

COURSE SYLLABUS



COURSE TITLE: CRIM-204: CJ Interpersonal Skills

CLASS SECTION: CRIM -204- 01

TERM: Fall 2022

COURSE CREDITS: 3

DELIVERY METHOD(S): In person - Young 211 - Lansdowne Campus

Tuesday 2:30 PM – 4:20 PM

Thursday 2:30 PM – 4:20PM

September 6 - December 8, 2022

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>.

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: Michel Legault

EMAIL: legaultm2@camosun.ca

OFFICE: Young 210A

HOURS: Wednesdays 10:00 AM- 12:00PM – 1:00PM to 3:00PM or by appointment.

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

Course Reader: CRIM 204 CJ InterpersonalSkills

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.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
<p>Week #2 Sept. 13/15</p>	<p>Introduction and Getting Started</p> <ul style="list-style-type: none"> • Overview of this course and expectations • Course Reader • Learning Skills – Conscious Competence • Creating a Climate for Learning Skills <p>How to be an active listener</p> <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> a. Inadequate Listening (pp. 101-02) b. Empathic Listening – Listening to Clients’ Stories (pp. 103-12) <p>Baseline Assignment – Provided in class</p>	
<p>Week #3 Sept 20/22</p>	<p>Attending Skills (SOLER/Silence)/5 stage interview</p> <ol style="list-style-type: none"> 1. “The Five Stages/Dimensions of the Well-Formed Interview” (pp. 226 to 237), Ivey & Ivey 2. “Communication: The Skills of Tuning In and Actively Listening to Clients” (pp. 95-102), Egan & Schroeder <p><i>Discussion:</i></p> <ul style="list-style-type: none"> • The Toolkit Skills of Attending • The 5 Stages of the Well-Formed Interview • Stage 1 • Visibly Tuning In (SOLER) • Silence <p>Lab</p> <ol style="list-style-type: none"> 1. Review your notes from last class 2. Practice using SOLER and silence in your personal life 	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week #4 Sept 27/29	<p>Attending Skills (Paraphrasing)</p> <ol style="list-style-type: none"> 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 <p><i>Discussion:</i></p> <ul style="list-style-type: none"> • Vocal Qualities and Verbal Tracking • Paraphrasing • Stage 2 of the Well-formed Interview <p>Lab#2</p>	<p><i>Heads Up:</i> 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</p>
Week #5 Oct 4/6	<p>Attending Skills (Reflection of Feeling)</p> <ol style="list-style-type: none"> 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. <p>Discussion:</p> <ul style="list-style-type: none"> • Paraphrase and Reflection of Feeling • Example Interview • Observing verbal and nonverbal feelings • Reflection of Feelings • Faux Feelings <p>Lab#3</p>	
Week #6 Oct 11/13	<p>Attending Skills (Verbal and Non-verbal Encouragers)</p> <ol style="list-style-type: none"> 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. <p><i>Discussion:</i></p> <ul style="list-style-type: none"> • Encouragers (verbal, nonverbal, short directives) <p>Lab#4</p>	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
<p>Week #7 Oct 18/20</p>	<p>Attending Skills (Empathy and Summarizing)</p> <ol style="list-style-type: none"> 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. <p><i>Preparation for this Class: Activity - Specific Skill</i></p> <ol style="list-style-type: none"> 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). <p>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.</p> <p><i>Discussion:</i></p> <ul style="list-style-type: none"> • Summarizing • Empathy and Empathic Responses 	<p>(See week 7 Document)</p>
<p>Week #8 Oct 25/27</p>	<p>Structuring your Interview</p> <p>“The Five Stages/Dimensions of the Well-Formed Interview”, Ivey & Ivey, pp. 226 to 237.</p> <p>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”.</p> <p><i>Discussion:</i></p> <ul style="list-style-type: none"> • Stage 3 • Basic Listening Sequence • Client Strengths and the Positive Asset Search <p><i>Preparation for this Practice Lab: Submission – Skill Test #1 and Critique</i></p> <ol style="list-style-type: none"> 1. Complete the Skill Test #1 and Critique. Put aside 4 to 5 hours for this assignment <p><i>Discussion:</i></p> <ul style="list-style-type: none"> • Circle: Debrief on Skills Test #1 and/or practice session with Skills Test #1 as topic 	<p><i>Heads Up:</i> Your Skills Test #1 is due Thursday, consider trying to have the first draft and maybe the first edit completed by Tuesday.</p>

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
<p>Week #9 Nov 1/3</p>	<p>Searching for Meaning (Using Questions)</p> <p>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.</p> <p><i>Discussion:</i></p> <ul style="list-style-type: none"> • The Art of Asking Questions • Essential Questions: Some Options • A closer look at closed questions (and the BLS) • Questioning Pitfalls 	

Concreteness and Powerful Questions

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

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 #10
Nov 8/10

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
<p>Week #11 Nov 15/17</p>	<p>Observing Nonverbal Behaviour</p> <p>Preparation for this class: Reading</p> <ol style="list-style-type: none"> 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. <p>Discussion:</p> <ul style="list-style-type: none"> • Instructions for Skills Session #2 • Nonverbal Communication • Inconsistencies.... • How to check your skill in interpreting nonverbal messages <p>Lab</p> <p>Preparation for this Practice Lab: Review and Practice</p> <ol style="list-style-type: none"> 1. Review your notes 2. Practice observing and checking your perceptions in your personal life <p>Preparation for this Practice Lab: Activity – Specific Skill</p> <ol style="list-style-type: none"> 1. Complete the following practice exercise to enhance your knowledge and comfort with using the skill of observing non-verbal communication and perception checking. <p>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.</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Practice perception checking • Practice Stages 1, 2 and 3 • Practice BLS 	
<p>Week #12 Nov 22/24</p>	<p>Body Language</p> <p>Preparation for this class: Review</p> <ol style="list-style-type: none"> 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. <p>Lab</p> <p>Review your Active Listening, questioning, and observational skills, and the instructions for the Skills Test #2</p>	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
<p>Week # 13 Nov 29/Dec 1</p>	<p>Communication Climate</p> <p>Preparation for this class: Reading</p> <ol style="list-style-type: none"> 1. “Communication Climate”, Adler, et al, pp. 276 to 298. <p>Lab</p> <p>Preparation for this Class: Submission – Skill Test #2 and Critique</p> <ol style="list-style-type: none"> 1. Complete the Skill Test #2 and Critique. Put aside 4 to 5 hours for this assignment <p>Submit your Critique in the Assignment Folder.</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Circle: Debrief on Skills Test #2 and/or practice session with Skills Test #2 as topic 	<p>Heads Up:</p> <p>Your Skills Test #2 is due Thursday, consider trying to have the first draft and maybe the first edit completed Tuesday</p>

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
<p>Week #14 Dec 6</p>	<p>Motivational Interviewing / Dealing with Resistance</p> <ol style="list-style-type: none"> 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. <p>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/</p> <ol style="list-style-type: none"> 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. <p>Discussion:</p> <ul style="list-style-type: none"> • Motivational Interviewing • Working with Resistance 	

Anger

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)
 - Be aware of hidden anger p. 6
 - Complete only the activity on “warning signs” on p. 6
3. Develop an Anger Management Plan pp. 10 – 12. Activity not required for CRIM 204.
4. Practice positive self talk p. 15
 - Complete this activity with one situation. Be honest with yourself and use a personally relevant example.
5. Practice I-statements pp. 16-17
 - Complete this activity with one situation. Be honest with yourself and use a personally relevant example.
6. 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.
7. Resolving conflicts. What’s your style? pp. 26-27. This activity is not required for CRIM 204.
8. Positive self talk (examples) p. 28
9. 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. 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!
10. Assertive vs unassertive and aggressive behaviour p. 32

Week #14
Dec 8

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
	<ul style="list-style-type: none"> ○ 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. <p>Discussion:</p> <ul style="list-style-type: none"> • Anger 	

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 noticed 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 27th**

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 27nd**

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 11th**

SKILLS TEST #2: (35%)

Submission Date: **December 1st**

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 15th**

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.

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](#) (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.