

## **CORE 321 – L02 B02**

### **Communication Skills in Rehabilitation**

#### **Instructor:**

Tiffany Boulton, PhD  
[tiffany.boulton@ucalgary.ca](mailto:tiffany.boulton@ucalgary.ca)  
403-210-9169

#### **Office Hours/Policy on Answering Student Emails**

Office Hours: Wednesdays 9:30-10:30 am (online or in-person)  
Email Policy: Student emails will be answered within the week of receipt.

#### **Time and Location:**

The location of the course is **online**, including four **D2L Adobe Connect Sessions on January 15, January 29, March 4, and April 1 at 6:00 pm – 7:15 pm MT.**

Lecture notes and materials will be posted on D2L

#### **Course Description:**

A skills-based introduction to understanding and developing basic communication skills that facilitate helpful dialogue in interpersonal, counselling, guidance and community rehabilitation related contexts.

#### **Overarching Theme**

The course format is online; includes small group tutorial exercises to practice skills, additional readings provided on D2L. The introductory level course intends to build skills to help students understand, develop and apply specific communication skills needed to establish professional relationships in community settings. This includes a focus on understanding and awareness of self and others to effectively communicate in diverse and inclusive community rehabilitation contexts. Emphasis will be placed on the importance of language usage, active listening and empathy within a relational decision-making ethical framework to practically support and positively promote the experiences of disabled people.

#### **Global Objectives**

- Understand, develop, and apply specific listening, helping and communication skills for establishing relationships
- Participation in communication activities as while integrating feedback from class members, the course instructor, and personal reflections
- Actively participate in a cooperative and collaborative learning process
- Demonstrate professional and ethical conduct during skill acquisition sessions

- Understand the importance of communication skills in appreciating diversity and implementing inclusive practices in a human service context
- Explore and implement the role of interpersonal skills in the effective and competent delivery of inclusive helping services
- Understand the generative power of language and communication
- Demonstrate personal, professional and critical reflection of self, others, and society
- Identify key problems and/or challenges often experienced by users of services and establish practical strategies to address and support individual needs
- Promote and model active listening and other forms of interpersonal communications

## Learning Objectives

By the end of this course, students will be able to:

- Analyze the effects of their communications on others, to distinguish facilitative and non-facilitative communications
- Understand and appreciate the importance of understanding the needs of diverse clients in order to practice effective and inclusive communication in various contexts, through online group discussions and personal reflection
- Identify and demonstrate basic communication skills for interpersonal interactions through participation in activities as listener, speaker and observer.
- Develop the ability to demonstrate an acceptable level of knowledge regarding the purposes, attitudes, and skills needed for accurate two-way communication, through skill development sessions and personal reflections.
- Demonstrate the ability to competently use effective interpersonal communication and helping skills in real world interactions through regular practice, personal reflective writing exercises, and video skills interviews.

## Required Textbooks

Harms, L. & Pierce, J. (2020). 2nd Edition. *Working with People: Interviewing and Assessment Skills for Human Service and Social Work Practice*. Oxford University Press. Don Mills, Ont. Available as hard copy or an e-book through the University of Calgary Bookstore.

Additional course materials, readings, and handouts will be posted on D2L. Reflective papers and video assignments using YouTube links (instructions available on D2L under course content) will be submitted in Dropbox.

## Recommended Textbooks/Readings

### A Note regarding readings

A list of required readings for all course sections will be outlined on D2L and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the lecture material. **Students are REQUIRED to complete assigned readings BEFORE each lecture.** Instructors will proceed in class on the assumption that students have read completely the assigned readings. Students should be aware that many

of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material.

## Evaluation

The University policy on grading and related matters is described in section F of the 2019-2020 Calendar.

In determining the overall grade in the course, the following weights will be used:

### ASSIGNMENTS:

- |                                                                                                             |     |
|-------------------------------------------------------------------------------------------------------------|-----|
| 1. Participation in Online Group Discussions<br>(Weeks 1, 2, 4, 5, 8, 9, 10 & 11)                           | 15% |
| 2. READING Quiz (5 Online Quizzes)<br>(Weeks 2, 4, 9, 11, 13)                                               | 10% |
| 3. Reflective Paper with 1 <sup>st</sup> Video (Part A)<br>(Due: January 31, 2020)                          | 25% |
| 4. Reflective Paper with 2 <sup>nd</sup> Video (Part A + B)<br>(Due: April 3, 2020)                         | 25% |
| 5. D2L Online Exam (based on Lecture and Text)<br>(Write it online any time between Feb. 26 – Feb 28, 2020) | 25% |

*There will be no final exam for this course*

*A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately to pass the course.*

### Details of Assignments

- |                                                                                              |            |
|----------------------------------------------------------------------------------------------|------------|
| <b>1. Reading Quiz (5) on D2L</b>                                                            | <b>10%</b> |
| <b>Weeks 2, 4, 9, 11 &amp; 13</b>                                                            |            |
| Exams will be online through D2L. Further details regarding the quizzes is available on D2L. |            |
| <b>2. Participation in Online Discussion Groups</b>                                          | <b>15%</b> |
| <b>Weeks 1, 2, 4, 5, 8, 9, 10 &amp; 11</b>                                                   |            |

**Learning Objective: Online Discussion Groups** provide an opportunity to reflect upon and discuss new skills and identify learning goals with your classmates. These discussion forums will allow you to consider the natural communication skills you already bring to helping conversations and reflect on new information as you apply it in a safe setting and examine areas for personal development. In addition, these online discussions will help you to write your final reflective paper (see below).

**Instructions:** The expectation for the online discussion component of this course is that you will write in a relatively reflective and interactive style. Readings, visual materials, and questions for discussion will be posted on D2L by the instructor prior to each discussion week. You will be required to read and view the materials and discuss this material and other ideas as a group, online.

Specifically, for the posts you will draw upon your professional and practical experiences, as well as supplementary sources (provided on D2L), and the discussion posts of your classmates to elaborate the points you discuss. For posts, clear writing is important, yet the focus is on animated and engaging discussions. Further information and grading criteria will be posted on D2L.

**Moderator Instructions for Discussion Groups:**

**Weeks 1, 2, 4, 5, 8, 9, 10 & 11** - In your assigned discussion group you will be a moderator two times during the term. Complete and submit moderator template at the end of your week to Dropbox. Each weekly discussion will have one moderator. Topics will be assigned for each weekly discussion.

**Submit Moderator FORM** at the end of the tutorial to the Instructor and follow **Moderator Instructions** provided. Further information is posted on D2L.

**NOTE: It is recommended that you keep a journal throughout this course.** Journaling is an important habit and opportunity to write reflectively about practicing new skills and identifying learning goals. Focus on the natural communication skills you already bring to helping conversations and reflect on new information as you apply it in a safe setting; examine areas for personal development. Journaling will also help you with your reflective papers.

- **Instructions for reflective writing:** Focus your writing on the skills, level of awareness, and habits you bring to helping conversations by identifying and differentiating those words, gestures, assumptions and language you use that facilitate or hinder interpersonal conversations.

**3. Individual Reflection Assignment with 1<sup>st</sup> Video Submission (Part A) 25%**  
**Due: January 31, 2020 submitted to Dropbox on D2L**

**4. Individual Reflection Assignment with 2<sup>nd</sup> Video Submission (Part A + B) 25%**  
**Due: April 3, 2020 submitted to Dropbox on D2L**

**NOTE:** Part A paper must be included in the body of the final reflective paper Part B. In total your final reflective writing assignment will be 4-6 pages (double spaced) in length and submitted April 3, 2020.

***What is a reflective writing assignment?***

- A reflection paper is a means of recording ideas, personal thoughts and experiences, as well as reflections and insights into your own learning experience. Reflective assignments help you to actively engage with the course material, to critically analyze your current knowledge base and skills, personal beliefs and values with new incoming information and experiences. A self reflection assignment is a tool to help review and consolidate learning, to evaluate

performance, to plan future learning based on past learning experiences. Reflection papers are meant to engage you in becoming aware of and critically analyzing attitudes, beliefs, behavior and feelings which impact your communication as a professional in human services.

**Part A: How does a reflective paper (Part A) and 1<sup>st</sup> video relate to CORE 321 course objectives?**

As you learn about the theoretical knowledge, use of self, empathy, professional ethics, diversity and anti-oppressive practices that can facilitate effective communication, self-reflective writing will help integrate the course information into your personal communication style and identify your strengths, weaknesses, and possible strategies for enhanced learning.

The reflection paper should include a discussion on how your social location (race, culture, gender, ability, education, class, etc.) influences your communication process.

**Part A. Reflective writing instructions:**

Please write a 2-3 page self assessment of your current communication skills and your current feelings about becoming a human service worker. **This writing assignment must include the YouTube link to your 1<sup>st</sup> video and must be submitted to Dropbox by Jan. 31, 2020 at midnight**

**Some questions to consider:**

- 1) Comment on your current listening skills and discuss current use of eye contact, body language, and ability to express your ideas clearly.
- 2) Discuss your understanding of empathy, your worldview, and personal style of communication.
- 3) Discuss your level of comfort with emotions. Discuss how well you can interpret, understand act and discuss your own emotions, and how well you can interpret, understand and respond to the emotions of others.
- 4) What attitudes, values, and beliefs do you have that will impact your role as a human service worker?
- 5) What appeals to you and/or what concerns/ worries do you have about taking on a professional working relationship with disabled people?

Write a 2-3 page (double spaced) reflective paper (Part A) and include link to the 1<sup>st</sup> video on YouTube to Dropbox (D2L) by **Jan. 31, 2020 by midnight.**

**Your 1<sup>st</sup> video assignment should:**

- Demonstrate a short session reflecting your engagement, structuring, and responsive skills on video with a partner (**NOTE:** Please do not ask a family member to be your interviewee in the video. Instead, ask a friend, classmate, or work colleague to be your partner for this assignment).
- Your video should be approximately 10 minutes in length (no more than 15 mins maximum) and demonstrate your 'best' initial skills in establishing a working relationship with the partner (variety, intentionality, genuineness, empathy, etc.). Pick an actual experience you wish to discuss (e.g. how's it going at university; how's your work life balance etc.)
- Upload your video to YouTube. Instructions on how to upload a video to YouTube is under course content in D2L.
- The instructor will not accept any other form of video submission as this is the most private and safe method.

- Ensure the privacy settings are set to **PRIVATE**. Instructions on how to set privacy settings on YouTube can be found in Course Content on D2L.
- **Submit the video link IN the reflective paper (Part A)**  
Highlighting the following in your critical reflection paper
  - a) framing of questions
  - b) use of active listening in establishing the story
  - c) ability to paraphrase and summarize.
  - d) ability to close the session
  - e) overall evaluation of skills on a 3-point scale:
    - 1 - Used awkwardly
    - 2 - Used competently but inflexibly
    - 3 - Used competently and flexibly

***Part B: How does a reflective paper (Part B) and 2<sup>nd</sup> video relate to CORE 321 course objectives?***

Part B paper reflects on your previous paper and both videos asking you to assess your skill development over the course. Please include a copy of Part A in the body of the final paper, reflecting on your previous discussion in answering the question: "**What have I learned so far about myself in relation to my communication skills and my role as a professional in human services?**"

**This assignment requires you make a 2<sup>nd</sup> Video with the same partner. Please follow guidelines from Part A assignment (see above). Choose another experience similar to the one discussed in the 1<sup>st</sup> video.**

Your paper and review of the 1<sup>st</sup> and 2<sup>nd</sup> video should discuss **three key pieces of learning** relating to your skills, values, and knowledge about professional communication skills.

The final paper (Part A & Part B) will be about 4-6 pages (double spaced), will include links to both your 1<sup>st</sup> video and your 2<sup>nd</sup> video, and it will be **submitted by April 3, 2020**.

The marks will be based on critical reflection of your learning and resulting analyses of the effectiveness of your communication style. Linking the themes from Part A paper will be considered essential to integrating final reflections about your role and communication skills as a professional human service worker.

***Some questions to consider:***

- 1) What was the most relevant observation or learning about your communication skills from the term?
- 2) What feelings do you have about your learning?
- 3) How does this new learning fit with your previous knowledge of effective communication?
- 4) Outline one or two ways to further your professional development given this new learning.

**5. D2L Online Midterm Exam (Open book)**

**25%**

**Exam may be written any time between Feb. 26 to Feb. 28, 2020**

**\*\*Note:** This course requires regular participation in order to achieve successful outcomes. The more you practice and **video yourself throughout the course**, the more likely you are to be successful in the reflective papers and video assignments.

**\*\*\*There is no final exam during exam week.**

## A Note regarding Writing Assignments:

Writing skills are important to academic study in all disciplines. In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2019-20 Calendar), writing is emphasized, and the grading thereof in determining a student's mark in this course. The Bachelor of Community Rehabilitation values excellence in writing. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs and broader arguments, as well as skills with the mechanics of writing (grammar, spelling, punctuation). The University of Calgary offers a number of instructional services through the Students' Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

## Grading Scheme

Letter Grade	Description	Percentage
A+	Outstanding performance	97-100
A	Excellent performance	90-96
A-	Approaching excellent performance	85-89
B+	Exceeding good performance	80-84
B	Good performance	75-79
B-	Approaching good performance	70-74
C+	Exceeding satisfactory performance	65-69
C	Satisfactory performance	60-64
C-	Approaching satisfactory performance	57-59
D+	Marginal pass	54-56
D	Minimal pass	50-53
F	Did not meet course requirements	0-49

## Missed Components of Term Work:

Late assignments will not be accepted and will automatically receive a mark of zero. Students who miss an in-class assessment will receive a mark of zero unless the instructor has been previously notified. There will be **NO** exceptions to this policy.

It is the agreement of all Faculty involved in CORE 321 that **extensions will NOT be granted** on any assignment or quizzes. The only exceptions to this are those in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with supporting documentation. Traffic jams and late or full buses are common events in Calgary and are NOT acceptable reasons for late arrivals to class, meetings and examinations. Please note that while absences are permitted for religious reasons, students are responsible for providing advance notice and adhering to other guidelines on this matter, as outlined in the University Calendar (<https://www.ucalgary.ca/pubs/calendar/current/e-4.html>).

### **Brightspace by Desire2Learn (D2L)**

Brightspace (by D2L) is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that they receive all posted communications and documents and that they receive emails sent by instructors or fellow students through D2L.** Only your @ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

A laptop, desktop, tablet or mobile device is required for D2L access. If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: <http://elearn.ucalgary.ca/d2l-student/>.

### **Policies Governing the Course:**

#### **Attendance**

All students will experience greater success in gaining new communication skills if they attend all online lectures and participate in the weekly group discussions. **Participation in the group discussions will be graded.**

#### **Conduct During Tutorials**

The classroom should be respected as a safe place to share ideas without judgement - a community in which we can all learn from one another. Students are expected to conduct themselves in a mature and courteous manner during ALL lectures. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic.

**Students are expected to take notes during class and should not rely solely on material supplied by the instructors.**

#### **Electronic Devices**

The Bachelor of Community Rehabilitation program aims to create a supportive and respectful learning environment for all students. The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. However, research studies have found that inappropriate/off-topic use of electronic devices in the classroom negatively affects the learning of both the user and those sitting nearby. Students are to refrain from



accessing websites that may be distracting for fellow learners (i.e. personal email, Facebook, YouTube).

Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf>

Cell phones (or similar devices) should **be turned off** (not merely silent) upon entering the classroom. Sending/receiving text messages or leaving the class to take calls is disruptive to the entire class and will not be tolerated unless absolutely necessary. Students who disregard this rule during lectures or tutorials will be asked to leave. These items are not permitted under any circumstance during exams, etc.

### **Copyright**

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students ([library.ucalgary.ca/files/library/guidance\\_for\\_students.pdf](http://library.ucalgary.ca/files/library/guidance_for_students.pdf)). Further information for students is available on the Copyright Office web page (<http://library.ucalgary.ca/copyright>)

### **A Note Regarding Instructor Intellectual Property**

Generally speaking, course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may **NOT** be reproduced, redistributed or copied without the explicit consent of the professor. **The posting of course materials to third party websites such as note-sharing sites without permission is prohibited.** Sharing of extracts of these course materials with other students enrolled in the course **at the same time** may be allowed under fair dealing.

### **Academic Accommodations Based on Disability or Medical Condition**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

### **Accommodations on Protected Grounds other than Disability**

Students who require an accommodation in relation to their coursework based on a protected ground other than disability, should communicate this need, preferably in writing, to their instructor or to the designated BCR program contact, Mrs. Jennifer Logan ([jljlogan@ucalgary.ca](mailto:jljlogan@ucalgary.ca)), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

### **Academic Misconduct**

The University of Calgary is committed to the highest standards of academic integrity and honesty. The University of Calgary has created rules to govern all its members regarding the

creation of knowledge and the demonstration of knowledge having been learned. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html> Students are expected to be familiar with these standards and to uphold the policies of the University in this respect. Please know that the University and the Cumming School of Medicine take these rules seriously. **All incidences of academic dishonesty in this course, such as cheating and plagiarism, will be reported to the Associate Dean for investigation;** infractions will be noted on the record of a student found to be guilty.

### **Recording of Lectures**

Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

### **Other Important Information**

#### **Freedom of Information and Protection of Privacy Act**

Student information will be collected in accordance with typical classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

### **Appeals**

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and may contact the Student Ombuds' Office (<http://www.ucalgary.ca/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct. Students should be aware that concerns about graded term work may only be initiated **within 10 business days** of first being notified of the grade. <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

### **Resources for Support of Student Learning, Success, Safety and Wellness**

Student Success Centre	<a href="http://www.ucalgary.ca/ssc/">http://www.ucalgary.ca/ssc/</a>
Student Wellness Centre	<a href="http://www.ucalgary.ca/wellnesscentre/">http://www.ucalgary.ca/wellnesscentre/</a>
Distress Centre	<a href="http://www.distresscentre.com/">http://www.distresscentre.com/</a>
Library Resources	<a href="http://library.ucalgary.ca">http://library.ucalgary.ca</a>

### **Wellness and Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

**Student Ombuds' Office**

The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

**Student Union (SU) Information**

The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)

**Student Success Centre**

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit:

<https://www.ucalgary.ca/student-services/student-success>

**Emergency Evacuation/Assembly Points**

As part of the University of Calgary Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area. For more information, see

<https://www.ucalgary.ca/emergencyplan/building-evacuation/assembly-points>

**Safewalk**

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

### Class Schedule

*The following is a list of topics for class, associated readings, and assignment / exam due dates. Please note that unforeseen circumstances may cause changes to the schedule with respect to the timing of topics and readings. Students will be notified of all changes in a timely manner by way of email and D2L announcements. The exam dates are firm and will not be altered.*

Date	Module / Topics	Readings	Assignments & Due Dates
Jan 15 (Week 1)	Introduction; course assignments; self and group work process guidelines; Working towards change; Understanding communication and change	Textbook Chapters 1 & 2	<b>1<sup>st</sup> D2L Adobe Connect Session (Jan 15 @ 6-7:15 pm MT)</b>  Group Discussion 1 – One moderator per group for the week. Moderator form to be handed in by Fri. Jan. 17
Jan 22 (Week 2)	Diversity in communication; Preparing for practice	Textbook Chapters 3 & 4	Reading Quiz 1 (Chap 1-4) Available on D2L Jan. 20-22.  Group Discussion 2 – Moderator form due Fri. Jan. 24
Jan 29 (Week 3)	Sustaining yourself in practice	Textbook Chapter 5	<b>2<sup>nd</sup> D2L Adobe Connect Session (Jan 29 @ 6-7:15 pm MT)</b>  Reflective Paper (Part A) and 1 <sup>st</sup> Video Assignment due <b>Jan.31, 2020 by midnight in Dropbox</b>
Feb 5 (Week 4)	Establishing good working relationships	Textbook Chapter 6	Reading Quiz 2 (Chap 5-6) Available on D2L Feb 3-5.  Group Discussion 3 – Moderator form due Fri. Feb 7
Feb 12 (Week 5)	Establishing the Story	Textbook Chapter 7	Group Discussion 4 – Moderator form due Fri. Feb 14
Feb 19 (Week 6)	READING WEEK – NO CLASSES	NO READINGS	NO ASSIGNMENTS
Feb 26 (Week 7)	<b>Midterm Exam</b>		Online D2L Midterm Exam Open book exam on Textbook Chapters 1-7. <b>Available on D2L Feb 26 – Feb 28</b>

Mar 4 (Week 8)	Paraphrasing and summarizing	Textbook Chapter 8	<b>3<sup>rd</sup> D2L Adobe Connect Session (Mar 4 @ 6-7:15 pm MT)</b>  Group Discussion 5 – Moderator form due Fri. Mar 6
Mar 11 (Week 9)	Forming an Assessment - Setting the agenda; Assessing risk situations	Textbook Chapters 9 & 10	Reading Quiz 3 (Chap 8-10) Available on D2L Mar 9-11  Group Discussion 6 – Moderator form due Fri. Mar 13
Mar 18 (Week 10)	Task centered and crisis interventions skills; Psychodynamic and cognitive behavioral skills	Textbook Chapters 11 & 12	Group Discussion 7 – Moderator form due Fri. Mar 20
Mar 25 (Week 11)	Narrative and solution-focused skills	Textbook Chapter 13	Reading Quiz (Chap 11-13) Available on D2L Mar 23-25  Group Discussion 8 – Moderator form due Fri. Mar 27
Apr 1 (Week 12)	Feminist and critical theory skills	Textbook Chapter 14	<b>4<sup>th</sup> D2L Adobe Connect Session (Apr 1 @ 6-7:15 MT)</b>  Reflective Paper (Part B) and 2 <sup>nd</sup> Video Assignment due <b>Apr 3, 2020 by midnight in Dropbox</b>
Apr 8 (Week 13)	OPTIONAL: Attend Annual CRDS Connector Event (in person or via Adobe Connect)		Reading Quiz (Chap 14-15) Available on D2L Apr 6-8
Apr 15 (Week 14)	Bringing it all together – Overview of communication competencies; Finishing the work with 'clients'	Textbook Chapter 15	