



DEPARTMENT Humanities and Social Sciences

COURSE OUTLINE – Fall 2026

**SW1110(A2): 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:
SW1000/1010

COREQUISITE(S):
None

REQUIRED MATERIALS:

Murphy, B., & Dillon, C. (2015). Interviewing in Action in a Multicultural World. Fifth edition. Cengage Learning.
Other readings may be given throughout the semester.

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:

Assignment	Description	Grade	Due Date
Assignment 1	Pre/Post Self-Assessments	10%	Sep 16 th /Dec 3 rd
Assignment 2	Case Note Documentation	10%	Oct 23 rd
Exam	Midterm	20%	October 9 th
Assignment 3	Interview Recording and Assessment	30%	Nov 20 th
Exam	Final	30%	TBD

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

COURSE SCHEDULE/TENTATIVE TIMELINE:

Week	Topic	Readings	Assignments / Activities
Sep 4	No Class – Read Chapter 1	Ch. 1	
Sep 9/11	No Class Sep 9 th Read Chapter 2 Chapter 3- Getting Started SOAP Case Note Model	Ch. 2 & 3	
Sep 16/18	Attending & Listening	Ch. 4	Lab Pre Self Evaluation Sept 16th
Sep 23/25	Support & Empathy: A Sustaining Presence	Ch. 5	
Sep 30 no class Oct 2	Exploration and Elaboration	Ch. 6	
Oct 7/9	Midterm Review in Class		Midterm Oct 9th
Oct 14/16	Assessment	Ch. 7	
Oct 21/23	Building Motivation, Formulating Plans, and Evaluating Change	Ch. 8	Case Note Due Oct 23
Oct 28/30	Addressing Self-disclosure	Ch. 12	
Nov 4/6	Working with people in crisis	Ch. 13	
Nov 11/13	No Class		
Nov 18/20	Endings and transitions	Ch. 14	Recording Due Nov 20th
Nov 25/27	Self-Care, Supervision, and Ongoing Professional Development	Ch. 15	
Dec 2/3	Post Evaluation in-class		Post Evaluation Due Dec 3rd
Dec 9/11	Review for final exam	Review for final exam	

Pre/Post Self Evaluation (10%)

This assignment will be completed in class. As you learn about interviews and interviewing, there will be pre and post interview learning, scaling, and self-reflection assignment. The pre-test will be a self-assessment of interviewing skills, knowledge and confidence. The post-assessment will be completed near the end of the semester and will be a self-assessment of skills, knowledge, and



confidence learned through-out the semester. Feedback will also come from interviews during the semester, and instructor feedback.

Case Note Documentation (10%)

Students will conduct a simulated interview, demonstrating professional communication, active listening, and ethical social work practice. In class participation is mandatory for you to receive marks. 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.

Midterm (20%)

The quiz will be worth 20% and based on chapter readings, lectures, and discussions on chapters 1 to 6.

Interview Recording: Assessment and Goal Setting (30%)

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 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 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.

Final Exam (30%)

The final exam will be based on chapter readings, lectures, and discussions on chapters 7 to 15.

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. **A 5% late penalty will be given for each day an assignment is late**

Social Work Code of Ethics: Social work students should know, respect and understand the CASW code of ethics (2024), the ACSW (2005) code of ethics and the standards of practice (2023).

Social Work Diploma Handbook: It is each student's responsibility to become familiar with the student handbook and follow the expectations and guidelines set out.

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:

Assignments submitted late may receive a late penalty of 5% for each day beyond the due date. Assignments are to be submitted via the Course myClass. No assignments will be accepted by email.

Use of Generative Artificial Intelligence (AI)

Generative AI tools (e.g., ChatGPT, Copilot, Gemini, Claude) may be used to support learning, including brainstorming, developing search terms, locating potential sources, organizing ideas, editing, and citation support. AI should support, not replace, the student's own critical thinking, analysis, reflection, and engagement with course materials.

Any use of AI that contributes to an assignment must be acknowledged and cited in the reference list, including use for literature searches, locating sources, or citation assistance. Students are responsible for verifying all AI-generated information and references by locating and reviewing the original source. Submitting AI-generated work without appropriate acknowledgement may be considered a breach of academic integrity.