



## 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 9 – 9:30; T/Th 2:30 – 3:20		
(c)	Location:	Young 210A		
(d)	Phone:	250-370-3370	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.)*

- Creating a Climate for Learning Skills and the Importance of Confidentiality
- Role Playing – Client and Observer
- Constructive Feedback – Giving and Taking
- Modeling Communication
- Effective Communicators
- Misconceptions about Communication
  
- Visibly Tuning In (SOLER)
- Silence
- Encouragers
- Paraphrasing
- Reflection of Feeling
- Empathy
- Summarizing

- Door Openers
- Basic (Preliminary) Listening Sequence
- Structuring Your Interview
- Questioning Pitfalls
- When Clients do Not Answer Questions
- Managing the Rambling Interview
- Types of Questions
- Concreteness
- Observation skills
- Confirming and Disconfirming Messages
- How Communication Climates Develop
- Types of Defensive Reactions
- Preventing Defensiveness in Others (Gibbs)
- Working with resistance
- Assertiveness and “I” statements
- Responding Non-defensively to Criticism
- Dampen Your Own Arousal
- Encountering and Overcoming Hostility and Aggression
- Tactics for Confronting Indirect and Passive Faces of Anger
- Presentations

## 5. Basis of Student Assessment (Weighting)

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

### PREPARATION FOR CLASS ASSIGNMENTS (25%)

Twenty five percent (25%) of your grade is based on your ability and willingness to engage with the material on your own before we connect with each other in class. This course will give you the opportunity to be active in your learning and construct your own educational experience.

### PROCESS RECORDING – BASELINE ASSIGNMENT (10%)

Submission Date: September 17<sup>th</sup>

The baseline assignment is envisioned as the very first interview with a simulated (role-play) client.

The purpose of the baseline assignment is to:

- familiarize you with the video equipment and with role-playing on video;
- alert you to verbal and non-verbal communicative patterns you possess;
- allow you an opportunity to self-critique with regards to attending, listening, retaining, and processing information received, along with your own feedback mechanisms;
- 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

### INTERVIEW AND CLASSROOM PRESENTATION: (5%)

Expectation: Working in groups of 3 (no more than 4), you will be making a 15 minute presentation (maximum) that addresses the specific interpersonal skills (those that we are covering in this course) that are implemented by professionals in difficult situations (e.g. a domestic violence encounter) within the criminal justice field.

As a class we will decide on some of the particular questions we want to ask of these professionals and we will decide which professionals we would like to have interviewed.

Evaluation: You are evaluating yourself and your group mates.

### COMPETENCY TESTS: VIDEOTAPED DEMONSTRATION OF SKILLS (SKILL SESSIONS #1 AND #2)

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.

Detailed Instructions and the Grading Matrix will be made available to you at a later time in the course.

SKILL SESSION #1: (25%) Submission Date: October 22<sup>nd</sup>

SKILL SESSION #2: (35%) Submission Date: November 12<sup>th</sup>

## 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>
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 the College web site in the Policy Section.

## ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

### 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 class mates. 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), and participation in the interview/presentation 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.

#### STUDENT CONDUCT POLICY (CAMOSUN COLLEGE)

Camosun College's conduct policy is found at <http://camosun.ca/learn/calendar/current/pdf/academic-policies.pdf> (starts on page 19).

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.

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".