

University
of Regina



COURSE OUTLINE

SW 390

COMMUNICATION SKILLS IN SOCIAL WORK PRACTICE

45 HOURS

3 Credits

PREPARED BY: Janice Wiens

DATE: July 18, 2016

APPROVED BY: Andrew Richardson

DATE: July 27, 2016

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)



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APPLIED ARTS DIVISION
SW 390
3 Credit Course
Fall Semester, 2016

COMMUNICATION SKILLS IN SOCIAL WORK PRACTICE

INSTRUCTOR:	Janice Wiens, M.S.W.
CLASSROOM:	A2605
TIME:	Thursday and Friday 1-4
OFFICE HOURS:	Thursday 4:00 – 5:00pm or by appointment
OFFICE LOCATION:	A2511
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COURSE DESCRIPTION

This course introduces the foundations and development of skills necessary for competent communications in a variety of social work settings. Restricted to Social Work students only.

Note: **Your grade in Social Work 390 is important!**

Social Work 348 Practicum I pre-requisites include Social Work 390, Social Work 346 and 9 other credits of social work.

Social Work 390 and Social Work 346 must have a combined minimum 70% average and you must have an overall GPA of 70% in all Social Work courses to enter your first practicum.

Social Work 448 Practicum II has similar requirements. If you're uncertain about your academic standing or requirements, please speak with me.

PREREQUISITES

Must be Yukon College Bachelor of Social Work students.

LEARNING OUTCOMES

Students will become well acquainted with the skills and theories necessary to begin communicating competently in social work practice.

Upon successful completion of the course, students will be able to:

1. Explain the main principles of communication theories and apply a specific model to a helping relationship and intervention.
2. Articulate ethical considerations including informed consent and confidentiality and demonstrate ethical practice behaviour.
3. Identify and effectively use structured interview skills and processes necessary for effective social work practice.
4. Consistently demonstrate self-awareness of personal communication style and its impact on others (including diverse populations).
5. Give and receive appropriate and effective evaluative feedback for the growth of self and others.
6. Recognize how to use specific attending and influencing communication skills during client interviews, when resolving conflicts and with their colleagues.
7. Demonstrate confidence and competence as a beginning social work professional who communicates clearly and effectively.

COURSE FORMAT

The class will meet in-person weekly for a three hour class and three hour lab. The class will be structured to ensure content is covered, yet allow students to integrate knowledge through guided activities and experiential exercises. Learning occurs through: (1) reading; (2) warm-up and introduction to the skill (3); example of the skill in action; (4) student practice; (5) critique of performance and development of plans for improvement and regular monitoring of progress.

Students must follow ethical practices and conduct themselves in a respectful manner at all times.

This course can be emotionally challenging and students are encouraged to think about how they might receive additional support beyond that which can be offered within a class setting. Also, please consider how you can be of support to one another.

ASSESSMENTS

Attendance & Participation

This course is based on experiential work, thus your participation and attendance are essential! Students who miss more than 2 classes or labs will have 5% of their course mark deducted for *each* missed class/lab. Students who are persistently tardy, absent or who neglect academic work will be encouraged to withdraw from the course.

Students will practice skills during class and lab time. Videotaped interviews will occur weekly during lab time.

Store the following in a small binder:

- all interview feedback sheets from class
- your thoughts about your performance during practice
- a weekly concise plan for improvement that focuses on specific skills

You will find these documents essential for improving your skills.

Assignments & Tests

Baseline interview	September 16	Pass/Fail
First interview, transcript, analysis and contract	October 7	20 %
Mid-term interview, transcript, analysis, contract	October 28	35 %
Final interview, transcript, analysis, contract	November 25	35 %
Final exam	Exam period	10 %

Writing Expectations, Due Dates & Late Penalties

Competence in writing is expected. Wherever possible, instructors are expected to conduct their courses in such a way as to obtain evidence of student writing skills, in term papers, essays, reports, or other written work, and to demand competence in writing for a passing grade.

- Assignments are to be handed to me during class on their due dates. I will accept an assignment, handed to me directly, until 5:00 PM on the due date, without penalty.
- Assignments submitted after 5:00 PM on the due date will be considered late and penalties will apply. Penalties are applied at a rate of 5% for the value of the paper. After 5 days it is at my discretion whether or not to accept an assignment.
- Assignments not submitted directly to me can be accepted by the Health, Education & Human Service administration office personnel. Note: the date/time of submission and signature of the HEHS administrator must be obtained.
- I am under no obligation to provide you opportunities to re-do your work after it has been submitted for marking. If you *are* given an opportunity to re-submit an assignment for marking, the highest grade that will be provided is 70%.
- Students are bound by University academic integrity policies. Please review online calendar for further information. http://www.uregina.ca/gencal/ugcal/attendanceEvaluation/ugcal_77.shtml.

REQUIRED TEXTBOOKS AND MATERIALS

Ivey, A E., Ivey, M.B., Zalaquett, C. (2014). *Intentional interviewing and counseling. Facilitating client development in a multicultural society.* (Eighth edition.) Belmont, CA: Cengage Learning.

Please purchase **two** SD videocard for recording your interviews. An 8 – 16 GB card should be adequate. Remember to bring this technology with you for each lab! You will need to transfer your recorded interviews to your computer for transcription and analysis.

A one or two inch three-ring binder for storing activity and feedback sheets and reflections is also required.

ACADEMIC AND STUDENT CONDUCT

Professional Conduct

As a BSW student at Yukon College it is expected that your behaviour on and off-campus is reflective of the highest ethical standards befitting someone who wants to become a social worker.

Appropriate conduct covers a wide range of behaviours which will be thoroughly discussed during this course. Please review the Canadian Association of Social Workers Code of Ethics, University of Regina's Faculty of Social Work information about professional ethics and responsibilities and Yukon College's Code of Ethics, Harassment policies, and Student Rights and Responsibilities.

The granting of a degree by the University of Regina constitutes acknowledgment that students are deemed qualified and suitable as social work practitioners upon graduation, and that they will conduct themselves in a professional and ethical manner. Unprofessional conduct by students may have direct repercussions for the people social workers serve and the profession of social work, as well as the Faculty of Social Work and the University.

Action may be taken any time a student is suspected of unsatisfactory performance of professional responsibilities.... Students may be required to discontinue from their program for reasons of unsatisfactory professional development. (**University of Regina, Faculty of Social Work, Evaluation of Professional Responsibilities**)

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations of Yukon College and the University of Regina. It is your responsibility as a student to be aware of these expectations.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

ASSIGNMENT DESCRIPTIONS

Baseline interview Due: September 16 Submit a 10 minute interview with a one page summary.	Pass/Fail
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First interview Due: October 7	20%
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In the first interview you will be required to demonstrate attending skills (appropriate body language, verbal tracking, eye contact, and vocal qualities) as well as effective questions, and encouragers, paraphrases and summaries. Your partner's verbal consent to be videotaped must be recorded. The person you interview must be a current SW 390 student.

Length: 15-20 minutes.

Label your SD card with your name, the date, and assignment number.

Written work:

Provide specific verbatim examples of each of the skills that you were to demonstrate. Critique your effectiveness, identify a plan for improvement. (5-7 pages).

Note: You don't need to provide a verbatim transcript for this assignment, but previous students who do so have found it a highly effective method of examining their skills.

This assignment will be evaluated on the following criteria:

- a) Completion of all parts of the assignment.
- b) Demonstration of a comprehensive grasp of the subject material by effective use of skills during the interview.
- c) Recognition of both strengths and weaknesses, backed by written examples.
- d) A well-thought out plan for improvement that is detailed, specific and achievable.
- e) Clarity of writing, grammatical correctness.

Mid-term Interview, Transcript, Analysis and Plan

35%

Due date: October 28

Value: 30% total (15% for the videotape; 15% for the written work)

Video: 30 minutes

The mid-term interview demonstrates competence in the use of the basic listening sequence. This interview will reflect Stages 1 and 2 and a reasonable Stage 5 closure.

Written Work:

A **transcript and reflection** on the interview is required. (I'll provide a template to follow)

Incorporate the following:

- Verbatim account of verbal and non-verbal content
- Identification of microskill
- Critique of each skill
- Suggestions for alternative response

An **analysis** of the interview which must include:

- Critique and assessment of each specific microskill
- Note patterns of strengths and challenges overall
- Include observations about what you find challenging and why – it is fine to include reflections about what you're thinking and feeling that may be contributing to any difficulties. In other words, have a conversation with me about your interview! 😊
- Discuss the progress/challenges that you are encountering not just in this interview, but in other interviews you have completed since the beginning of term.

A specific and detailed **plan** for skill development improvement

- Identify specific goals, strategies for reaching the goals, include methods for measuring progress and set review dates

Interviews will be evaluated on how clearly and effectively the specific skills are demonstrated, the ability to accurately listen to information presented by the 'client' and the quality of your responses. A clear critical analysis, indicating a reflective understanding of what took place in the exchange is required. A rationale must be provided for what did or did not occur and suggestions for change included. A clear, descriptive and specific plan for improvement is required.

Final Tape

35%

Due date: November 25

Value: 30% (20% for the video; 10% for the written work)

Length: 30 to 40 minute interview

The final interview must include attending skills (BLS and other areas included in first interview) and should also include some influencing skills, confrontation skills, focusing etc. However, these must be appropriately used. Demonstrate ability to conduct a five stage structured interview and use communication skills appropriately. Students are advised to role-play a scenario that is *not* a first interview, so while you will include Stage 1 and 2 the emphasis should be on stage 3, 4 and 5.

A transcript, analysis and contract for skill development, as described for the mid-term interview must accompany the tape. The evaluation criteria for this assignment will be the same as for the mid-term tape.

Final Exam To be scheduled during Final Exam Period
DO NOT BOOK YOUR HOLIDAYS DURING THIS PERIOD!

10%

Note: A Syllabus will be provided during the first class.