



School of Health, Education & Human Services
SW 390
Communication Skills in Social Work Practice
Term: Fall 2021
Number of Credits: 3

Course Outline

INSTRUCTOR: Janice Wiens

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Class: Thursday, 1:00 – 3:50

Lab: Friday, 1:00 – 3:50

Office hours: Thursday, 4:00 – 5:00

COURSE DESCRIPTION

This course specifically focuses on the development of skills necessary for competent social work communication in a variety of social work roles and settings. An introduction to communication theory is provided with an emphasis on skill development for students. Role plays and recorded sessions are required.

Note: You must have a combined minimum of 70% between SW 390 and SW 346 Practice I, and an overall GPA of 70% in all social work courses to apply for Social Work 348 Practicum I. Social Work 448 Practicum II has similar requirements. If you're uncertain about your academic standing or requirements, please speak with me.

This course has a mandatory lab requirement as the knowledge and skills within this course are foundational to all aspects of social work practice.

COURSE REQUIREMENTS

Prerequisite(s): Admission to the BSW Program. Social Work 200 must be completed prior to SW 390 or taken concurrently.

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

YUKON FIRST NATIONS CORE COMPETENCY

Students who successfully complete the BSW Program will have achieved core competency in knowledge of Yukon First Nations. For details, please see www.yukonu.ca/yfnccr

LEARNING OUTCOMES

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

1. Explain the main principles of communication theories as they apply to a helping relationship;
2. Demonstrate self-awareness in reflecting on one's personal communication style, its strengths and weaknesses, and its impact on others, particularly as it relates to diverse populations [e.g. Indigenous, immigrant, children and youth, women, seniors, those with health issues or disabilities, etc.] relevant to the territory;
3. Articulate ethical considerations, including informed consent and confidentiality, and demonstrate ethical behaviour during interviews;
4. Identify and use communication skills that will be applicable in working effectively with service recipients, supervisors, colleagues and the community, including how to work through conflicts;
5. Give and receive evaluative feedback for the growth of self and others.
6. Competently conduct a social work interview.

COURSE FORMAT

Weekly breakdown of instructional hours

This course involves 3 hours of class time and 3 hours of lab time where students practice communication and counselling skills. Assignment completion, with the exception of the recorded interview, occurs outside of class and lab time.

Delivery format

The class and lab are scheduled to be taught in Fall 2021 face-to-face. A Moodle site online will provide additional information.

EVALUATION

Ethical conduct

The BSW program strives to prepare students for a profession where personal and professional integrity is essential. Students are expected to know, understand and uphold the Canadian Association of Social Workers Code of Ethics in their interactions with other students, instructors, the university and the community. In addition, BSW students must meet the expectations for student conduct as set out by the University of Regina and Yukon University.

Participation

Participation means being prepared for class by completing the readings and assignments and engaging in experiential activities in a respectful and open manner. This class requires a high degree of self reflection, self-regulation and openness to receiving feedback and interacting in a collegial manner with other students and the instructor.

Attendance

Students are expected to be punctual, which means: arriving on time; returning promptly from breaks, and remaining until the end of class. A sign-in sheet is provided at the beginning of class to track attendance. It is your responsibility to ensure that it is completed accurately.

Students who miss more than two classes will have 5% of their final grade deducted for each additional class missed or portion thereof. If a student misses more than two classes, they may choose to speak with the instructor and ask for an additional assignment to complete in lieu of this missed class, thereby avoiding a deduction in their term grade. The instructor has discretion over a) whether to grant this option to the student and b) the content and format of the assignment. Without exception this additional assignment must be completed satisfactorily prior to the end of term

Writing Expectations, Due Dates and 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. (University of Regina policy)

All assignments must use APA format.

Assignments are to be submitted to the instructor on the due date, unless otherwise stated in class.

Five (5)% of the assignment's value will be deducted for every day late, up to a maximum of five days, after which it will not be accepted.

The instructor is under no obligation to offer you an opportunity to re-submit work. If you *are* given an opportunity to re-submit an assignment for marking, the highest grade that will be provided is 70%.

Assignments

Detailed assignment descriptions will be provided during class.

Assignment 1	30%
Assignment 2	30 %
Assignment 3	30 %
Final Exam	10 %
Total	100%

Grading Criteria: University of Regina grading criteria will be followed. Final grade approval rests with the Faculty of Social Work at the University of Regina.

90-99 An outstanding performance with very strong evidence of:

- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

80-89 Very good performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

70-79 Above average performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing.

60-69 A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

50-59 A barely acceptable performance with evidence of:

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

0-49 An unacceptable performance.

COURSE WITHDRAWAL INFORMATION

Refer to both the University of Regina and YukonU websites for important dates.

TEXTBOOKS & LEARNING MATERIALS

Ivey, A E., Ivey, M.B., Zalaquett, C. (2017). *Intentional interviewing and counseling. Facilitating client development in a multicultural society.* (Ninth edition.) Belmont, CA: Cengage Learning.

Please purchase: Two SD (Secure Digital) 8-16 GB cards for audio-visual recording.

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Yukon University's Academic Regulations & Procedures and the University of Regina's academic integrity policies <https://www.uregina.ca/engineering/academic-professional-integrity/understand-integrity.html> for further details about academic standing and student rights and responsibilities.

Non-academic integrity is also expected (see Ethical Conduct).

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 other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@yukonu.ca.

TOPIC OUTLINE

A detailed syllabus and assignment descriptions will be provided during the first class to students registered in this course.