

A: Division: **INSTRUCTION**
 B: Department: **SOCIAL SCIENCES**
 Program: **CRIMINOLOGY**

Date: **APRIL 1999**
 New Course:
 Revision of Course Information form: **OCTOBER 1995**

C: **CRIM 140** D: **INTERVIEWING AND PROFESSIONAL SKILLS** E: **3**

Subject & Course No. Descriptive Title Semester Credit

F: Calendar Description: This course focuses on the dynamics of interpersonal communications and professional behaviour present in interviewing situations in the justice system. Professional ethics, confidentiality, stereotypes and values are examined. Attention is given to effective listening, constructive feedback, elements of verbal and nonverbal communication, appropriate self-disclosure and confrontation, and structuring for information. In-class opportunities are provided for students to challenge, evaluate and shape appropriate professional behaviour and interviewing styles. Opportunities include role-playing, presentations, small group discussion, simulated and actual interviews. Enrollment is for criminology students only.

Summary of Revisions: (Enter date & section) Eg: Section C,E,F

1999:
Section H, M, N

G: Type of instruction: Hrs per week / per semester
 Lecture: 2 Hrs.
 Laboratory: Hrs.
 Seminar: 2 Hrs.
 Clinical Experience: Hrs.
 Field Experience: Hrs.
 Practicum: Hrs.
 Shop: Hrs.
 Studio: Hrs.
 Student Directed Learning: Hrs.
 Other (Specify) : Hrs.
 Total: 4 Hrs.

H: Course Prerequisites:
CRIM 100, 150, and 160 - CRIMINOLOGY PROGRAM STUDENTS ONLY

I: Course Corequisites:
NONE

J: Course for which this Course is a Prerequisite:
NONE

K: Maximum Class Size:
25

L: College Credit Transfer X
 College Credit Non-Transfer
 Non-Credit

M: Transfer Credit: Requested: X UCFV
 Granted: X

Specify Course Equivalents or Unassigned Credit as appropriate:

SFU **CRIM (3)**
 UVIC **SOCI 100 Lev (1.5)**
 UCFV **CRIM 270 (3) - Requested**

Linda Fisher
 Course Designer(s)
Carla
 Director/Chairperson

[Signature]
 P.H. [Signature]
 Registrar

Subject and Course Number

N. Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):

**Evans, D.R. Hearn, M.T. Uhlemann, M.R., and Evey, A.E. (1998) Essential Interviewing,
Monteray: Brooks/Cole.**

Criminology 140 Workbook.

Text and Workbook will be updated periodically.

Complete Form with Entries Under the Following Headings: O. Course Objectives; P. Course Content;
Q. Method of Instruction; R. Course Evaluation

O. COURSE OBJECTIVES

At the conclusion of the course the student will be able to:

1. Identify and describe the important elements of professional behaviour and interpersonal communication present in interviewing situations in the criminal justice system.
2. Explain the importance of developing professional behaviour appropriate for communication and interaction with others in the criminal justice system.
3. Describe how to evaluate perception in terms of self image and perception of others.
4. Define the relationship between values, professional ethics, and career choices in the criminal justice system.
5. Explain the relationship between ethics and decision-making as a criminal justice professional.
6. Explain the importance of examining stereotyping and its relationship to interviewing.
7. Explain the conceptual framework which can be used to evaluate the effectiveness of various interviewing styles.
8. Describe the distinction between constructive and destructive feedback.
9. Describe the barriers to effective interpersonal communication in interviewing situations.
10. Describe and critically analyze, effective listening, constructive feedback and response styles, elements of verbal and nonverbal communication.
11. Describe how to manage conflict and confrontation, and enlist client cooperation in an interview situation.
12. Explain how to structure information in various interviewing situations.
13. Describe the phases of an interview and objectives of each phase.
14. Develop, through practice, a variety of interviewing skills.
15. Evaluate his/her own professional behaviour and interviewing styles through public speaking, simulated client and job interviews and group discussions.

P.

COURSE CONTENT

1. The conceptual elements of professional behaviour and the need for standards and guidelines in the criminal justice system.
2. The role of values, confidentiality, ethical behaviour and decision-making in the criminal justice system.
3. Evaluation of professional behaviour by giving and receiving constructive feedback.
4. The importance of values and their relationships to career choices in the criminal justice system.
5. Stereotyping and effective communicating with others in the justice system.
6. The structures and functions of various types of interviews.
7. The essential aspects of non-verbal communication, including; language, body motions, and the communication setting.
8. Analysis of response skills, including; clarifying, effective inquiring, empathizing, paraphrasing and summarizing.
9. Effective listening styles.
10. Confrontation, self-disclosure, communicating feeling, and enlisting client cooperation as essential interviewing skills.
11. Analysis of the structuring of information and phases of an interview.
12. Skill development via presentations, role-plays, simulated job interviews, and simulated client interviews.
13. Critical assessment and development of professional skills and interviewing styles via the above.

Q.

METHOD OF INSTRUCTION

This course will employ a number of instructional methods to accomplish its objectives and will include some of the following:

- lectures
- class examinations
- seminar presentations
- written assignments
- simulated interview assignments
- role-plays
- group discussion
- audio-visual material

Subject and Course Number

R. COURSE EVALUATION

Evaluation will be carried out in accordance with Douglas College policy and will include both formative and summative components. Evaluation will be based on some of the following: class examinations, student presentations, class participation, written assignments, and simulated interview assignments. The specific evaluation criteria will be provided by the instructor at the beginning of the semester. An example of one possible evaluation scheme would be:

Midterm	20%
Final Exam	20%
Written Assignment	20%
Simulated Job Interview	15%
Simulated Client Interview	15%
Attendance and Participation	10%