



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:	M/W 10:30 to 11:30; T 11:30 to 12; W/F 12:30 to 1:00		
(c)	Location:	Young 210A		
(d)	Phone:	3370	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. (2014) Course Reader: CRIM 204 CJ Interpersonal Skills.

Other readings will be available via the Internet or through the D2L course platform.

Recordable device such as a dvd or flashdrive. Access to a camcorder or similar recording device.

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.)

September 3	(Wednesday)	The Learning Environment
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Agenda:

- Creating a Climate for Learning Skills
- Conversation - Why do we communicate?

September 8	(Monday)	Introduction to Communication
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Preparation for this class:

Time Required (suggestion) = 2 hours	Drop Box Assignments #1 and #2 before class
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1. Carefully review the Syllabus and document due dates in your agenda.
2. Course Reader: Human Communication: What and Why. Chapter 1. (Adler, Rodman and Sevigny).

3. **Assignment #1:** Read the content under the heading of Modeling Communication (pp. 15 to 22). Use an incident from everyday life to illustrate the transactional process of communication. Be certain to include EVERY aspect of the process. Write out this illustration in one paragraph (with topic sentence).
Drop box your response before class starts AND bring your TYPE WRITTEN illustration to class (or have it available on your electronic device).
4. **Assignment #2:** Read the content under the heading of What Makes an Effective Communicator (pp. 22 to 27). Using the “characteristics of competent communication”, evaluate one specific transaction you have actually observed or experienced. Write out this evaluation in one paragraph (with topic sentence) and insure you actually name the characteristic(s) as per the reading.
Drop box your response before class starts AND bring your TYPE WRITTEN evaluation to class (or have it available on your electronic device).

Agenda:

- Modeling Communication
- Effective Communicators
- Instructions: Process Recording Baseline Assignment - Your natural style of helping

September 10	(Wednesday)	Introduction to Communication
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Preparation for this class:

Time Required (suggestion) = 1 to 2 hours	Drop box Assignment #3 before class
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1. **Course Reader:** Human Communication: What and Why. Chapter 1. (Adler, Rodman and Sevigny).
2. **Assignment #3:** Read the content under the heading of Misconceptions about Communication (pp. 28 to 31). Your assignment is to explain (in one paragraph, using a topic sentence) how avoiding common misconceptions about communication can make relationships more satisfying. Be sure to address the actual misconceptions described in the reading in your response.
Drop box your response AND bring your TYPE WRITTEN explanation to class (or have it available on your electronic device).

Agenda:

- Misconceptions about Communication

September 15	(Monday)	Debrief and Attending Skills
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Preparation for this class:

Time Required (suggestion) = 5 to 6 hours	Drop Box Assignments #4 and #5 before class Bring your Process Recording Assignment to class
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1. COMPLETE your Process Recording Baseline Assignment
 - Remember to review the instructions for the baseline assignment and the grading matrix.
2. **Course Reader:** Communication: The Skills of Tuning In and Actively Listening to Clients. Chapter 4. (Egan)
Read the material under the heading of Visibly Tuning In from pp. 95 to 100. Beginning on page 95 and finishing on page 97 (stop above the heading Guidelines....), Egan is addressing non-verbal behaviours of helpers. What examples can you pull from these pages that reinforce what you learned last week about what makes effective communicators? Bring to class your thoughts.
3. **Assignment #4:** Read the therapeutic use of silence (pp. 100 – 101), inadequate listening (pp. 101 to 102), and empathic listening (pp. 103 – 112). It is essential that you are familiar with your own emotional states if you are to listen to the feelings and emotions of clients. Here are some emotional states:

Accepted	Affectionate	Afraid	Angry	Anxious
Attracted	Bored	Competitive	Confused	Defensive
Desperate	Disappointed	Free	Guilty	Inferior
Jealous	Lonely	Rejected	Respected	Sad
Satisfied	Shy	Shocked	Suspicious	Frustrated

Choose 3 of the emotions listed above or others not on the list that you have difficulty with. As Egan suggests, there is value in listening to our self when we are experiencing hard to handle emotions. Picture yourself in situations where you have actually experienced these emotions. For each emotion, describe as concretely as you can what you feel. These questions might help you come up with concrete descriptions. How does your body react? What happens inside you? What do you feel like doing?

Here is an example. When I feel SCARED,

My mouth dries up, there are butterflies in my stomach, I feel very vulnerable, I sometimes feel like crying, I feel like running away.

Drop box your response before class starts AND bring your TYPE WRITTEN descriptions to class (or have available on your electronic device).

4. Course Reader: Encouraging, Paraphrasing, and Summarizing: The Skills of Active Listening. Chapter 6. (Ivey and Ivey)
5. Assignment #5: Read the material on encouragers (pp. 152 to 161). Now complete the following exercise: Scenario: "Chen and I have separated. I couldn't take his drinking any longer. It was great when he was sober, but it wasn't that often that he was. Yet that leaves me alone. I don't know what I'm going to do about money, the kids, or even where to start looking for work."

Write 3 different types of key word encouragers for this client statement. Write 1 restatement.

Drop box your response before class starts AND bring your TYPE WRITTEN answers to class (or have these available on your electronic device).

Agenda:

- Debrief: Process Recording and Baseline Assignment
- Visibly Tuning In (SOLER)
- Silence
- Circle: Inadequate Listening or Empathic Listening
- Encouragers

September 17	(Wednesday - Lab)	Practice
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Preparation for this class:

1. Review notes on SOLER and Encouragers.

Agenda:

- Practice Attending Skills

September 22	(Monday)	Attending Skills
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Preparation for this class:

Time Required (suggestion) = 1 to 2 hours	Drop Box Assignment #6 before class
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1. Course Reader: Encouraging, Paraphrasing, and Summarizing: The Skills of Active Listening. Chapter 6. (Ivey and Ivey)
2. Assignment #6: Review pp. 152 - 161. Read pp. 161 - 163. Make your best effort, based on the examples in the reading, to create paraphrased responses to the following client statements.
 - "My supervisor wants to see me today. I know she wants to talk to me because I've been late for work over the last few weeks."
 - "I've tried everything. I have a great resume. I've called everyone I know. I look for a job five to six hours a day. Still, I can't find work."
 - "I guess I'm going to have to find some way of dealing with my drinking problem. The other day I was so sick from drinking that I couldn't even get out of bed. I just can't let booze continue to jeopardize my work and my family."

Drop box your response before class starts AND bring your TYPE WRITTEN paraphrases to class (or have these available on your electronic device).

Agenda:

- Paraphrasing

September 24	(Wednesday - Lab)	Practice
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Preparation for this class:

1. Review your notes on the skill of paraphrasing

Agenda:

- Practice Paraphrasing

September 29	(Monday)	Attending Skills
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Preparation for this class:

Time Required (suggestion) = 1 ½ to 2 hours	Drop Box Assignment #7 before class
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- Course Reader: Observing and Reflecting Feeling. Chapter 7. (Ivey and Ivey).
- Assignment #7: Read pp. 179 – 199. Now complete the following two exercises.
 - Exercise 1 - For each of the following situations, predict two emotions that the individual might experience and explain your reasoning for each emotion.
 - A person convicted of committing a crime who is about to be sentenced
 - An inmate about to speak at a parole board hearing
 - A parolee seeing her parole officer for the first time
 - An 11 year old girl who has been sexually abused by her father
 - Exercise 2 – For each of the following situations, identify two feeling words and phrases that BEST describe how each individual may be feeling and explain your reasoning for choosing the words you did.
 - “Why do you want me to see a psychiatrist? Do you think I am crazy? You’re the one that’s crazy.”
 - (a parolee to his parole officer) “Have you ever been to jail?”

Drop box your response before class starts AND bring your TYPE WRITTEN answers to class (or have these available on your electronic device).

Agenda:

- Reflection of Feeling
- Empathy

October 1	(Wednesday - Lab)	Practice
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Preparation for this class:

1. Review your notes on the skill of reflecting feelings

Agenda:

- Practice Reflection of Feeling and Empathy

October 6	(Monday)	Attending Skills
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Preparation for this class:

Time Required (suggestion) = 30 minutes	No Assignment
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1. Course Reader: Encouraging, Paraphrasing, Summarizing: The Skills of Active Listening. Chapter 6. (Ivey & Ivey) Review pp. 153 – 163. Read pp. 163 – 169.
2. Course Reader: Integrating Listening Skills: How to Conduct the Well Formed Interview. Chapter 8. (Ivey & Ivey) Read pp. 212 -19.

Agenda:

- Summarizing
- Door Openers
- Basic (Preliminary) Listening Sequence
- Practice

October 8	(Wednesday - Lab)	Basic Listening Sequence/Door Openers
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Preparation for this class:

1. Practice at home!

Agenda:

- Instructions: Skill Session #1 (assignment due October 15th)
 - Note. Keep a copy of the recording for yourself.
- Practice

October 13	(Monday)	No Class - Thanksgiving
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Preparation for this class:

Time Required (suggestion) = 8 – 10 hours	Bring your Skill Session #1 Assignment to class
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1. Complete your Skill Session #1.

Agenda:

- Debrief on Skill Session #1

Preparation for this class:

Time Required (suggestion) = 3 hours	Drop Box Assignment #8 before class
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1. Course Reader: Integrating Listening Skills: How to Conduct a Well-Formed Interview. Chapter 8. (Ivey and Ivey). Carefully read the Five Stages/Dimensions of the Well-Formed Interview (pp. 226-237)
2. Course Reader: Interviewing Skills: The Search for Meaning. Chapter 5 (Shebib).
Read the Art of Asking Questions (pp.145- 146), Questioning Pitfalls (pp. 146 – 152), When Clients do Not Answer Questions (pp. 152 – 154), and Managing the Rambling Interview (p. 154).
3. Assignment #8: Read Types of Questions (pp. 155 – 158) and complete the following 3 exercises.

Classify each of the following questions as open, closed or indirect.

- How do you feel about your brother?
- I'm puzzled over your reaction.
- Do you have time to see me next week?
- I'd like to know something about your strategy.

Reword the following closed questions as open questions and as indirect questions.

- Are you enrolled in a trades program?
- Were you referred by your probation officer?
- Are you feeling sad?
- Do you want to talk about your feelings?
- Did you tell her how you felt?

Imagine that you are responding to the following client statements. Write down a follow up response that is an open question, a closed question, an indirect or embedded question, and a directive.

- I have mixed feelings
- It's been a long time
- You have no idea how I feel

Drop box your responses before class starts AND bring your TYPE WRITTEN answers to class (or have these available on your electronic device).

Agenda:

- Review of Basic Listening Sequence
- Structuring Your Interview
- Questioning Pitfalls
- When Clients do Not Answer Questions
- Managing the Rambling Interview
- Types of Questions

Preparation for this class:

Time Required (suggestion) = 1 hour	Drop Box Assignment #9 before class
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1. Course Reader: Interviewing Skills: The Search for Meaning. Chapter 5 (Shebib).
Assignment #9: Read Concreteness (pp. 158 – 168) and complete the following two exercises.
Each of the following client statements has one or more problems with concreteness. First, identify the specific concreteness problem(s) and use the wording found in the Shebib reading. Second, provide one possible helper response to promote concreteness.

- I've tried to control my drinking but nothing works.
- I've given it a lot of thought.
- I hardly sleep at night.

Each of the following helper statements contains phrases or jargon that may be unfamiliar to clients. Underline what you think may be unfamiliar and then reword each statement using everyday language.

- It appears to me that you are feeling ambivalent.
 - After intake it seems appropriate to make a referral to one of our community resources.
- Drop box your responses before class starts AND bring your TYPE WRITTEN answers to class (or have these available on your electronic device).

Agenda:

- Review: Types of Questions
- Concreteness

October 27	(Monday)	Searching for Meaning / Observational Skills
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Preparation for this class:

Time Required (suggestion) = 1 hour	No assignment
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1. Course Reader: Interviewing Skills: The Search for Meaning. Chapter 5 (Shebib).
Read Six Questions for Every Interview (pp. 168 – 173).
2. Course Reader: Observation Skills. Chapter 4. (Ivey, Ivey & Zalaquett). Read this Chapter.

Agenda:

- Practice Questioning
- Observational skills

October 29	(Wednesday - Lab)	Practice and Reflect
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Preparation for this class:

Time Required (suggestion) = 3 to 4 hours	Drop Box Assignment #10 before class
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1. Course Reader: Observation Skills. Chapter 4. (Ivey, Ivey & Zalaquett).
Assignment #10: Review your notes from last class and Chapter 4. Review your skill session #1 video and observe the following:
 - Vocal Qualities – Note speech rate and changes in intonation or volume.
 - What speech “hitches” or hesitations did you notice? Explain
 - Movement harmonics – Note places where movement synchrony and echoing occurred.
 - What examples of movement dissynchrony were evident? Explain
 - Verbal tracking and selective attention – Pay special attention to topic jumps or shifts. Who initiates them? Explain
 - Do you see any pattern of special topic interest and/or avoidance? Explain
 - Abstract or concrete conversation
 - What examples from the interview support the view that Is this conversation about patterns and/or about specifics? Explain

For each of these four topics, write your concrete observations in paragraph form (with topic sentence).

Drop box your 4 paragraphs before class starts AND bring your TYPE WRITTEN answers to class (or have these available on your electronic device).

Agenda:

- Observation skills

November 3	(Monday)	Practice
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Preparation for this class:

Time Required (suggestion) = 1 hour	No assignment
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1. Review and practice all skills, BLS and goals of the first 3 stages of the Interview

Agenda:

- Instructions: Skill Session #2 (due November 12)
- Practice

November 5	(Wednesday – Lab)	Managing the Emotional Climate
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Preparation for this class:

Time Required (suggestion) = 2 hours	Drop box assignments #11 before class
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1. Course Reader: Improving Communication Climates. Chapter 9. (Adler, Rolls, Proctor III, Towne).
Assignment #11: Read Communication Climate (pp. 302 – 8). Complete the exercise on “evaluating communication climates” found on p. 307. Note that question #2 asks you to list – I am looking for you to name the type of response (ex. Impersonal), and question #3 asks you to “describe”. Follow the instructions. Drop box your assignment before class starts AND bring your TYPE WRITTEN assignment to class (or have it available on your electronic device).

Agenda:

- Confirming and Disconfirming Messages
- How Communication Climates Develop

November 10 (Monday)	Managing the Emotional Climate
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Preparation for this class:

Time Required (suggestion) = 6 to 8 hours	Drop box assignment #12 and #13 before class
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1. Complete the interview portion (Skill Session #2)
2. Course Reader: Improving Communication Climates. Chapter 9. (Adler, Rolls, Proctor III, Towne).
Assignment #12: Read Defensiveness (pp. 308–12). Complete the “inventory of defence mechanisms” found on p. 311. Follow the instructions.
Drop box your assignment before class starts AND bring your TYPE WRITTEN assignment to class (or have it available on your electronic device).
3. Assignment #13: Read Preventing Defensiveness in Others (pp. 312-19). Complete the “defensive and supportive language” skill building exercise on pp. 317-8. Follow the instructions.
Drop box your assignment before class starts AND bring your TYPE WRITTEN assignment to class (or have it available on your electronic device).

Agenda:

- Types of Defensive Reactions
- Preventing Defensiveness in Others (Gibbs)
- Instructions: Interviewing Professionals in the Field (Group Assignment)

November 12 (Wednesday)	Debrief on Skill Session #2
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Preparation for this class:

Time Required (suggestion) = 4 hours	Bring your Skill Session #2 Assignment to class
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1. Complete Skill Session #2

Agenda:

- Debrief on Skill Session #2

November 17 (Monday)	Managing the Emotional Climate
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Preparation for this class:

Time Required (suggestion) = 2 hours	Drop box Assignment #14 and #15 before class
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1. Course Reader: Difficult Situations – Resistance (Chapter 8) (Shebib)
Assignment #14: Read pp. 268-81. Figure 8.1 on p. 278 provides examples of responses that increase resistance and those that decrease resistance. Using at least 2 examples from each list (ex. Judging and warning; empathy and strengths approach), create verbatim responses for the following client statements. You are creating 4 different responses for each statement.
 - Have you ever been in jail?
 - Do you know what it is like to be on welfare?
 - Have you ever overdosed on heroin?
 In your response restate the question and then provide your four responses. Repeat for the 2nd and 3rd questions.
Drop box your assignment before class starts AND bring your TYPE WRITTEN assignment to class (or have it available on your electronic device).

2. Course Reader: Improving Communication Climates. Chapter 9. (Adler, Rolls, Proctor III, Towne).

Assignment #15: Read “Saving Face: The Clear Message Format” (pp. 319-26). Note that a complete “I statement” includes the behaviour in question, your feeling about it, the consequence, your interpretation, and your intention. Carefully read this material before attempting the exercise.

Restate each of the following “you” statements as “I” statements. For example instead of saying “you are such a slob” (a “you” statement), say “I feel annoyed (feelings) when you leave your clothes on the floor instead of putting them in the hamper (behaviour) because I have to pick them up to keep the house neat (consequence).

- o “Don’t be so touchy”
- o “You make me so mad”
- o “You don’t know what you are talking about”
- o “You are thinking only of yourself”

Drop box your assignments before class starts AND bring your TYPE WRITTEN assignments to class (or have available on your electronic device).

Agenda:

- Working with resistance
- Assertiveness and “I” statements

November 19	(Wednesday)	Managing the Emotional Climate
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Preparation for this class:

Time Required (suggestion) = 20 minutes	No assignment
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1. Course Reader: Improving Communication Climates. Chapter 9. (Adler, Rolls, Proctor III, Towne). Read “Responding Nondefensively to Criticism” (pp. 326-32).

Agenda:

- Responding Nondefensively to Criticism

November 24	(Monday)	Managing the Emotional Climate
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Preparation for this class:

Time Required (suggestion) = 3 hours	Drop box Assignment #16 before class.
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1. Course Reader: Understanding Your Anger Triggers (Chapter 3) (Nay)
Read the Chapter carefully, and then answer the 3 questions found in “Just for Practice” (pp. 72-3). Write a paragraph for each question, and include a topic (focus) sentence.

Drop box your assignment before class starts AND bring your TYPE WRITTEN assignment to class (or have it available on your electronic device).

2. Course Reader: When Anger is Aimed at You (Chapter 9) (Nay). Read the Chapter carefully.

Agenda:

- Anger Triggers
- Dampen Your Own Arousal
- Encountering and Overcoming Hostility and Aggression
- Tactics for Confronting Indirect and Passive Faces of Anger

November 26 (Wednesday)		Managing the Emotional Climate
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Preparation for this class:

Time Required (suggestion) = 30 minutes	No Assignment
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1. Course Reader: Review “When Anger is Aimed at You” (Chapter 9) (Nay)

Agenda:

- Practice

December 1 (Monday) and 3 (Wednesday)		Group Presentations
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1. Review the instructions and grading matrix for the Interview a Professional assignment, interview your professional and prepare your Presentation. Assume you will be presenting on Monday.

Agenda:

- Presentations

5. Basis of Student Assessment (Weighting)

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

Assignments	
Process Recording – Baseline	7
Interview and Classroom Presentation	6
Summary	2
Competency Tests: Videotaped demonstration of Skills (Skill Session #1 and #2)	60
Preparation for Class: Assignments	25
Total	100

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. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
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

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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

OUR CLASSROOM AS A "COMMUNITY OF LEARNERS"

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.

CONDITIONS: The Contract

Empathy is an indispensable tool when working effectively with clients within the CJ field. You will have the opportunity to enhance or develop your empathy through a classroom simulation. You are aware that folks on probation and parole have "orders" to follow and the failures to follow these orders have potentially serious consequences. How difficult is it to meet these conditions? To help you appreciate this challenge we place on our clients, you will have this condition to follow:

Condition: Attendance orders have the condition that a person must attend a set number of sessions to complete the program. In this course, your attendance is necessary so that you can fully participate and offer your "self" to your classmates. The consequence of missing a class is huge - one percent (1%) of the overall course grade will be forfeited for each absence. However, a medical note may be taken into consideration if 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. Two missed classes and two late arrivals are excused. If you are missing class, any preparation for class assignments must still be submitted via the online drop box in advance of the class start time.

INSTRUCTIONAL POLICIES

ASSIGNMENTS AND DEADLINES

Students having a legitimate concern about meeting the due dates for two competency tests (Skill Session #1 or #2) should consult with the instructor well in advance (a minimum of 72 hours before deadline).

Students may negotiate the late submission of **one preparation for class assignment** in the semester; please email at least 12 hours before the due date and time.

Late submissions are not graded and all hand in assignments are due at the start of class (not 10 minutes later!).

WRITTEN ASSIGNMENT REQUIREMENTS

All Preparation for class assignments, baseline assignment critique and the summary are to be formatted with APA style. See

the guidelines for academic papers outlined in the CJ Writing Reference Manual.

COURSE COMPLETION REQUIREMENTS

The process recording (baseline assignment), two competency tests (Skill Sessions #1 and #2), participation in the interview/presentation, and summary must be completed to earn a passing grade in this course.

THE GRADING OF ASSIGNMENTS

Homework assignments are graded as complete/incomplete using a competency based grading system. Homework submitted that meets the minimum expectation earns 100%; homework submitted that does not meet the minimum level of competency earns 50%.

You can resubmit an incomplete assignment. It must be submitted (use the drop box where the original entry was submitted) within 2 weeks of receiving feedback. If the resubmission remains incomplete the grade of 50% remains; if the resubmission brings your response to the minimum level of competency expected then your grade becomes 100%. There is only 1 opportunity for resubmission of any competency based assignment.