



**School of Arts & Science**  
**CRIMINAL JUSTICE DEPARTMENT**  
**CRIM 204-001**  
**CJ Interpersonal Skills**  
**Semester/Year, 2008F**

## COURSE OUTLINE

The Approved Course Description is available on the web @ \_\_\_\_\_

⌘ Please note: this outline will be electronically stored for five (5) years only.  
It is strongly recommended students keep this outline for your records.

### 1. Instructor Information

(a)	Instructor:	Kelli Moorhouse		
(b)	Office Hours:	Monday and Wednesday 11:30 to 1pm;		
(c)	Location:	Young 210B		
(d)	Phone:	370-3335	Alternative Phone:	
(e)	Email:	Moorhouse@camosun.bc.ca		
(f)	Website:			

### 2. Intended Learning Outcomes

*(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)*

Upon completion of this course the student will be able to:

1. Use effective interpersonal skills.
2. Use effective presentation skills within both small and large groups.
3. Critique one's own ability to adapt to change with an accurate awareness of personal strengths and challenges.
4. Identify and communicate the importance of maintaining a personal and professional balance and develop a personal plan for healthy living.

### 3. Required Materials

#### (a) Texts

Shebib, B. (2007) Choices. Interviewing and Counselling Skills for Canadians. Third Ed. Toronto: Pearson Prentice Hall.

Anderson, G.S. (2004) My Lifestyle Logbook: A Tool for Behavioural Change. Mission, BC, Anderson Press.

#### (b) Other

Video tape (can be purchased from the AV department for \$5.00)

Journaling Book (a 3 ring or duo tang would be recommended)

## 4. Course Content and Schedule

### Classroom Location:

Tuesday: (Seminar): 11 to 12:20 (Young 300)  
Thursday (Lab A) : 11 to 12:30 (Young 300; TBA)  
Thursday (Lab B): 1:00 to 2:30 (Fisher 306)

### Course Format

This course is experiential. You will be engaging in many reflective exercises, practice exercises and role plays. You will be practicing your skills as a helper, experiencing the role of a client, and developing your skills of observation and constructive feedback. The quality of (and transformations) of your learning experiences in this course centre around trust and confidentiality.

### Attendance and Class Participation

Unless you have a doctor's note for a medical or humanitarian issue you will be expected to be in every class. Ten percent will be taken off of your final grade for each missed class. Given the nature of this type of learning environment I am expecting that you will be actively engaging with each other and the material for the full class (turn off cell phones; no text messaging; no web surfing; no headphones; no bathroom breaks; et cetera). I would expect you to hold yourselves and each other accountable.

## Course Content and Schedule

### Week One: LAYING THE GROUNDWORK

(Sept. 2<sup>nd</sup>)

Objective of the Course  
Creating a Climate for Learning Skills  
The Lifestyle Workbook  
Confidentiality

(Sept. 4<sup>th</sup>)

How to use the Video Equipment  
Where helper and client are to sit; volume; where observers sit  
Do Not Disturb on door  
Control for glare

Your Natural Style of Helping – Setting Up for Lab #1 (Handout)

Homework: Journal Entry – What are your fears, concerns, apprehensions about learning interpersonal and interviewing skills? Due: Sept. 9<sup>th</sup>

### Week Two: PREPARING FOR ROLE PLAYS

(Sept. 9<sup>th</sup>)

Relevant Reading: Shebib, pp. x to xiii

Playing the Role of the Client  
Observational Roles  
Constructive Feedback: Giving and Taking

(Sept. 11<sup>th</sup>)

Lab #1: Establishing Your Baseline

Bring to class a blank video cassette. Review the assignment. Identify something you want to talk about when you play the role of the client;

Homework: Write out the Baseline tape; Write out critique. Due Sept. 16h

**Week Three: YOUR SELF: Self Awareness**

(Sept. 16<sup>th</sup> and 18<sup>th</sup>)

Relevant Reading: Shebib pp 50 to 57; Anderson (p 60)

Relevant Web resource:

[www.csc-scc.gc.ca/text/pblct/forum/e141/e1411-eng.shtml](http://www.csc-scc.gc.ca/text/pblct/forum/e141/e1411-eng.shtml)

Debrief the Baseline Assignment  
Self Awareness  
Cultural Identity  
Stress

Homework: Journal Entry – Summarize what you have learned about yourself after completing the self awareness exercises in class; Start Logbook on Saturday September 20<sup>th</sup>

**WEEK Four: ACTIVE LISTENING: Attending and Silence**

(Sept. 23<sup>rd</sup>)

Relevant Reading: Shebib pp.. 8 to 14 (Skill Clusters); pp. 24 to 30 (Assessing unsuccessful communication); pp. 95 to 109 (Attending and Silence)

(Sept. 25<sup>th</sup>)

Lab #2: Role Plays – Attending and Silence

Homework: Journal Entry – Reflection on your Helping Skills

**WEEK Five: ACTIVE LISTENING: Paraphrasing and Summarizing**

(Sept. 30<sup>th</sup>)

Relevant Reading: Shebib pp. 109-112 (Paraphrasing); pp. 113-118 (Summarizing)

(Oct. 2<sup>nd</sup>)

Lab #3: Role Plays – Paraphrasing and Summarizing

Homework: Journal Entry – Reflection on your helping skills

**Week Six: SKILL ASSESSMENT**

(Oct. 7<sup>th</sup> and 9<sup>th</sup>)

This week you will be completing your first skill session. Instructions will be provided in advance.

Assignment: Skill Development Session One (due October 14<sup>th</sup>)

**Week Seven: SEARCHING FOR MEANING: Questioning and Concreteness**

(Oct. 14<sup>th</sup>)

Relevant Reading: Shebib pp. 122 to 143

(Oct. 16<sup>th</sup>)

Lab #4: Role Plays – Questioning and Concreteness

Homework: Journal Entry – Reflection on your helping skills

**Week Eight: SEARCHING FOR MEANING: Reflection of Feeling**

(Oct. 21<sup>st</sup>)

Relevant Reading: Shebib pp. 153 to 163

(Oct. 23<sup>rd</sup>)

Lab #5: Role Plays – Reflection of Feeling

Homework: Journal Entry – Reflection on your helping skills

**Week Nine: SEARCHING FOR MEANING: Non Verbal Communication**

(Oct. 28<sup>th</sup>)

Relevant Reading: Shebib pp. 156 to 59;

(Oct. 30<sup>th</sup>)

Lab #6: Role Plays – Non Verbal Communication

Homework: Journal Entry – Reflection on your helping skills

**Week Ten: SEARCHING FOR MEANING: Empathy**

(Nov. 4<sup>th</sup>)

Relevant Reading: Shebib pp. 163 to 78;

(Nov. 6<sup>th</sup>)

Lab #7: Role Plays - Empathy

Homework: Journal Entry – Reflection on your helping skills

**Week Eleven: SKILL ASSESSMENT**

(Nov. 11<sup>th</sup> – Holiday and 13<sup>th</sup>)

This week you will be completing your second skill session. Instructions will be provided in advance.

Assignment: Skill Development Session Two (due November 18<sup>th</sup>)

**Week Twelve: YOUR SELF: Assertiveness**

(Nov. 18<sup>th</sup> and 20<sup>th</sup>)

Assertiveness

Homework: Journal entry – Reflection on your ability to be assertive

**Week Thirteen: YOUR SELF: Privilege and Power**

(Nov. 25<sup>th</sup> and 27<sup>th</sup>)

Explorations of Privilege  
Power Implications

Homework: Journal Entry – Reflection on your power and privilege

**Week Fourteen: CONTEXT**

(Dec. 2<sup>nd</sup> and 4<sup>th</sup>)

Discussion and overview:  
Interviews  
Investigations  
Conflict Resolution  
Negotiation  
Mediation  
Advocacy  
Crisis Management  
Cultural differences

**5. Basis of Student Assessment (Weighting)**

*(Should be linked directly to learning outcomes.)*

(a) Assignments

**JOURNALING AND REFLECTIONS (20% of the final grade)**

Due: December 2<sup>nd</sup> (start of class)

Journaling is an excellent method of reflecting on and recording your progress in this course. Your ability to self assess and demonstrate self awareness are integral to your success in building healthy relationships with clients, colleagues, and community members. Many professionals will use a journal as a tool for debriefing and managing stress.

Your journal is personal and I respect the need for confidentiality in what you write. I ask that you write in the journal for YOU (not for me).

Instructions: Your journal will have 11 entries. Use a separate page for each entry. You can type or handwrite your entries. I would suggest that you write in your journal as soon as you can after the Thursday class. There is no length requirement though I would recommend that you write enough so that your entry is still meaningful to you in “10 years”.

Evaluation: I am assessing your insights and self evaluation (aka self feedback). It is expected that you will provide detail and demonstrate your best effort to engage in this learning process.

**LOG BOOK ON WELLNESS (20% of final grade)**

To do before September 20<sup>th</sup>

Complete section 1: Components of a healthy lifestyle (pp. 9 to 14)  
Complete section 3: My Personal Goals (pp. 21 to 26)

Review how the log book is set up.

### The Nine Week Logbook:

The logbook asks of you to write out some information at the start of your day (eg. Waking heart rate; how you rate your sleep from the night before). It might be helpful to keep the logbook near where you sleep. I have found that this works best for me, especially when I need to recall details of my diet and activities from the day.

You are being asked to count calories. There are a number of "calorie counters" available on line free of charge but they do require you to become a member/sign in.

Note that at the end of 3 weeks there is a summary report to be completed and brought to class.

Week One: September 20<sup>th</sup> to 26<sup>th</sup>  
Week Two: September 27<sup>th</sup> to October 3<sup>rd</sup>  
Week Three: October 4<sup>th</sup> to 10<sup>th</sup>

October 14<sup>th</sup> Bring to class your summary report. Be prepared to hand in the workbook.

Week Four: October 11<sup>th</sup> to 17<sup>th</sup>  
Week Five: October 18<sup>th</sup> to 24<sup>th</sup>  
Week Six: October 25<sup>th</sup> to 31<sup>st</sup>

November 4<sup>th</sup> Bring to class your summary report. Be prepared to hand in the workbook.

Week Seven: November 1<sup>st</sup> to 7<sup>th</sup>  
Week Eight: November 8<sup>th</sup> to 14<sup>th</sup>  
Week Nine: November 15<sup>th</sup> to 21<sup>st</sup>

November 25<sup>th</sup> Bring to class your summary report, and the nine week summary chart (p. 116) Be prepared to hand in the workbook.

(d) Other (e.g., Attendance, Project, Group Work)

### **SKILL DEVELOPMENT SESSIONS (50% of your final grade)**

Instructions for each of these assignments will be handed out and discussed in class. You will have class time to complete these sessions (or you can opt to complete these sessions during non class times). If you need to book an interview room through the library or book av equipment please set this up as soon as you can.

#### Skill Session One

- 20% of your final grade

Due: October 14<sup>th</sup> (start of class)

Skill Session Two

- 30% of your final grade

Due: November 18<sup>th</sup> (start of class)

**CLASS AND PREP WORK (10% of final grade)**

This refers to various in class and homework assignments, exercises and readings. You will be graded using a scale of “completed” “partially completed” or “not completed”

**6. Grading System**

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**Standard Grading System (GPA)**

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

**Temporary Grades**

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3<sup>rd</sup> course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

**7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course**

**LEARNING SUPPORT AND SERVICES FOR STUDENTS**

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

**STUDENT CONDUCT POLICY**

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

**ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED**