



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; Tuesday and Thursday 9:00 to 9:30		
(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) Moorhouse, K. (2010) CRIM 204 CJ Interpersonal Skills. Nelson Publishing ISBN. 0176010122
- (b) Recordable device such as a dvd or flashdrive; access to a camcorder

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.)

CLASS SCHEDULE

Subject to revision

Sept. 7 (Tuesday)

- Overview of course
- Why we communicate (pp. 4-10)
- The process of communication (pp. 10-15)

- Communication principles and misconceptions (pp. 15-19)

Sept. 9 (Thursday - Lab)

- Communicating about relationships (pp. 27-34)
- What makes an effective communicator? (pp. 34-43)

Activity: "test your communication skills" and bring results to class (see instructions on page 35)

Activity: Complete the skill builder exercise and bring responses to class (p. 36)

Sept. 14 (Tuesday)

- The Perception Process (pp. 53-63)
- Check out this site: Illusions and Paradoxes
<http://www.scientificpsychic.com/graphics/>

Activity: Complete "your perceptual schemata" and bring results to class (p. 56)

- Influences on Perception (pp. 64-80)

Activity: complete "new body, new perspective" and bring results to class (p. 66)

- Barriers to Accurate Perception (pp. 80-84)

Sept. 16 (Thursday - Lab)

- Perception Checking to Prevent Misunderstandings (pp. 84-87)

Activity: "Perception Checking Practice" - bring your responses to class (p. 86)

Sept. 21 (Tuesday)

- Attending skills (SOLER) (pp. 108; 110-11)
- Listening - Vocal Qualities/Verbal Tracking (pp. 109-11)
- Silence (pp. 111-13)
- Encouragers(pp. 191;196-98)

Activity: Complete exercises 1 and 2 (pp. 118-19) and bring to class

Sept. 23 (Thursday - Lab)

Lab: Practice Attending Skills

Sept. 28 (Tuesday)

- Observational Skills (pp. 157-181)

Sept. 30 (Thursday - Lab)

Lab: Practice Observational Skills

Activity: Using your video tape interview where you established your baseline, complete exercise 3 (p. 179) - do NOT make a new video taped interview. Bring your results to the lab.

Oct. 5 (Tuesday)

- Questioning (pp. 130-49)

Complete exercises 1 and 2 (pp. 150-51) and bring to class

Oct. 7 (Thursday - Lab)

Lab: Practice Questioning

Oct. 12 (Tuesday - extra lab)

Set up Skill Session #1
Classroom Presentations: See Instructions.

Oct. 14 (Thursday - no class)

Complete Skill Session #1 - out of class

Oct. 19 (Tuesday)

- Paraphrasing / Summarizing (pp. 190-206)

Complete exercises 1, 2A and 2B (pp. 206-08) and bring to class

Oct. 21 (Thursday - Lab)

- Lab: Practice Paraphrasing and Summarizing

Oct. 26 (Tuesday)

- Reflection of Feeling (pp. 216-36)
- Empathy (pp. 87-95)

Complete exercises 1 and 2 (pp. 237-38) and bring to class

Oct. 28 (Thursday - Lab)

- Lab: Practice Reflection of Feeling and Empathy

Nov. 2 (Tuesday)

- Characteristics of Non-Verbal Communication (pp. 253-66)
- Influences on Non-verbal Communication (pp. 266-72)
- Kinesics and Face/Eye Behaviours (pp. 272-83)

Nov. 4 (Thursday - Lecture)

- Individual Factors (pp. 283-92)
- External Factors (pp. 292-99)

Nov. 9 (Tuesday)

- Communication Climate: The Key to Positive Relationships (pp. 308-17)

Activity: Complete "evaluating communication climates" and bring to class (p. 315)

- Defensiveness: Causes and Remedies (pp. 318-31)

Activity: Complete "inventory of defense mechanisms" (p. 324)

Nov. 11 (Thursday) - REMEMBRANCE DAY - No class

Nov. 16 (Tuesday - extra Lab)

Practice and preparation for skill session #2

Nov. 18 (Thursday) - No CLASS - American Criminology Conference - San Francisco

Out of Class - Complete Skill Session #2

Nov. 23 (Tuesday)

- Saving Face: The Clear Message Format - I statements (pp. 331-38)
- Responding Non-defensively to Criticism (pp. 338-51)

Nov. 25 (Thursday - Lecture/Lab)

- Understanding Anger

Nov. 30 (Tuesday - Lecture/Lab)

- Managing Your Own Anger

Dec. 2 (Thursday - Lecture/Lab)

- Coping with the Angry Person

Dec. 7 (Tuesday - Lecture/Lab)

- Coping with the Angry Person

Dec. 9 (Thursday)

- Wrap Up and Review

5. Basis of Student Assessment (Weighting)

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

- (a) Assignments – 75%
- (b) Quizzes
- (c) Exams – 25%
- (d) Other (e.g., Attendance, Project, Group Work)

Process recording – Baseline Assignment (10%)

The baseline assignment is envisioned as the very first interview with a simulated (role-play) client. It should be approximately ten minutes in length.

The purpose of the baseline assignment is to:

- (1) familiarize you with the video equipment and with role-playing on video;
 - (2) alert you to verbal and non-verbal communicative patterns you possess;
 - (3) allow you an opportunity to self-critique with regards to attending, listening, retaining, and processing information received, along with your own feedback mechanisms;
 - (4) serve as a baseline chart for accumulative skills gained throughout the semester.
- The baseline interview is also meant as a fun assignment; a video record of what we might do and say were we to begin professionally interacting with someone today

Topic: Your "client" needs to talk about a problem, issue, or concern (it will be easier if your client uses something real or partially fabricated - it is too difficult to work with a fully fabricated story at this point). Your goal, as the 'helper' (trained professional!) is to understand their problem.

Specific Instructions: DO NOT REHEARSE THIS INTERVIEW; its value is as a "captured live" performance of interview-in-process. The transcript which must accompany this video

serves as a critiquing mechanism in itself, as some of our individual communicative patterns previously unknown to us become more apparent via the transcript medium. Be professional.

Once you have videotaped your session complete the following:

Using the template (see D2L for a downloadable version), type out the interview verbatim (include all utterances - e.g. Uh huh, mmm). See the sample and instructions found on the D2L for guidance. This refers to column #1. Next complete column #2

Review the tape a final time to help you write constructive comments in column's #3 and #4.

Complete the critique. Submit your critique (name on top of first page, no need for cover - typed, 1.5 line spacing, 1" margins, 12 font - Times Roman or Arial).

- Impressions and Analysis. Use the following questions to help you compose a one to two paragraph response. Use a topic sentence for each paragraph.
 - What was your overall impression of the interview?
 - How do you feel about what transpired?
 - Did you achieve your purpose? Why or why not?
- Overall Assessment: Use the following questions to help you compose a one to two paragraph response. Use a topic sentence for paragraph.
 - How effective were you?
 - Do you think you used appropriate skills?
 - What can you improve on for next time?
 - What did you learn?

Grading Matrix

Part I - Completion of the Process Recording Form (2.5)

- Column #1 - clear to read and completed (Yes / No)
- Column #2 - effort (quality) to identify skill or attempted skill (good, confusing/simplistic, missing)
- Column #3 - effort (quality and quantity) to convey self awareness (good, confusing/simplistic, not about self, missing)
- Column #4 - effort (quality and quantity) to convey an awareness of other (good, confusing/simplistic, missing)

Part II - Completion of the Critique (2.5)

Quality of analysis (detailed/thorough, relevant, insightful/reflective)

Interview and Classroom Presentation: (10%)

Expectation: Working in pairs (no more than 2), you will be making a 5 minute presentation (maximum) that addresses the kinds of interpersonal skills (those that we are covering in this course) that are needed by professionals working in a specific situation (e.g. a domestic violence encounter) or context (e.g. VIRCC) within the criminal justice field.

You can use a ppt, show an interview that you made with a professional, provide a handout and discuss it, etc.

Submission to me: I will need a one page "Report" that outlines who you interviewed (name, organization, position), the date and time of interview, length of interview and location.

Include your names as well! Note: Both of you **MUST** be present for the interview and ask questions.

Preparation: The information you gather will be from an interview(s) (e.g With a police officer or probation officer). You will need to contact an agency or someone you know, prepare some open ended questions (think about what you are learning/will learn in this course), and then arrange for a face to face interview. Be professional!

Grading matrix (needs work - 3 marks; good - 4 marks; superior - 5 marks)

Content and Organization

- information logically introduced and explained
- presentation provides pertinent information

Presentation

- speaks clearly
- uses appropriate language
- uses appropriate body language
- asks for and fields questions
- meets time specifications

Synopsis (5%)

Create a 2 page synopsis from the classroom presentations that speaks to the use of different interpersonal skills in a variety of situations and contexts in the field of criminal justice.

Format: 1" margins, typed, 1.5 line spacing, your name on the top of the page (no cover page)

Grading Matrix

<p><u>Score 5:</u> Maintains focus on topic throughout the response (re: use of different interpersonal skills in a variety of situations and contexts)</p> <p>Consists of a logical progression of contexts/situations and is unified and complete (you have organized how you want to present the information)</p> <p>Consists of specific, developed details (gleaned from presentations)</p> <p>Exhibits skillful use of vocabulary that is precise and purposeful /Demonstrates skillful use of sentence fluency</p>	<p><u>Score 3:</u> Topic may be vague (no purpose)</p> <p>May lose or may exhibit major lapses in focus on topic/subject</p> <p>Support and elaboration may have major weaknesses in relatedness to and support of the topic/subject</p> <p>·Consists of general and/or undeveloped details, which may be presented in a list-like fashion</p> <p>Exhibits minimal use of vocabulary that is precise and purposeful / Demonstrates minimal use of sentence fluency</p>
<p><u>Score 3.75:</u> Topic is generally clear, though it may or may not be explicitly stated (purpose of synopsis)</p> <p>May exhibit minor lapses in focus on topic/subject</p> <p>Consists of a logical progression of contexts/situations and is reasonably complete, although minor omissions may be present</p> <p>Consists of some specific details</p> <p>Exhibits reasonable use of vocabulary that is precise and purposeful /Demonstrates reasonable use of sentence fluency</p>	<p><u>Score 2 or lower:</u> Topic is unclear or confusing</p> <p>Fail to establish focus on topic/subject</p> <p>May consist of contexts/situations that are presented in a random fashion and is incomplete or confusing</p> <p>Support and elaboration attempts to support the contexts/situations but may be unrelated or confusing</p> <p>Consists of sparse details</p> <p>Lacks use of vocabulary that is precise and purposeful / May not demonstrate sentence fluency</p>

Skill sessions (50%)

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.

Skill Session #1: (20%)

You will be interviewing someone for a minimum of 10 minutes and a maximum of 20 minutes. As with your baseline assignment, the problem should be neither too superficial nor too overwhelming.

Your goal, as the helper, is to gain a basic understanding of the person's problem. In the videotape, you are expected to demonstrate knowledge and application of the skills covered in the course to date.

Skill Session #2: (30%)

You will be interviewing someone for a minimum of 15 minutes (no maximum). As with your baseline and first skill session assignment, the problem should be neither too superficial nor too overwhelming. Choose someone from your personal life if you can - again, I would strongly recommend that you DO NOT use a classmate.

Your goal, as the helper, is to gain a **detailed** understanding of the person's problem / issue /conflict /challenge. In the videotape, you are expected to demonstrate knowledge and application of the skills covered in the course to date.

Final Exam (25%)

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.

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 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 3rd 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.

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

Course Completion Requirements

You **MUST** complete all of the evaluative requirements (2 skill session assignments, all homework activities assigned (those found in the class schedule), interview and classroom presentation (including report), synopsis, final exam, and 2 process recordings) to receive a passing grade in this course. Unfortunately, if you do not complete all the requirements, you will receive an F grade. All late work **MUST** be handed in before you can write the final exam - no exceptions.

Late Penalty

All evaluated assignments have due dates and are to be submitted at the start of class (not during class). Be sure to have printed out your hard copies well before the start of class. All work submitted late will be penalized at 20% off the grade allotted. This is your responsibility - please don't ask for extensions as you know when assignments are due. If you are unable to get to class, email your assignment to me BEFORE class starts.

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.

Please recognize that this is NOT my preferred method as I would prefer that you take your responsibility to attend class seriously.