult with the other SOWK 440 (P) class instructors and Elizabeth Jones and/or Mok Escueta, Co-Chairs, BSW Program. In the case of an appeal, the student's permission will be sought for further review of the tape.

### **1. DVD demonstrating skills of chapters 1 – 7 Due: February 6, 2017 Weight = 30%**

This assignment is an opportunity for you to demonstrate use of the communication skills you are learning within the context of a more advanced interview.

You will be working with the partner you had in the taped interview #2 from last term, and will be starting this interview where the other one left off. Treat this interview 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 complete an interview of between 20 – 25 minutes in real time, and get as far as you can in the interview process.

This DVD is intended for you to demonstrate the skills you are reading about and practicing in class up to and including the end of Chapter 7.

Review your taped interview, and write a brief synopsis, no more than three typed pages (double spaced), outlining your perception of your use of the basic communication, interviewing and counseling skills **using the headings outlined below**. Papers that are longer than three double spaced typed pages will not be accepted.

In addition, in order to practice for the exam, please transcribe 5 minutes of the tape, following the transcription guidelines below. The instructor will review the format with you in class.

## Transcription guidelines for SOWK 440P

Please create a table with 2 columns, see below. Include the start and end time of your transcription.

For each analysis, please write:

- **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/a more skilled response

Also, please include all of your **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)

<b>Transcription</b> <b>Begins at: 2:00</b> <b>Ends at: 7:00</b>	<b>Analysis of interview and/or alternative 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.	
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### Headings for your paper:

- Analysis of use of self (including, but not limited to: preliminary stage, internal “voice,” nonverbal language, triggers, objectivity)
- Strengths and areas for improvement
- Conclusion (in your conclusion, assess/comment on the overall effectiveness of the interview)
- Transcription

### Criteria for Evaluation:

Demonstration of skills in Chapters 1 – 7

Critical analysis of performance including:

- Demonstration of skills in Chapters 1 – 7
- Critical analysis of skills demonstrated, analysis of self and effectiveness of the interview
- Accurate and skillful use of the transcription model

### **2. In class exam of chapters 1 - 9. Due: March 6, 2017. Weight = 25%**

The intention is for you to demonstrate the skills and knowledge you have acquired from class and from the textbook, up to and including the end of Chapter 9.

Two hour, in class, closed book exam. Administered from course materials, and will include questions related to assigned readings, lectures, guest presentations, videos and information provided in class. The test format may include short question/answers, multiple choice, and short essay(s).

The exam will start at 1pm and end at 3pm. You will have up to 2 hours to complete the exam.

The instructor will review the exam and return your exam answers to you with your mark.

You must write the exam on March 6<sup>th</sup> in class. There will be no opportunities to write this test outside of this class. If you miss this class, a medical certificate must be provided and it is up to the instructor to determine next steps on how to accommodate you.

### **3. Role play and analysis using cultural intelligence Due: March 20, 2017. Weight = 10%**

Required reading: Shebib, Chapter 10, Cultural Intelligence

This assignment is 3 pages in length total. You will write a role play, and then describe how you as the counselor would strive for cultural competence when working with the client you’ve described in the role play.

Write a “role play” which includes:

1. Situation / context
2. Client background
3. Presenting story

The role play you write is in point form, using accessible language, and no longer than one page. You will write the role play as if a theatre student could read the role play and then be able to act out the role play based on the information you provide. Please give your "client" a name, i.e. "Alex."

You will write a short analysis, two pages in length, of your role play which demonstrates:

- What issues may arise for you as the counselor in the role play you have written, given your social location, culture and worldview, and how you might resolve those issues, including which counseling skills you might use to do so
- Examples of ways you might actively work to understand the diverse cultural background of your client

Example of role play:

### **SITUATION / CONTEXT**

A drop-in visit to the social worker in an AIDS Service Organization. First meeting with the social worker.

### **CLIENT BACKGROUND: ALEX**

- Diagnosed with HIV 2 months ago
- Has not connected with any HIV services since being diagnosed
- Has not told anyone about his/her diagnosis
- Alex is in his/ her late 20s, single, lives alone in Vancouver, works in the catering business
- Has a history of drug use but is currently not using, has not used since diagnosis
- Started HIV medication last week, so far, no side effects

### **PRESENTING STORY**

- Feels sad about diagnosis, feels isolated and alone
- Thinks he/ she is dirty, diseased and undeserving because of HIV status
- Believes no one will ever love him/ her; "My love life died the day I was diagnosed"
- Believes no one will ever sleep with him/her again
- Alex thinks if he/she *does* sleep with anyone, he/she will go to jail
- Alex is thinking about "using," feels like there's nothing to live for so might as well take the pain away
- Believes he/she acquired HIV from sharing needles at a party a several months ago
- Concerned about if he/she is going to disclose HIV status to parents, who live in Ontario
- Concerned that if employer finds out about HIV, he/she will lose job

**4. DVD demonstrating skills from all chapters 1 - 10 with theatre students. Due Friday, April 21, 2017 by noon. There will no extensions for this exam. Weight = 30% YOU WILL BE COMPLETING YOUR SOWK 440 (P) FINAL TAPE IN CONJUNCTION WITH UBC THEATRE STUDENTS.**

The purpose of this assignment is to demonstrate your capacity to use all the communication skills you have learned in an effective manner within the context of an interview.

If you hand in your taped interview on a USB, please also provide a self-addressed pre-stamped envelope so that your USB can be mailed back to you.

When the DVD has been completed, review your tape and complete a detailed written analysis as follows. **Deviations from this framework will not be accepted.** You will transcribe **20 minutes** of the interview.

**SECTION 1: PRELIMINARY CONSIDERATIONS FOR THIS INTERVIEW (1 PAGE)**

i.e. anticipatory empathy, sessional goal(s), relationships goals, stage of change, key skills, strengths, resources, triggers, objectivity, personal skill development goals

**SECTION 2: TRANSCRIPTION OF INTERVIEW**

**EXAMPLE**

<b>Transcription</b> <b>Begins at: 2:00</b> <b>Ends at: 7:00</b>	<b>Analysis of interview and/or alternative 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> .	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.	

**SECTION 3: FINAL COMMENTS (2 PAGES)**

1. Analysis of Use of Self
2. Analysis of Integration of Skills
3. Future Objectives for Skill Development

## 5. Attendance and participation in class Weight = 5%

**Participation** marks will be given to reflect your attendance, promptness, active participation in facilitation exercises and discussions. Be aware that each absence will cost 1.5 points. If you are absent 3 times, you will get 0, and if you are absent more than 3 times, you may not be allowed to take the exam.

### GRADING CRITERIA

Letter Grade	Percent Range	Mid-Point	
A+	90 - 100	95	Represents work of exceptional quality: Interview and analysis are both at a high level of accuracy and insight.
A	85 - 89	87	Consistently demonstrates self-awareness particularly their impact on the client and the flow of the interview.
A-	80 - 84	82	Shows personal engagement with the topic. Uses a variety of techniques to engage and connect to the client and to authentically facilitate the interview process. Is highly client centred and empathic.
B+	76 - 79	77.5	Represents work of good quality with no major weaknesses.
B	72 - 75	73.5	
B-	68 - 71	69.5	Comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good beginning use of existing skills and knowledge. Demonstrates a beginning awareness of self. Occasionally may monopolize the interview and/or use less skillful responses.
C+	64 - 67	65.5	Adequate and average work. Shows fair comprehension but has some weaknesses such as lack of attentiveness to client, misses client concerns and/or interviews have no structure and/or are disorganized.
C	60 - 63	62.5	Minimal critical awareness or personal involvement, Unable to follow client's lead
C-	55 - 59		Inconsistently uses skills
D	50 - 54	52	Minimally adequate work, barely at a passing level. Serious flaws in demonstration of skills and use of the interview. Poor comprehension of the subject, and minimal involvement demonstrated by a lack of empathy and an unawareness of self.
F	0 - 49		Failing work. Inadequate for successful completion of the course.