

**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.

<b>Year/Term</b>	Fall 2018-19
<b>Course Title</b>	<b>SOWK 310A - Communication Skills in Social Work Practice (6 credits)</b> <b>Sections 001, 002,003</b>
<b>Course Schedule</b>	<b>Mondays 1:00 – 4:00 pm, Term 1 &amp;2</b>
<b>Course Locations</b>	<b>(Section 001) Room 222, Jack Bell Building</b> <b>(Section 002) Room 223, Jack Bell Building</b> <b>(Section 003) Room 224, Jack Bell Building</b>

<b>Instructors</b>	<b>Section/Location</b>	<b>Office Hours</b>	<b>Telephone Number</b>	<b>E-mail address</b>
Grant Charles	Section 001 Room 222	Mondays 12-1	604-822-3804	<a href="mailto:Grant.Charles@ubc.ca">Grant.Charles@ubc.ca</a>
Marie Nightbird	Section 002 Room 223	Mondays 12-1	604-822-3520	<a href="mailto:Marie.Nightbird@ubc.ca">Marie.Nightbird@ubc.ca</a>
Kelly Allison	Section 003 Room 224	Mondays 12-1	604-626-8834	<a href="mailto:Kelly.Allison@ubc.ca">Kelly.Allison@ubc.ca</a>

**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 the interview 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/DVD 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 upon 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, embracing diversity and addressing structural factors that influence the interview process, including race, culture, gender, class and role expectations.
  - Communication skills which respect human rights and promote dignity
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.

**ATTENDANCE**

The attendance policy is in the student handbook on page 11: <https://socialwork.ubc.ca/current-students/>.

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.

The University accommodates students with disabilities who have registered with the Centre for Accessibility. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor, and if necessary, to contact the Centre for Accessibility preferably not later than the first week of class. The School will also accommodate religious observance, according to University Policy 65, and students are expected to inform the instructor. Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments, must notify their instructors in writing at least two weeks in advance, and preferably earlier. This reflects expectations for professional social workers in their place of employment.

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.

**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 demonstrate professionalism in your interactions with your classmates. 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 and marks will be deducted. Participation is graded and is worth 10% of your final grade per term.
2. Complete and turn in the two video assignments on time per term.
3. Complete and turn in 2 self reflection assignments in first term.
4. Complete a group presentation in Term 2.

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

**6. Submitting Assignments:** Most assignments can be handed in during class or via Canvas. Please make sure the assignment is date-stamped and distributed to the appropriate faculty mailbox.

**7. Return of Marked Student Assignments:** Instructors coordinate the return of marked assignments either by handing them back to students in class or returning them electronically. End of term assignments are returned to students electronically.

**8. Late assignments:** Generally, late assignments will not be accepted. In emergency situations, students must discuss any potential lateness with their instructor and be prepared to have a medical certificate available.

**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 Centre for Accessibility . 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.

**REQUIRED TEXTBOOK:**

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

**COURSE SCHEDULE FOR SOCIAL WORK 310A TERM 1:**

<b>SESSION 1:</b>	<b>September 10, 2018</b>
<b>TOPIC:</b>	<p><b>Introductions</b></p> <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>

REQUIRED READING	Shebib Chapter 2, pages 31-62
SESSION 2:	September 17, 2018
TOPIC:	<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 interviewing</li> </ul>
REQUIRED READING:	Shebib, Chapter 1, pages 1-30 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 24, 2018 – Self reflection assignment #1 due
TOPIC:	<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>
REQUIRED READING:	Shebib, Chapter 3, pages 63-86
SESSION 4:	October 1, 2018 – First video assignment due
TOPIC:	<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>
REQUIRED READING	Shebib, Chapter 4, pages 90-112
	<b>NO CLASS OCTOBER 8, 2018 THANKSGIVING</b>
SESSION 5:	October 15, 2018
TOPIC:	<b><i>Listening and Responding: The Basis for Understanding (2)</i></b> <ul style="list-style-type: none"> <li>Paraphrasing and Summarizing</li> </ul>
REQUIRED READING:	Shebib, Chapter 4, pages 112—119
SESSION 6:	October 22, 2018
TOPIC:	<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 Empath</li> </ul>

REQUIRED READING:	Shebib, Chapter 6, pages 152-182
SESSION 7:	October 29, 2018
TOPIC:	<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>
REQUIRED READING:	Shebib, Chapter 6, pages 152-182
SESSION 8:	November 5, 2018
TOPIC:	<b><i>Lab with Theatre Students</i></b>
REQUIRED READING:	Review Chapters 1-4 and 6
	<b>November 12, 2018 – UBC closed in lieu of Remembrance Day</b>
	<b>Video Assignment Due: November 13, 2018</b>
SESSION 9:	November 19, 2018
TOPIC:	<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 and Providing Feedback</li> </ul>
REQUIRED READING:	Shebib, Chapter 5, pages 120-149
SESSION 10:	November 26, 2018
TOPIC:	<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>
REQUIRED READING:	Shebib, Chapter 5, pages 120-149
	<b>Self Reflection Assignment #2 Due December 3, 2018</b>

**COURSE SCHEDULE FOR SOCIAL WORK 310 TERM 2:**

<b>SESSION 1:</b>	<b>January 7, 2019</b>
<b>TOPIC:</b>	<b><i>Supporting Empowerment and Change (1)</i></b> <ul style="list-style-type: none"> <li>• Empowerment- mobilizing strengths for change</li> <li>• Motivation and Stages of Change</li> </ul>
<b>REQUIRED READING</b>	Shebib Chapter 7 pages 183-188, 192-196
<b>SESSION 2:</b>	<b>January 14, 2019</b>
<b>TOPIC:</b>	<b><i>Supporting Empowerment and Change (2)</i></b> <ul style="list-style-type: none"> <li>• Goal Setting and Action Planning</li> <li>• Reframing</li> <li>• Brief Solution Focused Therapy</li> </ul>
<b>REQUIRED READING</b>	Shebib Chapter 7 pages 208-221
<b>SESSION 3:</b>	<b>January 21, 2019</b>
<b>TOPIC:</b>	<b><i>Trauma Informed Practice</i></b>
<b>REQUIRED READING:</b>	Shebib, Chapter 7 pages 197-207
<b>SESSION 4:</b>	<b>January 28, 2019</b>
<b>TOPIC:</b>	<b><i>Cognitive Behavioral Therapy</i></b>
<b>REQUIRED READING:</b>	Shebib Chapter 7 pages 197-207
<b>SESSION 5:</b>	<b>February 4, 2019</b>
<b>TOPIC:</b>	<b><i>Motivational Interviewing</i></b>
<b>REQUIRED READING:</b>	Shebib, Chapter 7 pages 189-192
<b>Session 6:</b>	<b>February 11, 2019– First video assignment due</b>
<b>TOPIC:</b>	<b><i>Dealing with Resistance, Anger and Violence</i></b>

<b>REQUIRED READING:</b>	Shebib, Chapter 8 pages 224-256
	<b>February 18, 2019 – reading week, no class</b>
<b>Session 7:</b>	<b>February 25, 2019</b>
<b>TOPIC:</b>	<b><i>Responding to Suicidal Clients</i></b> <ul style="list-style-type: none"> <li>•Counselling people who are feeling suicidal</li> </ul>
<b>REQUIRED READING:</b>	Shebib Chapter 9, 286-290 Readings will be posted in Canvas
<b>SESSION 8:</b>	<b>March 4, 2019</b>
<b>TOPIC:</b>	<b><i>Mental Health and Addictions</i></b>
<b>REQUIRED READING:</b>	Shebib, Chapter 9 pages 259-285
<b>SESSION 9:</b>	<b>March 11, 2019</b>
<b>TOPIC:</b>	<b><i>Counselling Survivors of Sexual Assault:</i></b> <b><i>Guest speaker tbd</i></b>
<b>REQUIRED READING:</b>	Readings will be posted on Canvas
<b>SESSION 10:</b>	<b>March 18, 2019</b>
<b>TOPIC:</b>	<b><i>GROUP PRESENTATIONS</i></b>
<b>REQUIRED READING:</b>	
<b>SESSION 11:</b>	<b>March 25, 2019</b>
<b>TOPIC:</b>	<b>Lab with Theatre Students</b>
<b>REQUIRED READING</b>	Review Chapters 1-8
<b>SESSION 12:</b>	<b>April 1, 2019</b>
<b>TOPIC:</b>	<ul style="list-style-type: none"> <li>•Endings</li> <li>•Course review</li> </ul>

	•Final assignment preparation
<b>REQUIRED READING:</b>	Review Shebib chapters 1-8 plus additional readings
	<b>FINAL ASSIGNMENT DUE APRIL 26, 2019 at noon</b>

### **ASSIGNMENTS FOR TERM 1:**

You are required to prepare for each class by reading the noted chapters.

The assignments for this term are two taped videos due October 1st and November 13th. The two recorded interviews will be confidential. Only the dyad and the instructors will have access to them. The videos can be submitted on a memory stick or via an unlisted youtube video or through Canvas. The memory stick 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 310 class instructor. In the case of an appeal, the student's permission will be sought for further review of the tape.

In addition, there are two self reflection assignments due: September 24<sup>th</sup>, and December 3<sup>rd</sup>.

#### **1. Video demonstrating skills of chapters 1 – 3 – Due: October 1, 2018. Weight = 30%**

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

You will work with a classmate. You will demonstrate the beginning of a counselling interview and begin to explore an issue they are currently experiencing. You will tape your interview for submission to your instructor – maximum 10 minutes. Your instructor will give you specific directions about this tape.

It is not the purpose of this interview 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 3. Specifically, the tape 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.

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, interviewing and counseling skills **using the headings outlined below**. 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, areas for improvement and goal and/or plan for further skill development
- 3)Conclusion (critically analyze/comment on the overall effectiveness of the interview)

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

#### **2) Video demonstrating skills of chapters 1 – 6 (not 5) – Due: November 13, 2018. Weight = 30%**

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

Select a different partner to work with from tape #1 (but make sure this same partner is available for second term assignment #1). Practice interviewing your partner about an issue he or she is currently experiencing then tape your interview for submission to your instructor. This video will include all of the skills required in the first tape (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 specific directions about this assignment.

It is not the purpose of this interview 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, no more than four typed pages (double spaced), outlining your perception of your basic communication, interviewing and counseling 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, areas for improvement and goal and/or plan for further skill development
- 3) Conclusion (critically analyze/comment on the overall effectiveness of the interview)

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

#### 3) Two self reflection Assignments (Weight 30%- 15% each)

##### Individual Self Reflection Assignments

##### ***What is a self reflection assignment?***

A self reflection paper is a means of recording ideas, personal thoughts and experiences, as well as reflections and insights into your own learning experience. Reflective assignments help you to actively engage with the course material, to critically analyze your current knowledge base and skills, personal beliefs and values with new incoming information and experiences. A self reflection assignment is a tool to help review and consolidate learning, to evaluate performance, to plan future learning based on past learning experiences.

##### ***How does a self reflection paper relate to our course objectives?***

Self reflection papers support an awareness and critical analysis of your own attitudes, beliefs, behavior and feelings and how they affect our communication in the professional helping context.

As you learn about the conditions and skills that can facilitate effective communication, self reflection will help you integrate the course information into your personal communication style and identify your strengths, weaknesses and possible strategies for enhanced learning.

A self reflection paper will also help you reflect on the ways race, culture, gender, and role expectation influence the communication process.

You will write two 4-page (double spaced) self reflection assignments to be handed in: September 24<sup>th</sup>, and December 3<sup>rd</sup>. Please keep a copy of each assignment as they will aid you in the final self reflection at the end of term #2.

##### **Self Reflection Assignment #1:**

Please write a 4-5 page self assessment of your current communication skills and your current feelings about taking on a counselling role.

##### ***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. Discuss how well you can interpret, understand and discuss your own emotions, and 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?

## Self Reflection Assignment #2

This reflection assignment should answer the question: "**What have I learned so far about myself in relation to my communication skills and my role as a counsellor**". Your paper should discuss three key pieces of learning relating to your skills, values and knowledge about professional communication and counselling skills. The assignment should be about 4 to 5 pages (double spaced) and is due on December 3<sup>th</sup>, 2018 at 4 pm.

### **Some questions to consider:**

- 1) What was the most relevant observation or learning about your communication skills from the term?
- 2) What feelings do you have about your learning or during your practice sessions?
- 3) How does this new learning fit with your previous knowledge of counselling?
- 4) Outline one or two ways to further your professional development given this new learning?

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

#### **4) Attendance and participation in class Weight = 10%(per term)**

**Participation** marks will be given to reflect your attendance, promptness, active participation in class exercises, discussions and triad work. Be aware that each absence will cost 1 mark. If you are absent more than 3 times, you may not be allowed to complete the final assignment. Lateness will also impact your participation grade.

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

## **ASSIGNMENTS FOR TERM 2:**

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 interview recordings and a group presentation. The two recorded interviews will be confidential. Only the dyad and the instructors will have access to them.

If concerns about a taped interview and/or analysis arise, the course instructor may consult with the other SOWK 310A class instructor 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.Video Recording of chapters 1 – 7 Due: February 11, 2019 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. **There are three sections to this assignment** 1) video recording, 2) analysis paper 3) transcription .

**1)Section 1: Video Recording:** You will be working with the same partner you had in for the video recording #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 tape (do not review the tape with your partner, review the tape 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 video recording 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.

**2)Section 2: Analysis paper:** Review your tape, and write a brief analysis, no more than four 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 four double spaced typed pages will not be accepted.

**Headings for your paper:**

- 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 and goals and/or plan for further skill development
- 3) Conclusion (analyze/on, assess/comment on the overall effectiveness of the interview)

**3)Section 3:Transcription**

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

**Transcription Guidelines:** 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: 15:33</b> <b>Ends at: 20:33</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.	

## 2. Group Presentations: Selected Target Populations. Due: March 18, 2019 Weight = 20%

You will work in groups of four students to create a presentation for your classmates on relevant information for counselling a selected target population. Groups will be assigned a target population in class by January 21, 2019. The presentation has **two** components. **Part 1:** Your group will create a 10-15 minute presentation about your target population. This part of the presentation will include basic information about your target population and some of the key considerations for counsellors to remember when working with the target population. Your presentation will also include information about two local resources that may be useful for clients in this target group. **Part 2:** Your group will give a counselling demonstration of a client scenario with your selected target population and provide a scenario for your classmates to use to practice. Your group will be given one of the following target populations:

- new immigrants/ refugees/new Canadians
- people struggling with sexual orientation/and or gender identity
- teens
- people struggling with grief or loss
- Indigenous clients

Please refer to Marking Rubric in Canvas

## 3. Video recording demonstrating skills from all chapters 1 - 10 with theatre students. Due Friday, April 26, 2019 by noon. There will no extensions for this assignment. Weight = 40%

**YOU WILL BE COMPLETING YOUR SOWK 310A FINAL TAPE IN CONJUNCTION WITH UBC THEATRE STUDENTS. PLEASE NOTE THAT YOU WILL NEED TO BE AVAILABLE DURING THE TWO WEEKS AFTER CLASSES END (EXAM PERIOD) TO ARRANGE THIS INTERVIEW.**

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. **There are three components to this assignment 1) video recording 2) transcription 3) Final self reflection.**

### SECTION 1: VIDEO RECORDING

You will be assigned to work with a theatre student who will act as one of four scenarios (scenarios will be given out on the last day of classes). You will begin the interview as if meeting the client for the first time and include engagement, an introduction of yourself and your agency, explain the limits to absolute confidentiality and begin relationship and work contracting. You will explore the client's concern and, if appropriate begin some goal setting/action planning. You will tape a hand in a 45 minute interview. Choose the 20 minutes (**excluding the first 15 minutes**) that you want the instructor to watch and grade.

### SECTION 2: TRANSCRIPTION OF INTERVIEW (please see previous guidelines on page 12)

Transcribe the **20 minutes** of the interview that you have chosen for the instructor to watch and grade. Please use the same table and format as in assignment #1.

### SECTION 3: FINAL SELF REFLECTION

This paper should answer the question: "**What have I learned about myself in relation to my communication skills and my role as a counsellor**". Your paper should discuss three key pieces of learning relating to your skills, values and knowledge about professional communication and counselling skills and discuss future objectives for skill development in your communication. Your self reflection assignments from term 1 can help guide your paper in areas to reflect on, but your final reflection should not be a reiteration of them. The paper should be about 4 to 5 pages (double spaced) and is due on April 26<sup>th</sup>, 2019 at 4 pm.

Please refer to Marking Rubric in Canvas

## Attendance and participation in class Weight = 10% per term

**Participation** marks will be given to reflect your attendance, promptness, active participation in facilitation exercises and discussions.

**Please refer to Marking Rubric in Canvas**

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	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.
B-	68 - 71	69.5	
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.