



## COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/crim.html>

Ω Please note: the College electronically stores this outline for five (5) years only.  
It is **strongly recommended** you keep a copy of this outline with your academic records.  
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

### 1. Instructor Information

(a)	Instructor:	KELLI MOORHOUSE		
(b)	Office Hours:	Monday through Thursday 11:30 to 12:30		
(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 these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

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

1. Demonstrate effective interpersonal skills (attending, encouragers, paraphrase, reflection of feeling, empathy, summarizing, questioning, concreteness).
2. Develop and maintain effective process recordings based on information collected from role plays.
3. Demonstrate effective interpersonal skills with an emphasis on the need for and use of approaches for diffusing anger, hostility or resistant behaviour, and with an accurate awareness of personal strengths and challenges.
4. Explain the use of different interpersonal skills in a variety of situations and contexts.

### 3. Required Materials

#### (a) Texts

Moorhouse, K. (2009) CRIM 204 CJ Interpersonal Skills. Nelson Publishing ISBN. 0176010122

#### (b) Other:

Duotang; recordable device such as a dvd or flashdrive;

### 4. Course Content and Schedule

(This section can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

#### Week one:

##### Lab

1. Introductions and Icebreakers

##### Module - Getting Started

1. Icebreaker
2. Media equipment training

##### Classroom Norms

Week two:

**Lab**

1. Instructions for the "baseline assignment"

**Module- Intro. to Interpersonal Relations**

1. Why we communicate
2. The process of communication
3. Communication principles/misconceptions
4. Communicating about relationships

What makes an effective communicator?

Week three:

**Lab**

1. Debrief. Baseline Assignment

**Module - Perception**

1. The Perception Process
2. Influences on Perception

Barriers to Accurate Perception Week four:

Week four:

**Lab**

1. Preparing for role plays
2. Instructions. Process Recordings
3. Intro. Microskills

**Module - Attending Skills**

1. Concept. Defining attending behaviour
2. Concept. Defining vocal qualities
3. Behaviour. The Technique of SOLER

**Module - Encouragers**

1. Concept. Defining active listening
2. Concept. Defining encouragers
3. Behaviour. Techniques of Encouraging

**Module - Verbal Tracking**

1. Concept. Defining verbal tracking

Behaviour. Technique of verbal tracking

Week five:

**Lab**

1. Practice. Attending and Encouraging

**Module - Questioning**

1. Concept. Defining questions

Behaviour. Making Questions Work for You

Week six:

**Lab**

1. Practice. Use of Questions (who, what, when, where, how)

**Module - Refining the use of Questions**

1. Probes
2. Concreteness

**Lab** (during lecture)

1. Practice. Concreteness / Probes

**Instructions** (during lecture)

1. Preparation for Skill Session 1

Week seven:

**Note. The lab class is replaced with your off campus completion of the skill session assignment.**

1. No lab / no class
2. Complete Skill Session 1

**Module - Paraphrase**

1. Concept. Defining paraphrase
2. Behaviour. The Technique of paraphrasing

**Module - Summary**

1. Concept. Defining the Summary
2. Behaviour. The Technique of summarizing

**Module - Basic Listening Sequence**

Week eight:

**Lab**

1. Practice. Paraphrase and Summary

**Module - Reflection of Feeling**

1. Concept. Defining reflection of feeling
2. Concept. The language of emotion
3. Behaviour. The technique of reflection of feeling

**Module - Empathic statements**

1. Concept. Defining the Empathic Statement  
Behaviour. The technique of making empathic statements

Week nine:

**Lab**

1. Practice. Reflection of feeling / empathic statements

**Module - Non-verbal Communication**

1. Characteristics
2. Individual factors
3. External factors
4. Influences

**Instructions** (during lecture)

Preparation for skill session 2

Week ten:

**Lab**

1. Practice. Non-verbal communication

**Note. The lecture class is replaced with your off campus completion of the skill session assignment.**

1. no class (Nov. 12)

Complete skill session 2

Week eleven:

**Note. Lab class is replaced with a lecture class**

**Module - Managing the Emotional Climate**

1. Communication climate - the key to positive relationships
2. Defensiveness. Causes and remedies
3. Saving Face. The Clear Message format
4. Responding non-defensively to criticism

**Module - Assertiveness**

1. Concept. Defining Assertiveness

Week twelve:

**Module / Lab - Assertiveness**

1. Behaviour. The technique of assertion

**Module - Managing Anger**

Understanding anger

Week thirteen:

**Module / Lab - Managing Anger**

1. Understanding and managing your own anger

Coping with an angry person

Week fourteen:

**Module / Lab - Managing Anger**

1. Coping with the angry person

**Module - Wrapping Up**

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

*(This section should be directly linked to the Intended Learning Outcomes.)*

The methods used to evaluate your learning of the course outcomes include the following:

- Final Exam (30% of your overall grade)

You will have a comprehensive final examination during the final exam week. It will assess your knowledge of the course content via a combination of short answer, fill in the blank, multiple choice, t/f questions. Your knowledge will be assessed through questions that address your recollection, recognition, description, explanation, and application of what you have learned.

- Baseline assignment (5% of your overall grade)

What skills do you have now? What is your 'starting point'? The baseline assignment is will provide you (and me) with a blueprint of the way in which you 'naturally' try to understand another person's problem, concern or issue.

- Process recordings (15% of your overall grade)
- Skill sessions (50% of your overall grade)

Once you have an understanding of your 'baseline' of skills you can begin to develop or refine what you already do. These skill sessions build on each other and include not only an assessment of your use of specific skills but also an opportunity to critique your use of the skill.

Although your 'grade' is likely very important to you, the ability to demonstrate skills is NOT the same as your ability to write an essay or excel on an exam. You are not being assessed in relation to your classmates with these skill sessions.

## 6. Grading System

*(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)*

### 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>

<b>CW</b>	<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.
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## 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 the College web site in the Policy Section.

### ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

#### Attendance - Important

It is my assumption that you have chosen the CJ Diploma because you want to have the practical skills and competencies necessary to do front line justice work when you complete your field of studies. You want more than simply book knowledge. Based on this, I would assume that you will want to come to every class so that you have as much practice time as possible.

Because of the course format (personal interactions, need for confidentiality and trust in each other), I also expect that you recognize your role as an active and necessary participant in this learning environment for your classmates.

Therefore, I do not have an attendance or participation mark that you can earn. If you do miss classes (humanitarian / medical reasons are acknowledged – in advance where possible), you should expect to lose 2% off your overall final course grade (per EACH absence).

Finally, tardiness has a huge impact on when the class can begin. If you arrive late, you will miss instructions, which then often need to be repeated. Similarly, the setting up of learning groups gets delayed. Feel free to arrive early! I will take attendance at the start of class. For every 2 late arrivals, expect to lose 1% off your overall final course grade.