

COURSE SYLLABUS



COURSE TITLE: CRIM-204: CJ Interpersonal Skills

CLASS SECTION: 001

TERM: Fall 2021

COURSE CREDITS: 3

DELIVERY METHOD(S): BLENDED

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For COVID-19 information please visit <https://camosun.ca/about/covid-19-updates>

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Kelli Moorhouse

EMAIL: moorhouse@camosun.bc.ca

OFFICE: Young 210A

HOURS: Virtual (D2L) – Monday 1 to 2 pm; Wednesday and Thursday 9:30 to 10:30 am;

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

Students develop practical skills necessary for being an effective criminal justice practitioner. These include: verbal, non-verbal, assertiveness, managing anger of self and others; diffusing of self and others, and managing the emotional climate. Personal reflection vis-s-vis criminal justice practice is emphasized.

PREREQUISITE(S):

All of:

- C in CRIM 188

And one of:

- C in ENGL 151
- C in ENGL 161
- C in ENGL 163
- C in ENGL 164

CO-REQUISITE(S):

Not Applicable

EXCLUSION(S):

Not Applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course a 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.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Moorhouse, K. Course Reader: CRIM 204 CJ Interpersonal Skills

You will need to purchase the course reader from the bookstore BEFORE the course begins!
Access to an audio/video recording device (prefer not a phone)

Computer and access to D2L

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Date	Topic	Location
Sept. 7	Introduction and Getting Started	In Class
Sept. 10	How to be an active listener	In Class
Sept. 14	Attending Skills (SOLER/Silence)/5 stage interview	In Class
Sept. 17	Lab 1	In Class
Sept. 21	Attending Skills (Paraphrasing)	In Class
Sept. 24	Lab 2	In Class
Sept. 28	Attending Skills (Reflection of Feeling)	In Class
Oct. 1	Lab 3	In Class
Oct. 5	Attending Skills (Verbal and Non-verbal Encouragers)	In Class
Oct 8	Lab 4	In Class
Oct. 12	Attending Skills (Empathy and Summarizing)	In Class
Oct. 15	Interview your Client	Off Campus

Oct. 19	Structuring your Interview	In Class
Oct. 22	Debrief Skill Session #1	In Class
Oct. 26	Searching for Meaning (Using Questions)	In Class
Oct. 29	Lab 5	In Class
Nov. 2	Concreteness and Powerful Questions	Online - Asynchronous
Nov. 5	Lab 6	In Class
Nov. 9	Observing Nonverbal Behaviour	In Class
Nov. 12	Lab 7	In Class
Nov. 16	Body Language	Online - Asynchronous
Nov. 19	Interview your Client	Off Campus
Nov. 23	Communication Climate	Online - Asynchronous
Nov. 26	Debrief Skill Session #2	In Class
Nov. 30/Dec 3	Motivational Interviewing / Dealing with Resistance	Online - Asynchronous
Dec. 7	Anger	In Class

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Baseline Interview and Process Recording (Critique)	10
Skill Session #1 and Process Recording – video taped interview	35
Skill Session #2 and Process Recording – video taped interview	35
Attendance and Participation in Labs (9 sessions)	20
TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information. <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

Baseline Interview and Process Recording - Critique (10%)

Purpose of this Interview: The focus is primarily on giving you practice with setting up a video recording, experiencing being videotaped, and interacting with someone in a professional manner.

Submission Date: **September 24th**

I will go over this assignment on the 14th of September in class. The instructions are also on D2L. The baseline interview is envisioned as the very first interview with a simulated (role-play) client.

The length of this session will be approximately ten minutes in length.

SKILLS TESTS and Process Recordings: Videotaped Demonstration of Skills with Critique

Purpose of these interviews: Once you understand 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 and prior to the assessment.

SKILLS TEST #1: (35%)

Submission Date: **October 22nd**

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.

Instructions for this Skills Test are discussed in class **October 5th**

SKILLS TEST #2: (35%)

Submission Date: **November 26th**

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.

Instructions for this Skills Test are discussed in class **November 9th**

Reflection: ATTENDANCE AND PARTICIPATION IN LABS (20%)

Labs are where you will practice your learned skills, being a 'client', and giving quality feedback to your peers. Note that some of the labs are not being used for skill practice and therefore they are part of the week's lecture or are assigned as time to interview your 'client', and not for specific skill practice (no reflection is required).

Practice Labs (2.5% each):

Sept. 17:	SOLER
Sept 24:	Paraphrasing
Oct. 1:	Reflection of Feeling
Oct. 8	Encouragers
Oct. 29	Questions

Nov. 5 Questions
Nov. 12 Observations

Debrief Labs (1.25% each):

Two labs are set aside for debriefing on the skill sessions: October 22 and November 26. For these 2 labs the grading is assigned to you showing up and sharing.

Course Schedule

What follows is a comprehensive schedule. It is subject to change. Any amendments will be noted in the News Area on the D2L course home page. Please check regularly!

WEEK ONE

September 7

Introductions and Getting Started

Discussion:

- Overview of this course and expectations
- Course Reader
- Learning Skills – Conscious Competence
- Creating a Climate for Learning Skills

September 10 Come to your scheduled lab time

How to Be an Active Listener

Preparation for this class: Reading

1. “Active Listening”, Gordon Training International. This reading is found online at:

https://www.gordontraining.com/wp-content/uploads/Active_Listening.pdf and a .pdf copy is also located in the **CONTENT – ONLINE COURSE READER**.

2. “Communication: The Skills of Tuning In and Actively Listening to Clients”, Egan & Schroder
 - a. Inadequate Listening (pp. 101-02)
 - b. Empathic Listening – Listening to Clients’ Stories (pp. 103-12)

Preparation for this class: Activity – Specific Skills

Complete this 1 activity. Bring to class. This activity will help you begin to identify and reflect on your default listening style. You will begin by examining your specific style of listening. Complete the listening inventory; it is 10 questions. On the second page is the interpretation. For this activity to be meaningful for you have 2 other people who you think know you well assess you using the 10 questions (have them rate you).

https://seattleu.instructure.com/files/63093841/download?download_frd=1

The “Listening Style Inventory” is also available in the **CONTENT - ONLINE COURSE READER**

Discussion:

- Active Listening
- Inadequate and Ineffective Listening

WEEK TWO

September 14

Attending Skills (SOLER and silence) / 5 Stage Interview

Preparation for this class: Reading

1. Baseline Assignment – You may want to introduce yourself to the baseline assignment and critique (D2L – CONTENT – ASSIGNMENTS) before I go over it in class.
2. “The Five Stages/Dimensions of the Well-Formed Interview” (pp. 226 to 237), Ivey & Ivey
3. “Communication: The Skills of Tuning In and Actively Listening to Clients” (pp. 95-102), Egan & Schroeder

Discussion:

- The Toolkit Skills of Attending
- The 5 Stages of the Well-Formed Interview
- Stage 1
- Visibly Tuning In (SOLER)
- Silence
- Instructions: Baseline Skills Interview

September 17

Attending Skills (SOLER & Silence) / Stage 1

Preparation for this Practice Lab: Review and Practice

1. Review your notes from last class
2. Practice using SOLER and silence in your personal life

Discussion and Practice:

- Review the Reflection on Labs Assignment criteria
- Introduce Door Openers
- Review- SOLER and what to cover in Stage 1
- Practice Attending Skills (SOLER, silence), Stage 1 and Door Openers

WEEK THREE

September 21

Attending Skills (Paraphrasing)

Preparation for this class: Reading

1. "Chapter 6: Encouraging, Paraphrasing, and Summarizing: The Skills of Active Listening", skim through this reading, Ivey & Ivey
2. "The Five Stages/Dimensions of the Well-Formed Interview" review Stage 1 and 2, Ivey & Ivey

Heads Up:

1. Although your Baseline Interview and Critique assignment is not due until Friday, consider trying to have the first draft and maybe your first edit finished by today.

Discussion:

- Vocal Qualities and Verbal Tracking
- Paraphrasing
- Stage 2 of the Well-formed Interview

September 24

Practice SOLER, Paraphrasing, Stages 1 & 2

Preparation for this Practice Lab: Review and Practice

1. Review your notes from last class
2. Practice using the paraphrase in your personal life

Preparation for this Practice Lab: Activity – Specific Skills

Include what the other person says along with your paraphrased response. **Bring your responses to class to share**

1. Complete a minimum of 5 the following practice exercises to enhance your knowledge and comfort with using the paraphrase. You can use the 4 key dimension model from the Ivey & Ivey reading or the 3-dimension model presented to you in the lecture. Your practice here is to respond with a paraphrase to what they say. ***Remember no feeling words!**
 - a. *Your friend says to you, "At a party the other night, I finally met someone with whom I can carry on an intelligent conversation. They seemed interested too, but they didn't ask for my phone number."*
 - b. *You brother says to you, "It's a dilemma. I don't know whether to finish the school year or drop out and get a handle on some of my debts."*
 - c. *Your colleague says to you, "My supervisor wants to see me today. I know they want to talk to me because I've been late for work over the past few weeks."*
 - d. *Your neighbour says to you, "First my car broke down, then the fridge. Now it's the plumbing. I should marry someone who is good at fixing things."*
 - e. *The grocery store clerk says to you, "I think with COVID-19 and all the other viruses and diseases you can catch, we should all take precautions. You never know who might be infected."*
 - f. *Someone you just met at a party says to you, "Well to put it bluntly, I think my partner has a lover. But I could forgive that. I just want our relationship to be the way it was when we met."*

- g. *Your client says to you, "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."*
- h. *Your older sister says to you, "I just lost it. My anger built up and I hit him. He got so upset that he packed up and left with the kids. I've never done anything like this in my whole life. I realize that I didn't solve anything by losing my temper. Now I may have ruined my marriage and turned the kids against me."*
- i. *Your client says to you, "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."*
- j. *Your partner says to you, "I think I'm in over my head. My boss gave me a job to do and I just don't know how to do it. I'm afraid I've bitten off more than I can chew."*

Preparation for this Lab: Submission - Baseline Interview and Critique

1. Complete the Baseline Interview and Critique. Put aside 4 to 5 hours for this assignment



Submit your Critique in the Assignment Folder.

Discussion and Practice:

- Practice Paraphrasing (and SOLER and Stages 1 & 2)
- Debrief on the Baseline Session

WEEK FOUR

September 28

Attending Skills (Reflecting Feelings)

Preparation for this class: Reading

1. "Chapter 7: Observing and Reflecting Feelings", Ivey & Ivey. Carefully read through this chapter on reflection of feeling. The authors cover a number of specific topics.

Discussion:

- Paraphrase and Reflection of Feeling
- Example Interview
- Observing verbal and nonverbal feelings
- Reflection of Feelings
- Faux Feelings

October 1

Practice SOLER, Paraphrasing, Stages 1 & 2 and Reflection of Feeling

Preparation for this Practice Lab: Review and Practice

1. Review your notes
2. Practice using reflection of feeling in your personal life

Preparation for this Practice Lab: Activity – Specific Skills

Complete ALL of the following practice exercises to enhance your knowledge and comfort with using the skill of reflecting feeling. This is a skill that students are often less comfortable using so you have the opportunity here to practice written responses. **Bring your responses to class to share**

Question 1: For each of the 5 examples, predict 2 emotions (use the feeling wheel) that the individual might experience and explain your reasoning for EACH emotion. Write a thoughtful sentence or two.

- a. An aboriginal inmate about to speak at a parole board hearing
- b. A 23 year old female parolee about to see her male parole officer for the first time
- c. An 11 year old who has been sexually assaulted by his father and is now being interviewed by a police officer
- d. A mother discovering that her teenage son is using Meth
- e. A parolee being sent back to prison for violating the no drinking condition on their release

Question 2: For each of the 5 examples, identify 2 feeling words or phrases that you think BEST describe how each individual may be feeling and explain your reasoning for EACH. Write a thoughtful sentence or two.

- a. *"Everyone in my life keeps putting me down. Even my own children constantly criticize me."*
- b. *"If I started crying, I don't think I could ever stop"*
- c. *(an ex offender to their parole officer): "have you ever been to jail?"*
- d. *(a 16 year old boy) "I would rather live on the streets than go to another foster home. Five foster homes in 5 years I've had enough!"*
- e. *"Why do you want me to go to see a psychiatrist? Do you think I'm crazy? You're the one who's crazy"*

Question 3: Write out a reflection of feeling response that you would use for each of the following:

- a. *(youth speaking to their case worker) "You don't care about me. All you guys are the same. You tell me that you want what's best for me. You're just in this job for the money"*
- b. *(probationer to probation officer) "for the first time things are really starting to come together for me. My kids are all doing well in school, my marital problems are on the upswing, and I finally put some money aside for a rainy day"*
- c. *"everyone says how together I am, but I don't feel together. Sometimes I get so wound up that I think I'm going to burst."*
- d. *(victim shouting at a police officer) "I AM calm!"*
- e. *(elderly homeless person talking to a 23 year old volunteer at a shelter) "You're pretty young to be working here."*

Discussion and Practice:

- Practice Reflection of Feeling (and SOLER, Paraphrasing, Stages 1 &2)

WEEK FIVE

October 5

Attending Skills (Verbal & Non-Verbal Encouragers)

Preparation for this class: Reading

1. Skills Test #1 – You may want to introduce yourself to the Skills Test #1 (D2L – CONTENT – ASSIGNMENTS) before I go over it in class.
2. "Chapter 6: Encouraging, Paraphrasing, and Summarizing: The Skills of Active Listening", Ivey & Ivey. Consider skimming through this chapter again as it overviews the 3 core skills of active listening, and remind yourself of the major and secondary functions of these skills.

Discussion:

- Encouragers (verbal, nonverbal, short directives)

October 8

Practice SOLER, P, R of F, Encouragers, and Stages 1 & 2)

Preparation for this Practice Lab: Review and Practice

1. Review notes on SOLER, Encouragers and the first 2 stages of the Interview Model.
2. Practice using the key word encouragers and restatements in your personal life (this requires you to actively listen) – remember intonation!

Preparation for this Practice Lab: Activity - Specific Skill

1. Respond to each of these 4 individuals with both a key word(s) verbal encourager and a restatement for 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."*
 - *Colleague says, "I'm working with a family that is driving me up the wall. I know I have a problem here. I get so angry at this family for not trying to help themselves. I work so damn hard and they don't do a thing!"*
 - *Eight-year-old child you are interviewing says, "sometimes my mommy's boyfriend is mean to her. He hits her and she ends up crying a lot. I don't like him at all."*

Bring your responses to class to share

Discussion and Practice:

- Practice all your skills today!

WEEK SIX

October 12

Attending Skills (Empathy and Summarizing)

Preparation for this class: Reading

1. "Chapter 6: Encouraging, Paraphrasing, and Summarizing: The Skills of Active Listening", Ivey & Ivey. Consider skimming through this chapter again as it overviews the 3 core skills of active listening, and remind yourself of the major and secondary functions of these skills.
2. "Chapter 6: Types of Empathy", Shebib. In this reading Bob Shebib differentiates 3 types of empathy – invitational, basic, and inferred. Note as well, under the heading of "Success Tip" the formula for making simple, empathic responses.

Preparation for this Class: Activity - Specific Skill

1. With reference to your understanding of basic empathy consider the empathic response formula (sometimes referred to as an empathic statement) on p. 167 (under the heading of Success Tip).

Using this formula, consider the 10 exchanges below, and identify those that use this formula (or something that resembles it) and for those that do not use this formula, write a response that uses the formula.

For example, in exchange #7 the response by B is “perhaps jogging would help” which is conveying caring and a solution, yet it does not meet the requirements for the empathic response formula. You would then write down an empathic response to what person A originally said.

Bring your responses to class to share

Person A: “How could I do something so stupid? I always lock my car door and now my laptop has been stolen.”

Person B: “Nobody is perfect; you’re too hard on yourself.”

Person A: “If you ask me, we ought to ship all these immigrants back to where they came from.”

Person B: “Do you really think that would solve anything?”

Person A: “You aren’t God!”

Person B: “Are you feeling frustrated because you would like me to admit that there can be other ways of interpreting this matter?”

Person A: “I think that you take me for granted. I wonder how you would manage without me.”

Person B: “That’s not true! I don’t take you for granted.”

Person A: “How could you say a thing like that to me? You have no idea what just happened.”

Person B: “Are you feeling hurt because I said it was your fault?”

Person A: “I’m furious with my girlfriend. She’s never around when I need her.”

Person B: “You think she should be around more than she is?”

Person A: “I’m disgusted with how heavy I’m getting.”

Person B: “Perhaps jogging would help.”

Person A: “I’ve been a nervous wreck planning for my daughter’s wedding. Her fiancé’s family is not helping. About every day they change their minds about the kind of wedding they would like.”

Person B: “So you’re feeling nervous about how to make arrangements and would appreciate it if your future in-laws could be more aware of the complications their indecision creates for you?”

Person A: “When my relatives come without letting me know ahead of time, I feel invaded. It reminds me of how my parents used to disregard my needs and would plan things for me.”

Person B: “I know how you feel. I used to feel that way too.”

Person A: “I’m disappointed with your performance. I would have liked your outreach team to have met with more youth living on the streets.”

Person B: “I understand you are disappointed, but we are in the midst of the pandemic and many members on my team are calling in sick and so I’m short outreach workers.”

Discussion:

- Summarizing
- Empathy and Empathic Responses

October 15

OFF Campus

Interview your Client

Preparation for this practice lab: NO FACE TO FACE LAB

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

WEEK SEVEN

Preparation for this class: Reading

1. "The Five Stages/Dimensions of the Well-Formed Interview", Ivey & Ivey, pp. 226 to 237.

Read carefully stage 3 and review stage 2 so you can begin to visualize the process for the third stage. Read the description of the Basic Listening Sequence (BLS) found on pp. 231 and 232. Review this reading for all reference to the "positive asset search".

Heads Up:

1. Although your Skills Test #1 is not due until Friday, consider trying to have the first draft and maybe the first edit completed today.

Discussion:

- Stage 3
- Basic Listening Sequence
- Client Strengths and the Positive Asset Search

Preparation for this Practice Lab: Submission – Skill Test #1 and Critique

1. Complete the Skill Test #1 and Critique. Put aside 4 to 5 hours for this assignment

Move your video from My Media to the Assignment Folder.

Submit your Critique in the Assignment Folder.

Discussion:

- Circle: Debrief on Skills Test #1 and/or practice session with Skills Test #1 as topic

WEEK EIGHT**Preparation for this class: Reading**

1. "Chapter 5: Asking Questions. The Search for Meaning", Shebib. This reading is a comprehensive coverage of using questions effectively. I think you will find it applicable to how you approach all conversations where you want to develop a comprehensive understanding.

Discussion:

- The Art of Asking Questions
- Essential Questions: Some Options
- A closer look at closed questions (and the BLS)
- Questioning Pitfalls

Preparation for this Practice Lab: Review and Practice

1. Review your notes
2. Practice using various types of questions (open, closed, indirect) in your personal life.

Preparation for this Practice Lab: Activity – Specific Skill

Complete all of the following to enhance your knowledge and comfort with using the skill of questioning:

Question 1: Classify EACH of the following questions as either open, closed or indirect.

- a. How do you feel when you have to face people in your family who are coming from opposite sides of the conflict?
- b. Help me understand your reasons for wanting to work with me.
- c. Do you have time to see me next week?
- d. Could you tell me more about your relationship with your parents?
- e. Are you ashamed of your ethnic background?
- f. What can you do to help you and your children go through this transition?
- g. I'm curious to know more about your experiences working with others.

Question 2: Reword EACH of the following closed questions as open questions AND indirect questions.

- a. Are you enrolled in an addiction's treatment program?
- b. Were you referred to me by your parole officer?
- c. Are you feeling disappointed with your grade on this assignment?
- d. Do you want to talk about your feelings around the loss of your dog?
- e. How old are your children?
- f. How much money do you earn in a year?

Question 3: Reword EACH of the following "why" questions as either open questions OR indirect questions.

- a. Why don't you get a job if you are so broke?
- b. Why would you do something as dangerous as that?
- c. Why in the world are you so selfish?
- d. Why won't you stop drinking?
- e. Why do you need to keep getting so angry?
- f. Why can't you get yourself a nice girlfriend and settle down?

Question 4: 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.

- a. Your client says: *"The next step is to solve the bloody problem"*
- b. Your client says: *"There are some significant things happening in my life right now"*
- c. Your client says: *"I'm really angry with you"*
- d. Your client says: *"It's no use; I'm just not smart enough to go back to school"*
- e. Your client says: *"I hate this damn curfew, it's making it harder to hang out with my friends"*

Question 5: For each of the following, identify the open ended and closed questions AND select the MOST appropriate response that will help you identify the problem. I think you will find this helpful as it will identify the problem (and not something irrelevant). Consider writing out your justification as well.

Parolee: *Since coming out of William Head I haven't been able to get a job with my electrician's certification I earned while on the inside. I'm so disappointed.*

Parole Officer: *Have you had your certification evaluated?
Could you tell me more about what you are looking for?
When did you get out of jail?*

Parolee: *My son and daughter in law have let me stay with them. I take care of my two young grandchildren while they go to work. I love my grandchildren, but it's too much at my age... sometimes, I think they just brought me in to work.*

Parole Officer: *Have you talked to your son and daughter in law?
What would you like to say to your son and daughter in law?
Are you angry with your family?*

Parolee: *I'm not making much money working at this gas station and everything is so expensive in Vancouver. I am stuck in this half way house until my prison term finishes in 6 months. My wife back home in Revelstoke doesn't understand – she keeps wanting me to purchase stuff for her from the big retail stores.*

Caseworker: *What is preventing you from telling your wife you can't afford the gifts?
Have you told your wife you can't afford it?
How do you feel about these demands?*

Youth: *I'm having a hard time at school. My parents expect me to get A's – they say I have all the opportunities they never had.*

Youth Case Worker: *What kind of support are your parents giving you?
Do your parents help you?
Can you describe the difficulties you are facing at school?*

Bring your responses to class to share

Discussion:

- Practice using questions with various stems for various purposes
- Practice the indirect question
- Practice using questions (open followed by closed) tied to the BLS

WEEK NINE

November 2

Online - Asynchronous

Concreteness and Powerful Questions

Preparation for this class: Reading

1. "Chapter 5: Asking Questions", Shebib, pp. 139 to 144 (Beyond the Surface: Interviewing for Concreteness).

2. “Useful Questions for Motivational Interviews”, Walters, et al., p. 48. This reading is found online at: [Motivating Offenders to Change](#) and a .pdf copy is also located in the **CONTENT - ONLINE COURSE READER**.

Read through this one-page list of examples. I will refer to this in the lecture. You will be introduced to motivational interviewing in more detail later in this course.

3. “Using Forward Focused Questions”, Walters, et al., pp. 56 to 60. This reading is found online at: [Motivating Offenders to Change](#) and a .pdf copy is also located in the **CONTENT - ONLINE COURSE READER**.

Read through this as you are being introduced to scaling questions (part of motivational interviewing).

Preparation for this class: Activity – Specific Skill

1. With reference to “Chapter 5...” (Shebib), pp. 139 to 141, complete the following exercise.

Each of the following client statements has one or more problems with concreteness (.

- a. First, identify the specific concreteness problem (ex. “people may be unaware of their problems”). You will need to refer to the reading to identify this.
- b. 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”
- I still have feelings for him
- I’ve tried to control my kids but nothing works
- She’s an elderly person

November 5

Asking Questions – Search for Meaning

Preparation for this Practice Lab: Review and Practice

1. Review your notes
2. Practice getting to concreteness, using a scaling question, and any of the powerful questions in your personal life

Discussion:

- Practice concreteness
- Practice Stage 3 questions
- Practice the BLS
- Practice Stage 1

WEEK TEN

November 9

Observing Nonverbal Behaviour

Preparation for this class: Reading

1. Skills Test #2 – You may want to introduce yourself to the Skills Test #2 (D2L – CONTENT – ASSIGNMENTS) before I go over it in class.
2. “Nonverbal Communication”, Adler, et al., pp. 210 to 233.

Discussion:

- Instructions for Skills Session #2
- Nonverbal Communication
- Inconsistencies....
- How to check your skill in interpreting nonverbal messages

November 12

Observing and Responding to Nonverbal Behaviour

Preparation for this Practice Lab: Review and Practice

1. Review your notes
2. Practice observing and checking your perceptions in your personal life

Preparation for this Practice Lab: Activity – Specific Skill

1. Complete the following practice exercise to enhance your knowledge and comfort with using the skill of observing non-verbal communication and perception checking.

Review your skills test #1 and look for two examples that fall under EACH of the following types of nonverbal communication: body movement, voice, and distance. You will have a total of 6 different examples.

For each of these examples, based on what you were introduced to in the online lecture on perception checking, what might you actually state verbally as a response that brings attention to the non-verbal communication being displayed that you have observed.

Discussion:

- Practice perception checking
- Practice Stages 1, 2 and 3
- Practice BLS

WEEK ELEVEN

November 16

Online - Asynchronous

Body Language

Preparation for this class: Review

1. “Nonverbal Communication”, Adler et al. Review the topic areas of “functions of non-verbal communication”, pp. 218 to 222 and “types of non-verbal communication”, pp. 222-233.

November 19

Off Campus

Interview your Client

Preparation for this lab: NO FACE TO FACE LAB

1. Review your Active Listening, questioning, and observational skills, and the instructions for the Skills Test #2

WEEK TWELVE

November 23

Online - Asynchronous

Communication Climate

Preparation for this class: Reading

1. "Communication Climate", Adler, et al, pp. 276 to 298.

Heads Up:

1. Although your Skills Test #2 is not due until Friday, consider trying to have the first draft and maybe the first edit completed today.

November 26

Debrief on Skills Test #2

Preparation for this Class: Submission – Skill Test #2 and Critique

1. Complete the Skill Test #2 and Critique. Put aside 4 to 5 hours for this assignment



Submit your Critique in the Assignment Folder.

Discussion:

- Circle: Debrief on Skills Test #2 and/or practice session with Skills Test #2 as topic

WEEK THIRTEEN

Nov 30 & Dec 3

Online - Asynchronous

Motivational Interviewing /Dealing with Resistance

Preparation for this class: Reading

1. "Motivational Interviewing", Canadian Centre on Substance Use and Addiction. This reading is found online at: <https://www.ccsa.ca/sites/default/files/2019-04/CCSA-Motivational-Interviewing-Summary-2017-en.pdf> and a .pdf copy is also located in the **CONTENT - ONLINE COURSE READER**.
2. "From Start to Finish: Putting Motivational Interviewing into Practice", Walters, et al., pp. 77 to 80. This reading is found online at: [Motivating Offenders to Change](#) and a copy of this .pdf is also located in the **CONTENT – ONLINE COURSE READER**.

This short reading offers a dialogue between an offender (domestic violence) and a probation officer. Notice the skills that the probation officer uses – these should be familiar to you now.

If you are interested in learning more about motivational interviewing check out this site:

<https://motivationalinterviewing.org/>

3. "Chapter 8. Difficult Situations", Shebib, pp. 224 to 232 on resistance. Consider taking 5 minutes to read Interview 8.1 (p. 231) as it does provide some useful tricks to help you with difficult clients.
4. "Chapter 5. Rolling with Resistance", Motivational Interviewing Coaches' Workbook, pp. 58 to 76. This reading is located in the **CONTENT – ONLINE COURSE READER**. Activity 5.1 "moving sustain talk to change talk" (pp. 62-62) shows 6 situations where a reflective statement or open ended question could shift the offender away from sustain talk. You will find suggested responses (pp. 64 to 65). "Exploring traps to resistance" (pp. 66 to 68) highlights 5 common traps that you might unintentionally engage in.

Discussion:

- Motivational Interviewing
- Working with Resistance

WEEK FOURTEEN

December 7

Anger

Preparation for this class: Reading

1. "Anger Management Workbook" pp. 1-35. This reading is found online at: <https://seasonstherapy.com/wp-content/uploads/2013/12/What-Causes-Anger.pdf>

and a .pdf copy is also located in the **CONTENT – ONLINE COURSE READER**.

Preparation for this class: Activity – Specific Skill

The activity is a series of reflective exercises taken from the Anger Management Workbook.

1. What Sets you off? p. 4
 - Complete this activity on p. 4. Be honest with yourself. I am NOT judging you!
2. Anger Journal p. 5 – you can complete this on your own if you like (activity not required for CRIM 204)
3. Be aware of hidden anger p. 6
 - Complete only the activity on "warning signs" on p. 6
4. Develop an Anger Management Plan pp. 10 – 12. Activity not required for CRIM 204.
5. Practice positive self talk p. 15
 - Complete this activity with one situation. Be honest with yourself and use a personally relevant example.
6. Practice I-statements pp. 16-17
 - Complete this activity with one situation. Be honest with yourself and use a personally relevant example.
7. Dirty fighting techniques pp. 25-26
 - Activity: Dirty fighting techniques. If you do not have a spouse, consider your current "partner" or a sibling or a parent. Rate yourself for each of the 5 items then reflect on why you rated yourself as you did for each item.
8. Resolving conflicts. What's your style? pp. 26-27. This activity is not required for CRIM 204.
9. Positive self talk (examples) p. 28
 - Activity: Examine these positive self-talk statements and identify one in particular that you truly use in your personal or professional life. Restate it and then reflect in 3 or 4 sentences on why you chose this particular one.

10. Communicate with body language p. 31.

- Activity: We have covered body language earlier in this course; complete this exercise given that you are now more perceptive of the unspoken message we send others!

11. Assertive vs unassertive and aggressive behaviour p. 32

- Activity: There are 11 rows for comparison between the 3 types of person (passive, aggressive, assertive). For each row, choose where you think the “real you” fits (not the “ideal you”). You will likely find that you are a combination of all 3. Tally your findings for each type of person (ex. score 5 for passive, 3 for aggressive, and 3 for assertive). Reflect on your scores for each, and consider if this is the person you want to be in 5 years. If so, why? If not, why not? Write a paragraph with topic sentence for this activity.

Discussion:

- Anger

December 10

Final Check in

tbd

SCHOOL OR DEPARTMENTAL INFORMATION

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](http://camosun.ca/accessible-learning/) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.