



COURSE OUTLINE - Winter 2026

**SW1110(A3): Interviewing with Individuals (Intervention and Assessment) - 3 (3-0-0) 45
Hours for 15 Weeks**

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

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CALENDAR DESCRIPTION: This course emphasizes the development of interpersonal communication, interviewing, and counselling skills. Students will learn and practice effective interviewing and consider how cultural issues can affect the process. Students will also practice gathering and evaluating information in a framework for client assessment and planning and delivering effective interventions.

PREREQUISITE(S):
Complete the following:
SW1000 with a minimum grade of C-

COREQUISITE(S):
None

REQUIRED MATERIALS:

Driedger, S. M., & Crooks, C. V. (2020). *Working with people: Interviewing and assessment skills for human service and social work practice* (2nd Canadian ed.). Oxford University Press Canada.

DELIVERY MODE(S): On-Campus

LEARNING OUTCOMES:

By the end of this course, students will be able to:

- Build rapport and trust using verbal and non-verbal communication.
- Use structured and adaptive techniques to gather relevant information.
- Integrate cultural sensitivity into communication and counselling practices.
- Gather and evaluate client information to identify strengths, challenges, and goals.
- Plan and implement tailored, evidence-based strategies to support client well-being.
- Evaluate personal performance and integrate feedback for continuous growth.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.alberta.ca>

**** For courses with alpha (letter) grading, a grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

EVALUATIONS:

GRADING CRITERIA:

Please note that most institutions will not accept your course for transfer credit **IF** your grade is **less than C-**.

Grading Chart

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100		C+	2.3	67-69
A	4.0	85-94		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

Note: A minimum grade of C- in SW1110 is required as a prerequisite for SW2500. The Social Work Diploma program requires a minimum grade of C- in all SW courses to successfully complete the program.

COURSE SCHEDULE/TENTATIVE TIMELINE:

Week	Topic	Readings	Assignments / Activities
Jan 6/8	Becoming a Professional: The Nature of Helping and the Professional Relationship	Ch. 1 – <i>The Nature of Helping</i> Ch. 2 – <i>Becoming a Professional Helper</i>	
Jan 13/15	Building the Foundation: Attending, Active Listening, and Empathy	Ch. 3 – <i>Attending and Listening Skills</i> Ch. 4 – <i>Empathy and Understanding the Client's World</i>	
Jan 20/22	Communication and Support: Establishing a Sustaining Presence <i>Break-out sessions</i>	Ch. 5 – <i>Verbal and Nonverbal Communication Skills</i>	
Jan 27/29	Exploration and Assessment: Understanding Client Concerns and Context	Ch. 6 – <i>Exploring the Client's Story</i> Ch. 7 – <i>Assessment and Formulation</i>	
Feb 3/5	Goal Setting and Planning: Collaborating for Change	Ch. 8 – <i>Goal Setting and Planning for Change</i>	Assignment 2
Feb 10/12	Skill Practice and Integration <i>Break-out sessions</i>	Review Ch. 1–8	
Feb 17/18	Winter Break No Classes		
Feb 24/26	Helping Clients Take Action: Promoting Change and Skill Use	Ch. 9 – <i>Facilitating Client Action</i> Ch. 10 – <i>Supporting Behaviour Change</i>	
Mar 3/5	Managing the Helping Relationship: Working Through Challenges <i>Break-out sessions</i>	Ch. 11 – <i>Addressing Challenges and Resistance in the Helping Relationship</i>	Assignment 3
Mar 10/12	Boundaries, Ethics, and Crisis Intervention	Ch. 12 – <i>Professional Boundaries and Ethical Decision-Making</i> Ch. 13 – <i>Working with Clients in Crisis</i>	
Mar 17/19	Endings, Transitions, and Reflective Practice <i>Break-out sessions</i>	Ch. 14 – <i>Endings and Transitions in Helping Relationships</i>	Assignment 2
Mar 24/26	Skill Integration and Case Review	Review key chapters	
Mar 31 Apr 2	Self-Care, Supervision, and Ongoing Professional Development	Ch. 15 – <i>Self-Care and Lifelong Professional Growth</i>	Assignment 4

Assignment 1: In-Class Interviews Part A (25%)/Case Note Documentation Part B (25%)

Students will complete two in-class sessions, each consisting of **Part A: In-Class Interview** and **Part B: Case Note Writing**. In Part A, students conduct a role-play or simulated interview, demonstrating professional communication, active listening, and ethical social work practice. These will be done throughout the term, participation is mandatory for you to receive marks.

In Part B, students submit a concise case note summarizing the session, including key issues, interventions, and ethical considerations. Case notes are records of clients' interactions with social workers and are a way to document/ record: incidents, meeting information, referrals, observations, client history, risk, assessments, progress, interventions, goals, response to various services, follow-up information such as next steps and next appointments.

When social workers interact with other community resources/ collateral contacts about a client- this too should be documented. Each case note will ensure all relevant information is included in the case note:

- Who, What, Where, When and Why.
- Good case notes can be hard to write, and each agency will have different expectations of client documentation.
- For each case note documentation assignment students will structure the assignment following the Subjective, Objective, Assessment, and Plan (SOAP) Model format - this will be explained and discussed in class. Max 2 pages Min 1 page.

Assignment 2: Interview Recording #2: Assessment and Goal Setting

The helping process will include skills such as rapport and relationship building, attending, listening, exploration and elaboration, assessment, problem-solving, goal setting, and termination. This interview must be at least 30 minutes in length. This assignment will include two separate parts:

- a) A videotaped interview with another student in this class or the social work program. The acting client must role-play having an issue/problem as a realistic scenario of a client experiencing unmet needs. In this assignment, students are tasked with demonstrating skills in various facets of the social work process. The goal is to conduct a simulated social work interview that reflects a seamless and realistic interaction, showcasing proficiency in key areas. Students will be assessed on these skills, rapport building, attending, listening, exploration, elaboration, assessment, problem solving, goal setting, termination, and theories used that guided the interview process (15%)
- b) A process recording that includes a transcript and analysis of the content of the interview. The transcript must be 10 minutes (word for word) from the tape during the interview. (Refer to Transcript and analysis. (15%))
 - a. Transcript and analysis: Choose ten minutes of your taped interview (or more) and analyze in detail the interview about what type of questions you used, techniques involved, responses from the person you interviewed, non-verbal communication, and an analysis of the skills utilized. Analysis should include segments demonstrating effective helping skills as well as areas where the interviewer missed opportunities for responses, experienced empathetic failures, or used ineffective questions (your own curiosity versus the need to know and/or any pitfalls of interviewing). In these sections of the transcript, you will be expected to replace the missed opportunity or

limitation/s with a written response that would have been more appropriate and effective in the helping process.

- b. The ten minutes of transcribing must be during the exploration and elaboration phase of the interview. Please quote your sources (textbook, lecture, readings). Note: Replace responses in different font, ink, or color.
- c. Re-written Responses: Identify skills utilized in your analysis that were ineffective such as assumptions, interruptions, positions of power, and privilege various pitfalls identified in your text, and write an appropriate social work response using a transcript format. A minimum of five responses must be analyzed in the transcript portion. Your effective re-written response should be followed by the client's last verbal response. Number each response and analysis. Further examples will be provided in class. A minimum of five responses must be included in your analysis. Identify a minimum of five poor or limited responses and identify how you would respond more effectively. Be sure to link the pitfalls into your reflection and reference both the re-written skills and pitfalls

Please note: a template will be provided for the transcript do not create your own you must follow this template do not make changes or edit.

Assignment 4: Cultural Safety Self-Assessment (25%)

This assignment encourages students to critically reflect on their own values, biases, strengths, and challenges in the context of culturally safe social work practice. It supports the development of ethical, client-centered interviewing skills while fostering self-awareness and reflective practice.

Students will complete a 4-5 page self-assessment exploring their approach to cultural safety in interviews. Each student will choose an example they have a hard time staying unbiased with. This could be a firm belief such as anti-abortion, people living with addictions, mother using substance while pregnant etc. The assessment should include:

1. **Values:** Identify personal values and how they influence your interactions with clients.
2. **Biases:** Reflect on implicit or explicit biases that may affect interviewing and decision-making.
3. **Strengths:** Highlight your personal strengths in promoting culturally safe practice.
4. **Challenges:** Identify areas where you may struggle to maintain cultural safety.
5. **Strategies:** Outline practical strategies to enhance cultural safety in your interviews.

STUDENT RESPONSIBILITIES:

Since both the lectures and in class discussion cover a significant amount of material, attending all classes is highly recommended to ensure success and preparedness for the practicum, as this course is a prerequisite for it. If you are not able to attend all classes we may not be able to assess your suitability for practicum.

STATEMENT ON ACADEMIC MISCONDUCT:

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available at <https://www.nwpolytech.ca/about/polytechnic-leadership/policies-directory>.

****Note:** all Academic and Administrative policies are available on the same page.

ADDITIONAL INFORMATION: