



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Criminal Justice**

**CRIM-204-001**  
**CJ Interpersonal Skills**  
**Fall 2019**

**COURSE OUTLINE**

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

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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**1. Instructor Information**

|                  |                                  |
|------------------|----------------------------------|
| (a) Instructor   | Kelli Moorhouse                  |
| (b) Office hours | M/W 12 to 12:30; T/Th 1130 to 12 |
| (c) Location     | Young 210                        |
| (d) Phone        | 3370 <b>Alternative:</b> _____   |
| (e) E-mail       | Moorhouse@camosun.bc.ca          |
| (f) Website      | _____                            |

**2. Intended Learning Outcomes**

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. Course Reader: CRIM 204 CJ Interpersonal Skills
- ✓ USB (that you can submit for grading purposes)
- ✓ Access to a camcorder or similar audio/video recording device

## 4. Course Content and Schedule

September 4 (Lecture)

Introductions

Agenda:

- ✓ Overview of this course and expectations
- ✓ Course Reader
- ✓ Creating a Climate for Learning Skills and the Importance of Confidentiality
  - Role Playing – Client and Observer
  - Constructive Feedback – Giving and Taking

September 9

Establishing Your Baseline

Preparation for this class:

1. Carefully review the Syllabus and document due dates in your agenda.
2. Visit CRIM 204 online.

Agenda:

- ✓ Instructions: Baseline Skills Interview
- ✓ Conversation – Experiences / Expectations

September 11 (Lecture)

How to Be an Active Listener

Preparation for this class:

1. Take notes: *Active Listening*. (Gordon Training International)
2. Take notes: *Communication: The Skills of Tuning In and Actively Listening to Clients*. (Egan)
  - Inadequate listening pp. 101-2
  - Empathic Listening pp. 103-12
3. Assignment #1 – Complete the Student Listening Inventory (Engleberg, Wynn, Roberts). The focus is on you as a student (think about last year and this year and all your courses). Provide your score and a 1 paragraph reflection of the results. Drop box before 2 pm and bring to class.

Agenda:

- ✓ Active Listening
  - Inadequate
  - Effective

September 16

Attending Skills (SOLER and Silence)

Preparation for this class:

1. Take notes: *Communication: The Skills of Tuning In and Actively Listening to Clients*. (Egan)
  - Visibly Tuning In pp. 95 to 100
  - Silence pp. 100 to 102

Agenda:

- ✓ The Toolkit Skills of Attending
- ✓ Visibly Tuning In (SOLER)
- ✓ Silence

September 18

Attending Skills (Interview Model and Encouragers)

Preparation for this class:

1. Complete the baseline skill interview. Put aside 4 to 5 hours for this assignment
  - Bring the assignment to class to hand in (critique and USB)
2. Scan through: *Integrating Listening Skills* (Ivey & Ivey)

- Five stages of the well-formed interview pp. 226 to 237
- 3. Take notes: *Encouraging, Paraphrasing, and Summarizing: The Skills of Active Listening* (Ivey and Ivey)
  - Encouragers pp. 152-54 and 159-61 (note that there are no pages 155 to 158)
- 4. Exercise #2: Write down a verbal encourager (verbal response) to each of the following client statements:
  - Client says, "I'm feeling kind of down, like everything is going wrong. I'm not much fun to be with."
  - Client says, "I'd be okay if it weren't for the people at my house. They get on my nerves and make me feel like climbing the walls."

Agenda:

- ✓ Circle: Debrief on the Baseline Skills Interview
- ✓ Introduce a basic Interview Model
  - Door Openers
- ✓ Encouragers (verbal and nonverbal)

September 23

Practice (SOLER, Encouragers and Stages 1 and 2)

Preparation for this class:

1. Review notes on SOLER, Encouragers and the first 2 stages of the Interview Model.

Agenda:

- ✓ Practice Attending Skills

September 25

Attending Skills (Paraphrasing)

Preparation for this class:

1. Take notes: *Encouraging, Paraphrasing, and Summarizing: The Skills of Active Listening* (Ivey and Ivey)
  - Paraphrasing pp. 161 to 63 and review pp. 152 to 54
2. Exercise #3: Write out a properly (see reading) paraphrased response to each of the following client statements:
  - Client says: "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."
  - Client says: "I got fired from my job at the start of the year. On top of that I have marital problems with my husband. My children just don't seem to respect me."

Agenda:

- ✓ Paraphrasing

September 30

Practice Paraphrasing

Preparation for this class:

1. Review your notes on the skill of paraphrasing

Agenda:

- ✓ Practice Paraphrasing

October 2

Attending Skills (Reflecting Feelings)

Preparation for this class:

1. Take notes: *Observing and Reflecting Feelings* (Ivey and Ivey)
  - Comparing Paraphrasing and Reflection of Feeling pp. 179 to 184
  - Example Interview pp. 184 to 189
  - Observing client Verbal and Non-verbal Feelings pp. 192 to 194

- The Techniques of Reflecting Feelings p. 194
2. Examine the “Feelings Wheel” and differentiate the “feelings when your needs are not met” and “feelings when your needs are met”
  3. Exercise #4: For each of the following 4 situations, predict two emotions (use the feeling wheel) that the individual might experience and explain your reasoning for EACH emotion. Write a thoughtful sentence or two.
    - A person convicted of committing a sexual assault who is about to be sentenced
    - An aboriginal inmate about to speak at a Parole Board hearing
    - A 23 year old female parolee about to see her parole officer for the first meeting
    - An 11 year old who has been sexually assaulted by her father and is now being interviewed by a police officer

Agenda:

- ✓ Paraphrase and Reflection of Feeling
- ✓ Example Interview
- ✓ Observing Verbal and nonverbal feelings
- ✓ Feelings
- ✓ Reflection of Feelings

October 7

Practice Reflection of Feeling

Preparation for this class:

1. Review your notes on the skill of reflecting feelings

Agenda:

- ✓ Practice Reflection of Feeling
- ✓ Instructions: Skill Session #1 (due October 28)

October 9

Attending Skills (Empathy and Summarizing)

Preparation for this class:

1. Take notes: *The Skills of Active Listening* (Ivey and Ivey)
  - Summarizing pp. 163 to 164 to 163 (this is found in the same reading as encouragers and paraphrasing)
2. Exercise #5: Based on what you have read about summaries, does the response by the helper in the dialogue below reflect the purpose of a summary? Explain

Client says: "I really feel guilty about marrying her in the first place. It wasn't really for love. It was just the convenient thing to do. I feel like I've messed up her life, and now I feel obligated to her. Starting a family and having children has always been important to me and at my age I feel like I should get started soon. I don't want to be in my seventies before my children graduate from high school. Everything in my life feels so unsettled right now. I just started this new job and it won't start paying good until I get a promotion. In order to get a promotion I know that I'll have to work overtime and travel frequently. I just don't think that I can handle all of these responsibilities at the same time."

Helper responds: "There are a number of areas in your life which make you feel overwhelmed with responsibility. So far you've indicated that your dissatisfaction with your marriage, the pressure you feel to start a family, and your new job each contribute to the stress you feel. Each area is related to the others by the degree of responsibility you feel and your ability to cope with those responsibilities."

Agenda:

- ✓ Empathy
- ✓ Summarizing
- ✓ Practice Using Empathy and Summarizing
- ✓ Practice Stages 1 and 2 and the basic listening sequence

Preparation for this class: NO FACE TO FACE CLASS

1. Review your Active Listening skills and the instructions for the Skills Test #1

Agenda:

- ✓ Interview your client (No face to face class)

Preparation for this class:

1. Take notes: *Asking Questions* (Shebib)
  - Types of Questions pp. 121 to 124
  - Essential Questions: Some Options pp. 129 to 134
  - Questioning Pitfalls pp. 134 to 135
2. Exercise #6: 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?
3. Exercise #7: Reword each of the following closed questions as (a) open questions AND (b) indirect questions.
  - Are you enrolled in an addictions program?
  - Were you referred by your parole officer?
  - Are you feeling disappointed?
  - Do you want to talk about your feelings?
4. Exercise #8: Imagine that you are responding to the following client statements. For each of these statements suggest follow-up responses that are open questions, closed questions and indirect questions.
  - "The next step is to solve the bloody problem"
  - "There are some significant things happening in my life right now"
  - "I'm really angry with you"

Agenda:

- ✓ The Art of Asking Questions
- ✓ Essential Questions: Some Options
- ✓ Questioning Pitfalls

Preparation for this class:

1. Take notes: *Asking Questions* (Shebib)
  - Concreteness pp. 139 to 144
2. Examine: *Useful Questions for Motivational Interviews p. 48* (one page)
3. Examine: *Using Forward Focused Questions p. 56 to 60* (five pages)
1. Scan through: *Integrating Listening Skills* (Ivey & Ivey) (this is the reading from September 20<sup>th</sup>)
2. Review stages 1 and 2, focus on stage 3 pp. 226 to 237
3. Exercise #9: Each of the following client statements has one or more problems with concreteness. First, identify the specific concreteness problem (use the language found in reading). Second, suggest a possible helper response to promote concreteness.
  - "I've given it a lot of thought"
  - "I feel bad"
  - "I hardly sleep at night"

Agenda:

- ✓ Concreteness
- ✓ Useful questions for motivational interviews
- ✓ Forward focused questions
- ✓ Stage 3
- ✓ Practice using questions

October 28

Debrief on Skill Session #1

Preparation for this class:

1. Finish your Skills Text #1 and bring critique and USB to class for submission

Agenda:

- ✓ Circle: Debrief on Skills Test #1

October 30

Observing Nonverbal Behaviour

Preparation for this class:

1. Take notes: *Nonverbal Communication Skills* (Beebe et al)
  - Why Learn about Nonverbal Communication? pp. 166 to 170
  - The Challenge of Interpreting Nonverbal Messages pp. 170 to 172
  - Understanding Nonverbal Communication Codes pp. 172 to 181
  - Interpreting Nonverbal Communication pp. 181 to 184
  - Improving Your Skill in Interpreting Nonverbal Messages pp. 184 to 188

Agenda:

- ✓ Why Learn about Nonverbal Communication?
- ✓ The Challenge of Interpreting Nonverbal Messages
- ✓ Understanding nonverbal communication codes
- ✓ Interpreting nonverbal communication
- ✓ Improving your Skill in Interpreting nonverbal messages

November 4

Observing Nonverbal Behaviour

Preparation for this class:

1. Review and practice all skills, BLS and goals of the first 3 stages of the Interview
2. Exercise #10: Review your skills test #1 and look for examples of any of the concepts described in "Understanding nonverbal communication codes" pages 172 to 181 – write down a minimum of 4 concrete and thoroughly explained examples.

Agenda:

- ✓ Circle conversation: Examples from Skills Test #1
- ✓ Practice

November 6

Set up Skills Test #2 / Communication Climate

Preparation for this class:

1. Take notes: *Communication Climate* (Adler, Rosenfeld, Proctor, Winder)
  - What is Communication Climate p. 284
  - How Communication Climates Develop p. 284 to 294
2. Exercise #11: Complete the Self Assessment (p. 288). Record your argumentative score and your verbal aggressiveness score. Write a 1 paragraph reflection assessing your results.

Agenda:

- ✓ Instructions for Skills Test #2 (Due November 25<sup>th</sup>)
- ✓ What is communication climate
- ✓ How Communication Climates Develop

November 13

Communication Climates

Preparation for this class:

1. Take notes: *Communication Climate* (Adler, Rosenfeld, Proctor, Winder)
  - Creating positive climates pp. 294 to 300
  - Transforming Negative Climates pp. 301 to 309
2. Read: *I statements*
3. Exercise #12: Answer these 5 questions as they relate to the Gibb behaviours. Write your response in the question- answer format.
  - Which defense provoking behaviour do you find most annoying?
  - Who in your life uses that behaviour most often?
  - What part of your presenting self is threatened by that behaviour?
  - How do you normally respond to that behaviour?
  - What behaviour do you wish that person would do instead?
4. Exercise #13: Write a correctly formatted "I-Statement" (you will need to see the correct way of formatting as presented in the readings) for each of the following "you-statements" (make up your own content/scenario).
  - Instead of saying, "you are the worst instructor ever. You don't know how to support me", write out an I-statement.
  - Instead of saying, "you never listen to me", write out an I-statement.
  - Instead of saying, "you ought to take a look in the mirror before you open your mouth", write out an I-statement.

Agenda:

- ✓ Creating Positive Climates
- ✓ Transforming Negative Climates
- ✓ Assertiveness and I statements

November 18

Communication Climates

Preparation for this class:

1. Review your notes

Agenda:

- ✓ Practice (responding non-defensively to criticism) – focus on the attacks you will get on the job

November 20

Motivational Interviewing

Preparation for this class:

1. Take notes: *Motivational Interviewing for Probation Officers: Tipping the Balance Toward Change* (Clark et al) pp. 38 to 43
2. Examine: *The Cycle of Change* 1 page
3. Read: *From Start to Finish: Putting Motivational Interviewing into Practice* (Walters, et al) pp. 77 to 80
4. Exercise #14: Describe the 8 reasons to consider the motivational interviewing approach (Clark et al).

Agenda:

- ✓ Motivational Interviewing

November 25

Debrief on Skills Test #2

Preparation for this class:

1. Complete your Skills Test #2 and bring the critique and USB to class for submission

Agenda:

- ✓ Circle: Debrief on Skills Test #2

November 27

Communication Climates (Resistance)

Preparation for this class:

1. Take notes: *Difficult Situations* (Shebib)
  - Resistance pp. 224 to 232
2. Exercise #15: Complete the exercise "Rolling with Resistance" found in the course reader. Try each of the suggested interventions. It is one page and follows the chapter by Shebib.

Agenda:

- ✓ Working with resistance

December 2

Why and How we Communicate

Preparation for this class:

1. Take notes: *A First Look at Interpersonal Communication*. (Adler, Rolls, Proctor II)
  - Why we communicate pp. 3 to 6
  - The Process of communication pp. 6 to 9
  - Communication principles and misconceptions pp. 9 to 11
2. Exercise #16: Apply the "transactional view" of communication model to an incident from everyday life. Be certain to include EVERY component in the process as you describe the details of the incident. Use Figure 1.3 as your guide.

Agenda:

- ✓ Why we communicate
- ✓ The Process of Communication

December 4

In the Field

Preparation for this class: None

Agenda:

- ✓ In class activity – examining interpersonal skills and job areas in CJ, Mental Health and Addictions

## 5. Basis of Student Assessment (Weighting)

|                                     |    |
|-------------------------------------|----|
| Baseline Skills Interview           | 15 |
| Preparation for Class (assignments) | 15 |
| Skills Tests: (#1 and #2)           | 55 |
|                                     |    |



|            |    |
|------------|----|
| Attendance | 15 |
|------------|----|

## 6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

### ASSIGNMENTS AND DEADLINES

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

### WRITTEN ASSIGNMENT REQUIREMENTS

Everything submitted in this course for grades is to be written in APA format. This applies to all 16 assignments (use question and answer format, as applicable) and the critiques (3 skill session submissions). APA is typed and correct style (font, size, margins, line spacing). See the guideline for academic papers outlined in the CJ Writing Reference Manual.

### COURSE COMPLETION REQUIREMENTS

The Baseline Skills Interview and the two Skills Tests must be completed to earn a passing grade in this course.

### STUDENT CONDUCT POLICY (CAMOSUN COLLEGE)

Camosun College's conduct policy is found at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf>

It is your responsibility as a student to be very familiar with this policy. PLEASE READ THIS

### STUDENT SUPPORTS (CAMOSUN COLLEGE)

[Student Mental Health and Well-being](#)

[Counseling Centre](#)

[Learning Skills](#)

[The Centre for Accessible Learning provides a wide range of services and educational accommodations for students with a documented disability, including general anxiety disorder and depression](#)

## 8. College Supports, Services and Policies



### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

#### A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

##### 1. 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     |                                      | 1                       |
| 0-49       | F     | Minimum level has not been achieved. | 0                       |

##### 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

| Grade | Description   |
|-------|---|
| COM   | The student has met the goals, criteria, or competencies established for this course, practicum or field placement. |

|     |   |
|-----|---|
| DST | The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement. |
| NC  | The student has not met the goals, criteria or competencies established for this course, practicum or field placement.  |

## B. 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 at <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.   |
| 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. |