



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: | | | |
| (c) | Location: | YOUNG 210B | | |
| (d) | Phone: | 370-3335 | Alternative Phone: | |
| (e) | Email: | Moorhouse@camosun.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

Moorhouse, K. (2010) CRIM 204 CJ Interpersonal Skills. Nelson Publishing ISBN. 0176010122

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.)

COURSE SCHEDULE

Sept. 6 (Tuesday)

Our Agenda:

- The CJ Diploma – An Overview
- Objectives of this Course
- Creating a Climate for Learning Skills
- Confidentiality
- Playing the Role of the Client

Sept. 8 (Thursday - Lab)

Our Agenda:

What does your natural style of helping look like? (your baseline)
Why we communicate (pp. 4-10)

Sept. 13 (Tuesday)

Our Agenda:

The process of communication (pp. 10-15)
Communication principles and misconceptions (pp. 15-19)
Communicating about relationships (pp. 27-34)
What makes an effective communicator? (pp. 34-43)

Sept. 15 (Thursday - Lab)

Discussion of our natural styles of helping

Sept.20 (Tuesday)

Our Agenda:

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

Sept. 22 (Thursday - Lab)

Practice Attending Skills

Sept. 27 (Tuesday)

Our Agenda:

Paraphrasing (pp. 190-206)

Sept. 29 (Thursday - Lab)

Practice Paraphrasing

Oct. 4 (Tuesday)

Our Agenda:

Reflection of Feeling (pp. 216-36)

Empathy (pp. 87-95)

Oct. 6 (Thursday - Lab)

Practice Reflection of Feeling and Empathy

Oct. 11 (Tuesday)

Our Agenda:

Summarizing
Set up Skill Session #1

Oct. 13 (Thursday - Out of Class Interview)

Complete your Skill Session #1

Oct. 18 (Tuesday)

Our Agenda:

Questioning (pp. 130-49)
Debrief on Skill Session #1

Oct. 20 (Thursday - Lab)

Practice Questioning

Oct. 25 (Tuesday)

Our Agenda:

The Perception Process (pp. 53-63)
Influences on Perception (pp. 64-80)
Barriers to Accurate Perception (pp. 80-84)

Oct. 27 (Thursday)

Our Agenda:

Observation skills (pp. 157- 65)

Nov.1 (Tuesday)

Our Agenda:

Observational skills (pp. 166-177)
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. 3 (Thursday – Lab)

Our Agenda:

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

Nov. 8 (Tuesday)

Our Agenda:

Reflection on your Observational Skills
Set up the Interviews (who to interview, questions, format, presentation criteria)
Practice

Nov. 10 (Thursday)

Our Agenda:

Set up Skill Session #2
Practice

Nov. 15 (Tuesday – Out of Class Interview)

Complete your Skill Session #2

Nov. 17 (Thursday)

Our Agenda:

Understanding Anger

Nov. 22 (Tuesday)

Our Agenda:

Debrief on Skill Session #2
Managing your Own Anger / Coping with the Angry Person
Saving Face: The Clear Message Format – I statements (pp. 331-38)

Nov. 24 (Thursday)

Our Agenda:

Coping with the Angry Person

Nov. 29 (Tuesday – Off Campus Interviews)

Interview a Professional

Dec. 1 (Thursday)

Presentations

Dec. 6 (Tuesday)

Presentations

Dec. 8 (Thursday)

Presentations

5. Basis of Student Assessment (Weighting)

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

SCHEDULE OF DUE DATES

| WEEK | ASSIGNMENT | DUE |
|------|---|---|
| 1 | Complete your baseline assignment / process recording over the weekend. | |
| 2 | “test your communication skills” and bring written results to class (see instructions on page 35); Complete the skill builder exercise and bring written responses to class (p. 36) Hand in: Baseline Assignment and Process Recording (important – do not erase or lose this dvd/flash as you will need it for another assignment); | Tuesday, Sept. 13 th Thursday, Sept. 15 th |
| 3 | Complete exercises 1 and 2 (pp. 118-119) and bring written responses to class to share | Tuesday, Sept. 20 th |
| 4 | Complete exercise #1 and identify only encouragers and paraphrases. Bring written responses to lab to share. Complete exercise #2, Part A and B(ignore summarization response for now) on pg. 207/8. Bring written responses to lab to share. | Thursday, Sept. 29 th |
| 5 | Complete exercises #1 and 2 (pp. 237-38) and bring written responses to lab. | Thursday, Oct. 6 th |
| 6 | Note. No class – interview someone for Skill Session #1 | Thursday, Oct. 13 th |
| 7 | Complete exercises #1 and 2 (pp. 150-51) and bring written responses to class to discuss. Note that question2 needs some advanced preparation. Hand in: Skill Session #1 | Thursday Oct. 20 th Thursday Oct. 20 th |
| 8 | Complete “your perceptual schemata” and bring written results to class to share (p. 56); Complete “new body, new perspective” and bring written results to class to share (p. 66). | Tuesday, Oct. 25 th |
| 9 | Using your video tape interview from the baseline assignment/process recording, complete exercise #3 which asks you to use the detail of reflection found in question #1 and #2. For our purposes, do either question #1 or #2 but not both in relation to the instructions found in question #3. (pp. 178/9) Do NOT make a new videotaped interview. Note. This assignment needs some extra time well before class. | Thursday, Nov. 3 rd |
| 10 | Note. The Interviews will be set up in class including | Tuesday, Nov. 8 th |

| | | |
|----|--|--|
| | criteria and expectations. Note. Skill Session #2 instructions and set up in class. | Thursday, Nov. 10 th |
| 11 | Note. No Class – Interview someone for Skill Session #2 | Tuesday, Nov. 15 th |
| 12 | Hand in: Skill Session #2 | Tuesday, Nov. 22 nd |
| 13 | Note. No Class - Interview a Professional Presentations | Tuesday, Nov. 29 th Thursday, Dec. 1 st |
| 14 | Presentations Presentations | Tuesday, Dec. 6 th Thursday, Dec. 8 th |
| 15 | Final Exam | Final Exam Week |

ASSIGNMENT OVERVIEW

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 (yet professional!) 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 300 to 500 word 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? Hint. What was the purpose of the interview?

- Overall Assessment: Answer the following two questions with a 300 to 500 word response. Use a topic sentence for the first paragraph.
 - How effective were you? For example, do you think you used appropriate skills? What can you improve on for next time?
 - What did you learn about yourself as a helper (keep it personal on you, not your client)

Grading Matrix

Part I – Completion of the Process Recording Form (5 marks)

- Column #1 – clear to read and completed for the complete interview (Yes / No) If not, then resubmission required;
- 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 (5 marks)

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

Attendance and Participation

This course requires 100% participation from everyone so that we can learn the skills and support each other. Attendance will be taken in each class. Assigned out of class activities and readings need to be done.

Every class absence, regardless of the reason, affects your ability to participate and the ability of your mates to learn from you. One percent (1%) of the overall course grade will be lost for each absence. A medical note will be taken into consideration as long as you notify me via email or phone message before class (extenuating circumstances excluded). Late arrivals and early exits also interfere with your ability to participate and you will lose marks accordingly.

If you are missing class, your assigned out of class activities need to be submitted via the drop box online to meet the course completion requirements. However, if you are not in class to share you lose participation marks. Participation marks are lost not earned. If you do not prepare for class or complete the out of class activities before coming to class, one percent (1%) is taken off your overall final grade (per occurrence). Some of the assignments will take more time than 10 minutes before class!

Interview and Classroom Presentation: (10%)

Expectation: Working in pairs (no more than 2), you will be making a 10 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.

As a class we will decide on the specific questions we want to ask of these professionals and we will decide which professionals we would like to have interviewed. We will also decide on the grading rubric for the presentation.

Setting up the Interviews: You will be contacting an agency and asking for the opportunity to interview someone in their office. You can convey to the agency that you are taking this course and

that you want to learn more about the specific interpersonal skills this person needs to do their job effectively. Let them know you have a few questions to ask and that all your classmates will be doing the same with other professionals. Set up a mutually convenient time to meet (please don't schedule an interview during one of your classes). The interview should last no more than 10 minutes. You will need a paper/pen and your questions. Both of you need to be present for the interview (you can alternate questions).

Submission to me at the time of your presentation: 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!

Summary (5%)

Write a 750 to 1000 word summary addressing what we have learned about the interpersonal skills used by various professionals in our CJ community. Write an opening statement addressing the purpose of this assignment, then, to write the actual summary, think about how you can organize the information you have gathered into two or three themes (just like the summaries we learned in this course!). Don't use the questions and responses for this as this won't be a summary. Once you have identified these themes, and then write about them.

Format: 1" margins, 12 font – Times New Roman only, typed, 1.5 line spacing, your name on the top of the page (no cover page). Submit one each as this is not a paired assignment.

Skill Sessions (55%)

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: (25%)

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. 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 basic understanding of the person's problem and demonstrate relationship building skills. 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 (max. of 25 minutes). 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 (20%)

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.

- (a) Assignments – 25%
- (b) Quizzes
- (c) Exams – 20%
- (d) Other (e.g., Attendance, Project, Group Work) – 55%

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.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

OUR CLASSROOM AS A “COMMUNITY OF LEARNERS; A COMMUNITY OF INQUIRY”

We each have our own agendas of what we want to learn and how we want to learn it. What do you need to know? For what purpose? How does this course matter with respect to your career aspirations? What can we learn from each other? What can we teach each other?

In this course you are given the opportunity to develop your interpersonal communication skills. Effective communication skills are essential in your personal life and professional roles. They are the foundation skills necessary to grasp client problems, hear the voice of your community members, motivate your clients, interview effectively, manage emotions, resolve conflict, and manage crises.

Role plays and more role plays. Why do we use role plays? We learn skills through practice. We need to understand the skills cognitively and then we need to practice them interpersonally. They need to become natural for us to be effective and competent. Practice is essential.

The challenges of role playing: it can feel fake! When you are in the role of the client or the person with the problem, you may need to challenge yourself to think reflectively of what this client might be feeling, thinking and doing. This is an opportunity for you to enhance your empathic skills. The more authentic you try to be, the better helping experience your classmate will have as they practice their skills. Similarly, we have a lot to offer each other in the form of feedback. We do not typically work in isolation in the justice field so giving and receiving feedback will enhance your capacity as a reflective practitioner.

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 the process recording) 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

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, use the D2L drop box online to submit your assignment to me BEFORE class starts.

STUDENT CONDUCT POLICY (CAMOSUN COLLEGE)

Camosun College's conduct policy is found at <http://camosun.ca/learn/calendar/current/pdf/2011-2012-calendar.pdf> (beginning on page 18). It is your responsibility as a student to be very familiar with this policy.

The consequences for academic dishonesty, cheating, plagiarism, or behaving inappropriately include failure of an assignment, failure of a course, removal from a program, expelled from Camosun College, or even criminal charges.

Academic Dishonesty: Obtaining an academic advantage dishonestly through conducts such as cheating or plagiarism. Academic dishonesty also includes gaining admission through dishonest means, whether providing false or fraudulent documentation or withholding information or documentation required for admission.

Cheating: To obtain an academic advantage through an act of deceit, fraud, distortion of the truth, or improper use of another person's effort.

Plagiarism: The presentation of another person's or source's words and/or ideas as one's own. Plagiarism ranges from an entire assignment that is not the student's own work to specific passages within an assignment taken from a source without acknowledgement. *See "Plagiarism: Definition and Consequences".*

Inappropriate Student Conduct: Any conduct that has the effect of disrupting the learning environment or that is a threat, or perceived to be a threat, to the safety of other students, staff, and faculty, whether conducted on or off campus. *See "Examples of Unacceptable Student Conduct".*