

Columbia College

Interviewing and Counselling Skills for Human Services Workers (HSPD200)

Lecture 1

Course Outline

Semester Dates: November 13, 2017 to December 16, 2017

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Ashley Dreger, *MACP*

Email: ashleyd@columbia.ab.ca

Class Time: 5:30 PM - 9:30 PM (Tue./Thur.)

Room: 805-114

Credit: 3

Prerequisite: COMM115, HSPD110 or
HSPD Director's Approval

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Course Description:

This course builds on the techniques of effective interpersonal communication and introduces students to the fundamental interviewing and counselling skills needed by a human services worker.

Learning Outcomes:

As a result of active participation in these sessions, a student can expect to:

- Discuss the major components of interview planning and preparation process
- Understand, identify, and apply the various phases of counselling
- Describe the basics of the cognitive and enhanced cognitive interview techniques
- Identify and explain the various stages of an interview
- Compare and contrast the different interview formats and discuss the strengths and weaknesses of each format
- Analyze the various components of the counselling relationship
- Analyze the elements of empowerment and its relationship to the change process
- Identify and analyze the importance of active listening, questioning, rapport-building, and communication skills to the counselling process
- Explore the various strategies needed for dealing with difficult situations
- Identify the pertinent provisions in the Charter of Rights and Freedoms that impact on the interviewing process
- Critically reflect on the concepts learned and apply it to themselves for greater self-awareness as it impacts on their professional identity and their work as a counselor

Course Format:

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

Required Textbooks and Equipment:

Shebib, B. (2016). *Choices: Interviewing and counselling skills for Canadians* (6th ed.). Toronto, ON: Pearson Canada Inc.

Haig, J., MacMillan, V., & Raikes, G. (2017). *Cites & Sources; an apa document guide* (5th ed.). Toronto, ON: Nelson Education Ltd.

Recommended Readings and Resources:

Students may access this source from the College and from home.

GALE InfoTrac Custom Journals

- o <http://infotrac.galegroup.com/itweb/calg145?db=SP00>
Password: cclibrary09

Students may also consider using Google Scholar.

Further Recommended Readings and Resources:

N/A

Homework Assignment Due for the First Class:

- Read Chapter(s) one and two of your text, *Interviewing and Counselling Skills for Canadians*.
- As a result of your reading assignment write down at least three (3) questions that you would find beneficial to discuss in class.
- Prepare for a test on the assigned readings.
- Read this course outline and be prepared to discuss in class.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Peer Interview Assignment	Class 7	25%
Summary Activity	Class 1-8	10%
Tests	Class 1-8	20%
Presentation	Class, 7, 8 & 9	15%
Final Project	Class 10	30%

Please note that all homework and assignments are due at the beginning of each class.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "D" (a minimal pass).

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

Requesting an Examination Deferral:

If you are requesting an exam to be deferred, you must submit an Application for *Deferred Examinations form (SSPP-F012)* to the Department Chair **within 48 hours of the missed examination date and time**. Applications for deferred examinations will only be considered due to medical or personal emergency. A medical certificate or other appropriate documentation may be required. This form is available on Columbia's website, Bldg. 802-Main Office and from Department Chairs.

Attendance Requirements:

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)*, *Columbia's Commitment to Human Rights and Diversity Policy (ADM-P079)*, and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

Important Dates:

Description	Date
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam schedules are available in each building on a bulletin board, as well as, online at www.columbia.ab.ca/exams . <u>It is the student's responsibility to check this exam posting.</u>

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities or Medical Conditions:

Students with temporary or permanent disabilities or a medical condition may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with a Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ab.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Accommodation Policy (ADM-P188)* and *Student Guide to Accessibility Services (SCCM-001)*.

Student Support:

Students should be aware that Life Coaching, Career and Accessibility, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Session	Topics	Pre-Class Readings
1	<ul style="list-style-type: none"> Professional Identity: Ethics, values, and self-awareness The skills, process, and pitfalls of counselling 	<ul style="list-style-type: none"> Chapters 1 & 2
2	<ul style="list-style-type: none"> Relationship: The foundation for change Listening and responding 	<ul style="list-style-type: none"> Chapters 3 & 4
3	<ul style="list-style-type: none"> Asking questions Empathetic understanding 	<ul style="list-style-type: none"> Chapters 5 & 6 Start Preparing for your Peer Interview Assignment Due Class 7
4	<ul style="list-style-type: none"> Empowerment and change 	<ul style="list-style-type: none"> Chapter 7
5	<ul style="list-style-type: none"> Difficult situations: resistance, confrontation, aggression and violence 	<ul style="list-style-type: none"> Chapter 8
6	<ul style="list-style-type: none"> Difficult situations continued 	<ul style="list-style-type: none"> Chapter 8 Cont'd
7	<ul style="list-style-type: none"> Mental disorders and substance abuse 	<ul style="list-style-type: none"> Chapter 9 Peer Interview Assignment Due Presentations Due
8	<ul style="list-style-type: none"> Cultural Intelligence 	<ul style="list-style-type: none"> Chapter 10 Presentations Due
9	<ul style="list-style-type: none"> Class Reviews 	<ul style="list-style-type: none"> Presentations Conclude
10	<ul style="list-style-type: none"> <i>Final Project</i> 	<ul style="list-style-type: none"> <i>Review all class topics</i>

Appendix 1 Assignment Outlines

Peer Interview Assignment

Due: Class 7

Weight: 25%

You will be required to select one of your classmates and perform a 10-minute counselling interview. In this interview, you will be expected to play a role of a counsellor and your classmate would be a pretend client with an issue/problem. When playing the role of the counsellor, you will be expected to utilize counseling skills learned in this class, but to focus on one of the topics in the textbook the student wants to improve on (for example, showing empathy, empowerment, etc.). The student will be expected to audio/video record her/his interview. Students must submit the record/taped interview to the facilitator by the due date. You will be evaluated by your facilitator, based on your interview skills and knowledge professionalism, behaviours and attitudes you will demonstrate in this assignment. You will be assessed based on the Interview Rubric attached.

Presentation

Due Date: Class, 7, 8 & 9

Weight: 15%

Students will be expected to present on their experiences of their recorded/taped interviews to the class. Students will be required to discuss their actions, behaviours and skills shown in the interview and provide rationale for that, areas of improvement and research findings on their chosen topic of the interview. You will be evaluated according to the Oral-Presentation Rubric attached.

Tests

Due Date: Each class from classes 1 through 8.

Weight: 20%

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments.

Daily Summary Activity

Due Date: End of each class from class 1 through 8.

Weight: 10% (1.25% per summary assignment)

Students will be expected to do a reflective response that is centred on what was discussed and learned during the class. This will be done during the last 30 minutes of the class. If you are absent, you will receive a "zero". You will be evaluated using the Short Reflective Writing Rubric.

Final Project (1200 words General Essay Paper)
Due Date: Class 10 (by 11:59 pm)
Submission of the project is by email to your facilitator
Weight: 30%

Students will be required to complete a final project on the content of classroom learning and assigned text readings. The project will be a **take home project**. The project will be based on your peer interview assignment and will incorporate your answers to the following questions. Please write this paper in an APA format, including 3 academic references (from Gale source or another academic source).

- **Introduction:** Explain a brief background of your interview: your role, client's background (illness or social status, such as gender and/or ethnicity, as well as statistics (prevalence) on the issue/s presented by the client.
- **Main body:** Describe your approach (*including skills and behaviours*) of counselling, why using this approach, and make sure to back with academic references. State any ethics you encountered during your interview. Explain disadvantages and disadvantages of using this approach, including how common this approach is used in human services, by whom and where is this common?
- **Conclusion:** In your opinions, which profession uses this approach, what are the benefits of you using this approach? Do you think you would encounter such clients in your profession; what would you do if you had a similar client with similar issues; would you change your approach; would you refer this client to another service provider and why?

**Appendix 2
Assignment Rubrics**

**Columbia College
Peer Interview Rubric
Last Revised: March 2015**

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Organization, Structure and Flow of Interview	<ul style="list-style-type: none"> Creates an introduction that is unique, clearly focused and engaging. Demonstrates an effective transition between the phases of counseling, incorporating elements from the beginning phase to the successfully termination of the client-counseling relationship. Maintains clear structure and direction throughout the interview process. Manages allotted time effectively. 	<ul style="list-style-type: none"> Creates an introduction that is original, clearly focused and engaging. Demonstrates a transition between most phases of counseling incorporating some elements of the client-counseling relationship. Maintains structure and direction throughout the interview process Manages to keep the entire session within the allotted time. 	<ul style="list-style-type: none"> Creates an introduction that tends to be unfocused. Transitions are evident, but few Struggles to keep the counseling session within the allotted time frame. 	<ul style="list-style-type: none"> Interview shows little to no logical organization. Conversation is difficult to follow. Does not demonstrate the ability to maintain a clear focus throughout the interview process. 	
Counseling Relationship	<ul style="list-style-type: none"> Demonstrates a strong ability in establishing and fostering a safe therapeutic environment. Actively conveys a non-judgmental attitude, empathy, understanding and respect. 	<ul style="list-style-type: none"> Demonstrates an ability to create a safe therapeutic environment. Conveys a non-judgmental attitude, empathy, understanding and respect. 	<ul style="list-style-type: none"> Makes an effort to create a therapeutic environment but struggles to keep the client engaged. At times demonstrates a non-judgmental attitude, empathy, understanding and respect. 	<ul style="list-style-type: none"> Lacks the ability to engage or build rapport with client. Judgmental, unethical, disrespectful and inappropriate. 	

Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Counseling Skill Set	<ul style="list-style-type: none"> Utilizes a wide range of counseling skills such as open ended questions, active listening, paraphrasing, summarization, etc. 	<ul style="list-style-type: none"> Uses counseling skills such as open-ended questions, paraphrasing, summarization, etc. 	<ul style="list-style-type: none"> Limited range of skills Counseling skills are sometimes applied incorrectly 	<ul style="list-style-type: none"> Fails to use any counseling skills Does not demonstrate an understanding of appropriate responses during conversations. 	
Communication Skills: Nonverbal Effectiveness	<ul style="list-style-type: none"> Body language demonstrates ease and confidence through carefully maintained posture, poise, and facial expression. Uses continual eye contact. 	<ul style="list-style-type: none"> Body language demonstrates confidence through most of the presentation with careful posture, poise, and facial expression. Uses fairly consistent eye contact. 	<ul style="list-style-type: none"> Body language at times demonstrates developing confidence in presenting content. At times uses posture, poise, and facial expression to support response. Uses eye contact inconsistently. 	<ul style="list-style-type: none"> Body language shows lack of ease through poor posture, lack of poise, and lack of facial expression. Uses poor to no eye contact. 	
Communication Skills: Verbal Effectiveness	<ul style="list-style-type: none"> Demonstrates a compassionate interest for the topic discussed. Speaks naturally at a moderate rate with correct pronunciation, enunciation and volume. Uses few unnecessary pauses “ums”. Makes no obvious grammatical errors. Uses rich, precise, and varied vocabulary. Well-rehearsed and prepared. 	<ul style="list-style-type: none"> Conveys enthusiasm for the topic discussed. Most of the time speaks clearly at a moderate rate with correct pronunciation, enunciation and volume. Uses few unnecessary pauses “ums”. Makes few grammatical errors. Uses well-chosen and varied vocabulary. 	<ul style="list-style-type: none"> Demonstrates minimal enthusiasm for the topic. Speaks with some lack of clarity in pronunciation and enunciation with varying volume and rate of speech. Uses unnecessary pauses (“ums”). Makes some grammatical errors. Uses limited vocabulary. 	<ul style="list-style-type: none"> No enthusiasm is conveyed for the topic. Speech is unclear with poor enunciation and incorrect pronunciation. Volume and rate of speech are often inappropriate, making comprehension difficult. Uses too many unnecessary pauses “ums”, making comprehension difficult. Makes frequent grammatical errors. Uses inappropriate or simplistic vocabulary. 	

Total Score out of 20:

Facilitator/Evaluator’s Comments:

Columbia College
General Essay Rubric
 Last Revised: January 23, 2014

Student's Name	Course Code	Date	Facilitator/Evaluator's Name			
Area	A (85% - 100%) 10.0 – 8.5	B (70% - 84%) 8.4 – 7.0	C (55% - 69%) 6.9 – 5.5	D (50% - 54%) 5.4 – 5.0	F (0% - 49%) 4.9 - 0	Score
Focus of Essay & Thesis	<ul style="list-style-type: none"> • Well written thesis statement that states the main point of the essay. • The thesis statement reflects a clear opinion on the subject. 	<ul style="list-style-type: none"> • Thesis statement states the main point of the essay. • The thesis statement reflects an opinion the subject. 	<ul style="list-style-type: none"> • Thesis statement requires more development. • The thesis statement is not clear in demonstrating the opinion of the writer. 	<ul style="list-style-type: none"> • Thesis statement does not quite meet the requirements to be effective. • The thesis statement is confusing and unclear in terms of the opinion of the writer. 	<ul style="list-style-type: none"> • There is no thesis statement. • There is no opinion stated or the opinion stated is unrelated to the essay assignment. 	
Content Ideas & Analysis - Critical Thinking	<ul style="list-style-type: none"> • Displays extensive in-depth knowledge of the topic. Comprehends deeper meaning and relevance of topic. • Conveys insightful, original points of view. • Critically synthesizes and evaluates information. • Clearly supports statements made with evidence and examples. 	<ul style="list-style-type: none"> • Displays good knowledge of the topic. Conveys some original points of view. Comprehends meaning and relevance of topic. • Demonstrates careful analysis, synthesis and evaluation of information. • Clearly supports most statements with evidence and examples. 	<ul style="list-style-type: none"> • Displays adequate knowledge of the topic. Requires further exploration. • Demonstrates some analysis, synthesis and evaluation of information. • Supports some statements with evidence and examples. 	<ul style="list-style-type: none"> • Displays limited basic knowledge of the topic. • Explores topic inadequately, leaving areas unexplored. • Displays limited analysis, synthesis, and evaluation of information. • Most statements are unsupported. 	<ul style="list-style-type: none"> • Unable to display relevant understanding of the topic. No evidence of new knowledge. • Critical thinking not evident. • No evidence or examples are provided to support statements. 	

Area	A (85% - 100%) 10.0 – 8.5	B (70% - 84%) 8.4 – 7.0	C (55% - 69%) 6.9 – 5.5	D (50% - 54%) 5.4 – 5.0	F (0% - 49%) 4.9 - 0	Score
Style & Expression of Ideas	<ul style="list-style-type: none"> • Conveys all ideas with originality and clarity. • Shows sophisticated development of paragraph and sentence structure, with effective transitions within and between paragraphs. • Uses rich, accurate and effective word choice 	<ul style="list-style-type: none"> • Conveys most ideas with originality and clarity. • In most cases shows well developed paragraph and sentence structure with effective transitions within and between paragraphs. • Uses accurate and effective word choice. 	<ul style="list-style-type: none"> • Conveys some ideas clearly. • Shows some paragraph development and at times, awkward sentence structure. • At times uses vague, ineffective word choice. 	<ul style="list-style-type: none"> • Conveys few ideas clearly. • Paragraph and sentence structure is often faulty. • Uses vague, ineffective word choice throughout the essay. 	<ul style="list-style-type: none"> • Most ideas are not conveyed clearly. • Paragraphs lack focus and appropriate structure; sentence structures are simplistic, lacking development. • Inadequate word choice. 	
Organization & Structure	<ul style="list-style-type: none"> • Presents information in a consistently logical structure. • Skillfully shapes introduction and conclusion. 	<ul style="list-style-type: none"> • Presents information in a logical structure. • Carefully constructed introduction and conclusion. 	<ul style="list-style-type: none"> • Presents some of the information in a logical structure. • Introduction and conclusion require further development. 	<ul style="list-style-type: none"> • Presents information in a random manner, lacking in logical structure. • Introduction and conclusion require redrafting. 	<ul style="list-style-type: none"> • Presents poor overall organization, lacking logical structure. • Essay does not have an introduction and conclusion. 	

Area	A (85% - 100%) 10.0 – 8.5	B (70% - 84%) 8.4 – 7.0	C (55% - 69%) 6.9 – 5.5	D (50% - 54%) 5.4 – 5.0	F (0% - 49%) 4.9 - 0	Score
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> • Mainly error free. • Uses APA citation correctly. • Meets and exceeds all requirements for an excellent academic response. • Meets and exceeds all requirements of the assignment. 	<ul style="list-style-type: none"> • A few minor errors in usage, grammar, or mechanics. • Generally uses APA citation correctly. • Meets requirements for a well written academic response. • Meets requirements of the assignment. 	<ul style="list-style-type: none"> • Some errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. • Uses APA citation inconsistently and with some errors. • Meets some requirements for an academic response. • Meets some of the requirements of the assignment. 	<ul style="list-style-type: none"> • Frequent errors in usage, grammar, and mechanics, interfering with the readability and meaning of the paper. • Use of APA citation contains many errors. Meets a few requirements for an academic response. • Meets few requirements of the question. 	<ul style="list-style-type: none"> • Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. • Many errors in APA citation, demonstrating lack of citation knowledge. • Does not meet any requirements for an academic response. • Does not meet any requirements of the question. 	

Total Score out of 50:

Facilitator/Evaluator's Comments:

Columbia College
Short Writing Reflective Rubric
 Last Revised: July 2017

Student's Name _____

Course Code _____

Date _____

Facilitator/Evaluator's Name _____

Area	8	7	6-5	4-3	2-0	Score
Depth of Reflection	<ul style="list-style-type: none"> Reflection reveals a thorough insight of the subject matter. Shows depth of critical thinking. Uses specific and convincing examples to support reflective statements. 	<ul style="list-style-type: none"> Reflection reveals insight into the subject matter. Often there are thoughtful statements. Uses well-chosen examples to support reflective statements. 	<ul style="list-style-type: none"> Reflection reveals a basic understanding of the subject matter with an effort at reflection. At times, some reflective statements are evident. Uses some examples to support ideas on the subject matter and reflections. 	<ul style="list-style-type: none"> Reflection is limited. The writer produces some basic understanding of the subject matter. Uses limited number of examples to support ideas. This seriously affects the integrity of the reflection process 	<ul style="list-style-type: none"> Little to no reflection is present. Uses few to no examples. 	
	2	1.5		1-0		
Use of Writing Conventions: spelling, punctuation, capitalization, grammar	<ul style="list-style-type: none"> Demonstrates control of the writing conventions with few errors. 	<ul style="list-style-type: none"> Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding. 		<ul style="list-style-type: none"> Demonstrates limited to no control of the writing conventions with frequent errors that make understanding difficult. 		

Total Score out of 10:

Facilitator/Evaluator's Comments:

Columbia College
Oral Presentation Rubric
Last Revised: January 23, 2014

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Organization	<ul style="list-style-type: none"> • Creates introduction that is unique, clearly focused and engages the audience. • Organizes content logically, making entire presentation easy to follow. • Builds main points through carefully selected and original examples/ references. • Has effective transition between sections. • Summarizes all key points and stimulates thought at the end. 	<ul style="list-style-type: none"> • Creates introduction that is original, clearly focused and gets the attention of the audience. • Organizes content logically, making most of the presentation easy to follow. • Builds main points through carefully selected examples/ references. • Has a transition between most sections. • Summarizes most key points and stimulates some thought at the end. 	<ul style="list-style-type: none"> • Creates an introduction that tends to be unfocused. • Doesn't engage the audience's interest. • Content appears disorganized, without logic and consistency. • Builds a few main points with details, but most ideas are unsupported. • Few to no transitions are evident. • Little to no summarizing evident. Ending does not stimulate much thought. 	<ul style="list-style-type: none"> • Presentation shows little to no logical organization. • Content is difficult to follow. • Not a thoughtful presentation. 	
Content	<ul style="list-style-type: none"> • Provides evidence of supporting research to back all main points. • Gives a complete explanation of all key points. • Uses relevant examples/ references. 	<ul style="list-style-type: none"> • Provides evidence of supporting research. To back most points. • Gives an explanation of most key points. • Uses some relevant examples/ references. 	<ul style="list-style-type: none"> • Provides evidence that not enough research has been done to support the content. • Gives an incomplete explanation of key points. • Uses a few relevant examples/ references. 	<ul style="list-style-type: none"> • Indicates little to no research. • Gives a limited explanation of a few points. • Uses little to no examples/ references. 	

Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Delivery Style: Nonverbal Effectiveness	<ul style="list-style-type: none"> • Demonstrates ease and confidence through carefully maintained posture, poise, and facial expression. • Uses continual eye contact. 	<ul style="list-style-type: none"> • Demonstrates confidence through most of the presentation with careful posture, poise, and facial expression. • Uses fairly consistent eye contact. 	<ul style="list-style-type: none"> • At times demonstrates developing confidence in presenting content. At times uses posture, poise, and facial expression to support presentation. • Uses eye contact inconsistently. 	<ul style="list-style-type: none"> • Shows lack of ease in presenting through poor posture, lack of poise, and lack of facial expression. • Uses poor to no eye contact. 	
Delivery Style: Verbal Effectiveness	<ul style="list-style-type: none"> • Conveys passionate interest for the topic. • Speaks naturally at a moderate rate with correct pronunciation, enunciation and volume. • Uses few unnecessary pauses “ums”. • Makes no obvious grammatical errors. • Uses cue cards or other supports effectively and does not read the presentation. • Uses rich, precise, and varied vocabulary. • Well-rehearsed and prepared. 	<ul style="list-style-type: none"> • Conveys enthusiasm for the topic. • Most of the time speaks clearly at a moderate rate with correct pronunciation, enunciation and volume. • Uses few unnecessary pauses “ums”. • Makes few grammatical errors. • Most of the time uses cue cards or other supports appropriately, without reading the presentation. • Uses well-chosen and varied vocabulary. 	<ul style="list-style-type: none"> • Demonstrates minimal enthusiasm for the topic. • Speaks with some lack of clarity in pronunciation and enunciation with varying volume and rate of speech. • Uses too many unnecessary pauses (“ums”), distracting from the presentation. • Makes some grammatical errors. • Tends to not use cue cards effectively and mostly relies on reading the presentation. • Uses ineffective vocabulary. 	<ul style="list-style-type: none"> • No enthusiasm is conveyed for the topic Speech is unclear with poor enunciation and incorrect pronunciation. • Volume and rate of speech are often inappropriate, making comprehension difficult. • Uses too many unnecessary pauses “ums”, making comprehension difficult. • Makes frequent grammatical errors. • Reads presentation. • Uses inappropriate or simplistic vocabulary. 	

Total Score out of 40:

Facilitator/Evaluator’s Comments: