Instructors:
Tiffany Boulton, PhD
tiffany.boulton@ucalgary.ca

Office Hours/Policy on Answering Student Emails
Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student’s @ucalgary emails within the week of receipt.

Office Hours are Mondays 9:30 – 10:30 am

Time and Location:
Synchronous
Mondays
L01: 11:00 – 12:50
B01: 13:00 – 13:50
Online: ZOOM

The location of this course is ONLINE via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. If unable to participate in the Zoom sessions due to the time difference or unforeseen circumstances, it is the student’s responsibility to watch the recording and ensure that they understand the course material and complete any in-class assignments that were missed.

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; it includes small group tutorial exercises via Zoom to practice communication skills. 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

Course Learning Outcomes

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.

Learning Resources

Required Textbook:

Additional course materials, readings, and handouts will be posted on D2L.

A Note regarding readings

A list of required readings 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.**

Learning Technology Requirements

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.

In order to successfully engage in learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection

Most current laptops will have a built-in webcam, speaker and microphone.

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/.

Evaluation

The University policy on grading and related matters is described in section F of the 2020-2021 Calendar.

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

**ASSIGNMENTS:**

1. Weekly Online Group Tutorials & Assignments  30%
   (Weeks 2, 3, 4, 5, 8, 9, 10, 11, 12, 14)

2. Midterm Exam (Online)  20%
   (February 22, 2021)

3. Final Reflective Paper with Zoom Recording  20%
   (Due: April 12, 2021)

4. Final Exam (Online)  30%
   (During the final exam period (April 19-29))

**There will be a final exam during the exam period. This exam will be a 2 hour online, open book final exam scheduled by the Registrar’s Office**

**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

1. Weekly Online Group Tutorials & Assignments – 30% (10 weeks x 3% each) (Weeks 2, 3, 4, 5, 8, 9, 10, 11, 12, 14)

Learning Objective: These small group tutorial sessions will provide an opportunity to reflect upon and discuss new skills and identify learning goals with your classmates. These skill-based sessions 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 sessions will help you to write your final reflective paper (see below).

Following the Zoom lecture each week you will be divided into small groups and you will be given an in-class assignment based on the week’s assigned readings and lecture. The assignments and details on how to complete the assignments will NOT be posted to D2L prior to class but will instead be discussed during the regularly scheduled class time and then will be posted to D2L following the class. These assignments are designed to be completed during the time designated for tutorials. You will have the opportunity to work on the assignment with your group during class time. While you are expected to work together as a group, each student must submit their own assignment to the Dropbox. All weekly in-class assignments will be due to the Dropbox by 11:59 pm MT. Please see course schedule for due dates.

2. Midterm Exam (Open Book, Online) – 20%
   February 22, 2021
   (2-hour exam that will open on D2L at 12:00 am and will close at 11:59 pm MT)

3. Final Reflection Assignment with Zoom Video Recording – 20%
   Due: April 12, 2021 by 11:59 pm MT to be submitted to the Dropbox on D2L

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.

How does a reflective paper and Zoom recording 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 final reflective paper requires you to reflect on what you have learned throughout the course and to assess your skill development over the course, in order to answer 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?" You will be graded on the reflection of your learning and resulting analyses of the effectiveness of your communication style based on the Zoom recording with a partner (see below).

This assignment requires you make a Zoom recording with a partner, and 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' 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.)
- Submit the video recording along with your Final Critical Reflection assignment, and highlighting the following in your 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

The final paper will be 4-6 pages (double-spaced) and must be submitted to the Dropbox along with the Zoom recording of your interview by 11:59 pm MT on April 12, 2021.

Questions to address in your final reflection:
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.

4. Final Exam (Open book, Online) – 30%

The Final Exam will be during the final exam period. Date to be determined by the Registrar.
**Note:** This course requires regular participation in order to achieve successful outcomes.

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 2020-21 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). Sources used in research papers must be properly documented. 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:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Outstanding performance</td>
<td>96-100</td>
</tr>
<tr>
<td>A</td>
<td>Excellent performance</td>
<td>90-95</td>
</tr>
<tr>
<td>A-</td>
<td>Approaching excellent performance</td>
<td>85-89</td>
</tr>
<tr>
<td>B+</td>
<td>Exceeding good performance</td>
<td>80-84</td>
</tr>
<tr>
<td>B</td>
<td>Good performance</td>
<td>75-79</td>
</tr>
<tr>
<td>B-</td>
<td>Approaching good performance</td>
<td>70-74</td>
</tr>
<tr>
<td>C+</td>
<td>Exceeding satisfactory performance</td>
<td>65-69</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory performance</td>
<td>60-64</td>
</tr>
<tr>
<td>C-</td>
<td>Approaching satisfactory performance</td>
<td>57-59</td>
</tr>
<tr>
<td>D+</td>
<td>Marginal pass</td>
<td>54-56</td>
</tr>
<tr>
<td>D</td>
<td>Minimal pass</td>
<td>50-53</td>
</tr>
<tr>
<td>F</td>
<td>Did not meet course requirements</td>
<td>0-49</td>
</tr>
</tbody>
</table>

Missed Components of Term Work:

Late assignments will lose 25% per day late past the deadline for all assignments. In this case, assignments will NOT be accepted more than 48 hours after the posted deadline and students failing to submit any assignment within this time frame will receive a mark of zero. There will be NO exceptions to this policy.

Extensions will NOT be granted on any assignment or exams. 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. 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).
Course Evaluations and Student Feedback
Student feedback will be sought at the end of the course through the Universal Student Rating of Instruction (USRI) and a qualitative student evaluation. Students are welcome to discuss the process and content of the course at any time with the instructor. Students may also address any concerns they may have with Dr. Ebba Kurz, Associate Dean (Undergraduate Health and Science Education) in the Cumming School of Medicine (kurz@ucalgary.ca).

Guidelines for Zoom Sessions
Zoom is a video conferencing program that will allow us to meet at specific times for a ‘live’ video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as the Code of Conduct). When entering Zoom or other video conferencing sessions, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities.
Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies. If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity (where available). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (such as for group work, presentations, etc).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only.

Attendance
All students will experience greater success in gaining new communication skills if they attend all online lectures and participate in the weekly group tutorials.

Conduct During Lectures
The classroom (whether in-person or virtual) 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 frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.
As members of the University community, students, employees and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at https://www.ucalgary.ca/policies/forms/title.

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

Use of Internet and Electronic Communication Devices in Class
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 negatively affects the learning of the user and others during class time.

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.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Copyright
All students are required to reach the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf) and requirements of the Copyright Act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy https://www.ucalgary.ca/pubs/calendar/current/k.html.

Instructor Intellectual Property
Course materials created by instructors (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. 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
It is the student’s responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor.
SAS will process the request and issue letters of accommodations to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

**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.

Academic Misconduct refers to student behaviour that compromises proper assessment of a student’s academic activities and includes (but is not limited to): cheating, fabrication, falsification, plagiarism, unauthorized assistance, failure to comply with an instructor’s expectations regarding conduct required of students completing academic assessments in their courses, and failure to comply with exam regulations applied by the Registrar.


Additional information is available on the Academic Integrity website at: https://ucalgary.ca/student-services/student-success/learning/academic-integrity.

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

**Freedom of Information and Protection of Privacy Act**
Student information will be collected in accordance with typical (or usual) 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

**MEDIA RECORDING**
Please refer to the following statement on media recording of students: https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

**Media recording for lesson capture**
The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek
consent to include the identifiable student content to making the content available on University approved platforms.

**Media recording for the assessment of student learning**
The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

**Sexual Violence Policy**
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf

**Resources for Support of Student Learning, Success, Safety and Wellness**
- **Student Success Centre** http://www.ucalgary.ca/ssc/
- **Student Wellness Centre** http://www.ucalgary.ca/wellnesscentre/
- **Distress Centre** http://www.distresscentre.com/
- **Library Resources** http://library.ucalgary.ca

**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 (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/ or email ombuds@ucalgary.ca

**Student Union (SU) Information**
The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; the SU representatives for the Cumming School of Medicine can be reached at medrep1@su.ucalgary.ca or medrep2@su.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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Module / Topics</th>
<th>Readings</th>
<th>Assignments &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 11</td>
<td>Introductions; Overview of the Course – Learning Objectives and Course Assignments</td>
<td>Course Outline</td>
<td></td>
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<tr>
<td>(Week 1)</td>
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<tr>
<td>January 18</td>
<td>Chapter 1: Helping Processes</td>
<td>Textbook Chapter 1</td>
<td>In-class Tutorial Assignment #1 Due to the Dropbox January 18, 2021 by 11:59 pm MT</td>
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<tr>
<td>(Week 2)</td>
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<tr>
<td>January 25</td>
<td>Understanding Development: Theories, Social Context, and Neuroscience</td>
<td>Textbook Chapter 2</td>
<td>In-class Tutorial Assignment #2 Due to the Dropbox January 25, 2021 by 11:59 pm MT</td>
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<tr>
<td>(Week 3)</td>
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<tr>
<td>February 1</td>
<td>Helping Theories for Working with Others</td>
<td>Textbook Chapter 3</td>
<td>In-class Tutorial Assignment #3 Due to the Dropbox February 1, 2021 by 11:59 pm MT</td>
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<tr>
<td>(Week 4)</td>
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<tr>
<td>February 8</td>
<td>Ethical Principles for Helping Relationships</td>
<td>Textbook Chapter 4</td>
<td>In-class Tutorial Assignment #4 Due to the Dropbox February 8, 2021 by 11:59 pm MT</td>
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<tr>
<td>(Week 5)</td>
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<tr>
<td>February 14 – 20</td>
<td>READING WEEK – NO CLASSES</td>
<td>NO READINGS</td>
<td>NO ASSIGNMENTS</td>
</tr>
<tr>
<td>(Week 6)</td>
<td></td>
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<tr>
<td>February 22</td>
<td>MIDTERM EXAM</td>
<td>NO READINGS</td>
<td>Online D2L Midterm Exam Open book exam on Textbook Chapters 1-4.</td>
</tr>
<tr>
<td>(Week 7)</td>
<td>NO ZOOM CLASS THIS WEEK DUE TO THE MIDTERM EXAM</td>
<td></td>
<td>Available on D2L from 12:00 am to 11:59 pm MT on February 22, 2021.</td>
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<tr>
<td>March 1</td>
<td>Self-Awareness, Cultural Awareness, and Helper Competence</td>
<td>Textbook Chapter 5</td>
<td>In-class Tutorial Assignment #5 Due to the Dropbox by March 1, 2021 by 11:59 pm MT</td>
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<tr>
<td>(Week 8)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Textbook Chapter</td>
<td>Assignment Details</td>
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<tr>
<td>March 8 (Week 9)</td>
<td>Setting the Stage for Helping</td>
<td>Chapter 6</td>
<td>In-class Tutorial Assignment #6 Due to the Dropbox March 8, 2021 by 11:59 pm MT</td>
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<tr>
<td>March 15 (Week 10)</td>
<td>Listening and Basic Responding Skills in Helping Conversations</td>
<td>Chapter 7</td>
<td>In-class Tutorial Assignment #7 Due to the Dropbox March 15, 2021 by 11:59 pm MT</td>
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<tr>
<td>March 22 (Week 11)</td>
<td>Skills for Promoting Change</td>
<td>Chapter 8</td>
<td>In-class Tutorial Assignment #8 Due to the Dropbox March 22, 2021 by 11:59 pm MT</td>
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<td>March 29 (Week 12)</td>
<td>Helping People in Crisis</td>
<td>Chapter 9</td>
<td>In-class Tutorial Assignment #9 Due to the Dropbox March 29, 2021 by 11:59 pm MT</td>
</tr>
<tr>
<td>April 5 (Week 13)</td>
<td>NO CLASS – EASTER MONDAY</td>
<td></td>
<td>Final Reflective Paper and Zoom Recording Due to the Dropbox April 12, 2021 by 11:59 pm MT</td>
</tr>
<tr>
<td>April 12 (Week 14)</td>
<td>Helping in Groups</td>
<td>Chapter 10</td>
<td>Final exam to be scheduled during the final exam period.</td>
</tr>
<tr>
<td>TBD</td>
<td>FINAL EXAM</td>
<td></td>
<td>Online, open book exam (Textbook Chapters 5 - 10)</td>
</tr>
</tbody>
</table>