

**Columbia College**

**Interviewing and Counselling Skills for Human Services Workers (HSPD200)**

**Lecture 1**

**Course Outline**

Semester Dates: February 11, 2019 – March 16, 2019

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: Brittany Norris

Email: brittany@columbia.ab.ca

Class Time: Tue. 5:30 – 9:30 pm, Sat. 8:30 am – 12:30 pm

Room: 805-114

Credit: 3

Prerequisite: None

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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* (6<sup>th</sup> ed.). Toronto, ON: Pearson Canada Inc.

## Homework Assignment Due for the First Class:

- Read this course outline and be prepared to discuss in class.
- Read Chapter 1 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.

## 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
Daily Tests	Classes 1 through 10	30%
Assignment 1	Class 4	20%
Assignment 2	Class 7	25%
Assignment 3	Class 9	25%

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:*

<b>Description</b>	<b>Letter Grade</b>	<b>Grade Points</b>	<b>Percentage Scale</b>	
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:

<b>Description</b>	<b>Date</b>
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 <a href="http://www.columbia.ab.ca/exams">www.columbia.ab.ca/exams</a> . <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](mailto: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"> <li>Professional Identity: Ethics, values, and self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 1</li> </ul>
2	<ul style="list-style-type: none"> <li>The skills, process, and pitfalls of counselling</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 2</li> </ul>
3	<ul style="list-style-type: none"> <li>Relationships: The foundation for change</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 3</li> </ul>
4	<ul style="list-style-type: none"> <li>Listening and responding: The basis for understanding</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 4</li> <li><b>Assignment 1 due this class</b></li> </ul>
5	<ul style="list-style-type: none"> <li>Asking questions: The search for meaning</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 5</li> </ul>
6	<ul style="list-style-type: none"> <li>Empathetic connections</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 6</li> </ul>
7	<ul style="list-style-type: none"> <li>Supporting empowerment and change</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 7</li> <li><b>Assignment 2 due this class</b></li> </ul>
8	<ul style="list-style-type: none"> <li>Difficult situations: Resistance, confrontation, aggression and violence</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 8</li> </ul>
9	<ul style="list-style-type: none"> <li>Mental Disorders and substance abuse</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 9</li> <li><b>Assignment 3 due this class</b></li> </ul>
10	<ul style="list-style-type: none"> <li>Cultural Intelligence</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 10</li> </ul>

## Appendix 1 Assignment Outlines

### Daily Tests

**Due Date:** Each class from classes 1 through 10

**Weight:** 30%

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. The questions will be a combination of multiple choice and short answer.

### Assignment 1 (Critical Analysis)

**Due:** Class 4

**Weight:** 20%

Students will be required to choose one of the following topics following the expectations below. Students may use their textbook, their citations book, and any articles they choose that are relevant to the topic they have chosen. Choose one of the following topics for Writing Assignment 1:

*Topic 1 (Chapter 4):*

Imagine that you are seeing a counsellor for the first time. Explore your fears and expectations regarding the counselling process. Discuss what counsellor attitudes, skills and responses you would find most helpful. How do you think your experience might be the same or different for other people?

*Topic 2 (Chapter 5):*

Monitor your use of questions in everyday life. Look for patterns and habits. For example, do you tend to ask more closed questions than open questions? Do you use questioning as your main communication skill? Spend a full day communicating without questions, but do not reveal to others what you are doing. Summarize and discuss the implications of your observations and experiences. How did the people you interacted with respond? Reflect on the implications of their reactions.

### Writing Assignment Expectations:

- **Objective:** The objective of this writing assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.
- **Focus:** This assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** This assignment should be typed and double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one inch margins on each side. 12 point Times New Roman font is preferred. Each assignment should have a minimum length of 500 words but is not to exceed 750 words. Students will be evaluated according to the attached rubric: Critical Writing Response Marking Rubric.

### How to avoid plagiarism?

The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a "References" page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA referencing formats outlined in the "Citations" resource book.

## **Assignment 2: Peer Interview Assignment**

**Due: Class 7**

**Weight: 25%**

Students will be required to create a 10-minute counselling interview; they will also hand in a copy of the interview script. In this interview, students will be expected to demonstrate the relationship between the role of a counsellor and a pretend client with an issue/problem. Students will be graded on their role as a counsellor; when playing the role of the counsellor, students will be expected to utilize counseling skills learned in this class, but to focus on one of the topics in the textbook where improvement is needed (for example, showing empathy, empowerment, etc.). Students will be expected to audio/video record their interview and must submit the record/taped interview to the facilitator by the due date. Students will be assessed using the attached Interview Rubric and their grade based on their interview skills and knowledge, professionalism, behaviors and attitudes demonstrated in the assignment.

## **Assignment 3: Action Plan (as seen in Chapter 7)**

**Due: Class 9**

**Weight: 25%**

Prepare an action plan that details personal efforts to develop goals for a selected area in your life. Include a baseline of current functioning as well as benchmark criteria for measuring progress. Students may use their textbook but no additional written notes will be allowed. Students will be assessed using the Action Plan Rubric.

### **Writing Assignment Expectations:**

- **Objective:** The objective of this writing assignment is to reflect and apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.
- **Focus:** This assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** This assignment should be typed and double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one-inch margins on each side. 12-point Times New Roman font is preferred. Each assignment should have a minimum length of 500 words but is not to exceed 750 words. Students will be evaluated according to the attached rubric: Action Plan Rubric.

### **How to avoid plagiarism?**

The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a "References" page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA referencing formats outlined in the "Citations" resource book.



**Appendix 2  
Assignment Rubrics**

**Columbia College  
Critical Writing Response Marking Rubric  
Revised Jan. 2018**

<b>Student's Name</b>	<b>Course Code</b>	<b>Date</b>	<b>Facilitator/Evaluator's Name</b>		
	<b>A</b>	<b>B</b>	<b>C-D</b>	<b>F</b>	<b>Score</b>
	10-9	8-7	6-5	4-0	
<b>Quality of Response Content/Ideas</b>	<ul style="list-style-type: none"> <li>• Demonstrates reflection, insight, and accurate interpretation of assignment.</li> <li>• States main idea/opinion clearly.</li> <li>• Provides support for the main idea through numerous, relevant sources and/or references to the course readings.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates reflection and accurate interpretation of assignment.</li> <li>• States main idea /opinion clearly.</li> <li>• Provides support for the main idea through number of relevant sources and/or references to the course readings.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited response to assignment.</li> <li>• Partly identifies main idea/opinion.</li> <li>• Attempts some support for the main idea, but it is limited in applicability.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates limited response that is hard to follow.</li> <li>• Main idea/opinion not identified.</li> <li>• Uses little to no references to support opinion.</li> </ul>	
<b>Analysis</b>	<ul style="list-style-type: none"> <li>• Explores issue thoroughly and with insight, developing a clear, original position with persuasive examples.</li> <li>• Demonstrates sound logic.</li> <li>• Demonstrates excellent critical thinking and problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores issue well, developing an original position with and good examples.</li> <li>• Demonstrates good logic.</li> <li>• Demonstrates very good critical thinking and problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Defines the issue, but explores it inadequately.</li> <li>• Uses examples inconsistently and/or examples are lacking.</li> <li>• Demonstrates weakness in logic.</li> <li>• Demonstrates weak critical thinking and problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Defines issue inadequately, demonstrating a simplistic view.</li> <li>• Lacks logic.</li> <li>• Demonstrates poor critical thinking and problem solving skills.</li> </ul>	

	<b>A</b>	<b>B</b>	<b>C-D</b>	<b>F</b>	<b>Score</b>
	10-9	8-7	6-5	4-0	
<b>Style Expression of Ideas</b>	<ul style="list-style-type: none"> <li>• Uses highly effective, clearly focused, varied sentences, addressing audience and purpose.</li> <li>• Incorporates knowledge of stylistic techniques.</li> <li>• Conveys all ideas with originality and clarity.</li> <li>• Uses rich, accurate and effective word choice.</li> <li>• Consistently demonstrates original, sincere and compelling personal voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose.</li> <li>• Demonstrates use of particular stylistic techniques.</li> <li>• Conveys most ideas with originality and clarity.</li> <li>• Uses accurate and effective word choice.</li> <li>• Mostly demonstrates original, sincere personal voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited attempts at creating varied sentences to address audience and purpose.</li> <li>• Often sentences are somewhat awkward.</li> <li>• Little attempt at using stylistic techniques.</li> <li>• Conveys some ideas clearly.</li> <li>• Uses vague, ineffective word choice.</li> <li>• Demonstrates little to no development of a personal voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses simplistic sentence structures that are awkward and do not address audience and purpose.</li> <li>• No stylistic devices attempted.</li> <li>• Most ideas are not conveyed clearly.</li> <li>• Inadequate word choice.</li> <li>• No evidence of a personal voice.</li> </ul>	
<b>Organization and Structure</b>	<ul style="list-style-type: none"> <li>• Creates a sophisticated, well developed beginning, middle and conclusion.</li> <li>• Connects all ideas logically.</li> <li>• Uses a variety of carefully crafted sentence structures.</li> <li>• Consistently establishes appropriate paragraphing and transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates a well-developed beginning, middle, and conclusion.</li> <li>• Connects most ideas logically.</li> <li>• Uses a variety of well-structured sentence</li> <li>• Most of the time establishes appropriate paragraphing and transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Creates an unfocused beginning, middle and a simple conclusion.</li> <li>• Creates answer that is poorly structured.</li> <li>• Uses some sentence variety with errors that begin to interfere with meaning.</li> <li>• Shows faulty paragraphing and lack of transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates a limited response with no clear beginning, middle, and conclusion.</li> <li>• Creates confusion in structure.</li> <li>• Uses little to no sentence structure variety.</li> <li>• Many structural errors</li> <li>• Weak to no paragraphing or transition.</li> </ul>	

	<b>A</b>	<b>B</b>	<b>C-D</b>	<b>F</b>	<b>Score</b>
	10-9	8-7	6-5	4-0	
<b>Mechanics, Grammar, Professional Format</b>	<ul style="list-style-type: none"> <li>Mainly error free.</li> <li>Uses APA citation correctly where applicable for referencing sources.</li> <li>Meets and exceeds all requirements for an excellent academic response.</li> <li>Meets and exceeds all requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>A few minor errors in usage, grammar, or mechanics.</li> <li>Generally uses APA citation correctly where applicable for referencing sources.</li> <li>Meets most requirements for a well written academic response.</li> <li>Meets most requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper.</li> <li>Uses APA citation inconsistently and with errors when sources are used.</li> <li>Meets a few requirements for an acceptable academic response.</li> <li>Meets a few requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper.</li> <li>Many errors in APA citation, demonstrating lack of citation knowledge when sources are used.</li> <li>Meets few requirements for an acceptable academic response.</li> <li>Meets little to no requirements of the assignment.</li> </ul>	

**Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.**

**Total Score out of 50:**

**Facilitator/Evaluator’s Comments:**

**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
<b>Organization, Structure and Flow of Interview</b>	<ul style="list-style-type: none"> <li>Creates an introduction that is unique, clearly focused and engaging.</li> <li>Demonstrates an effective transition between the phases of counseling, incorporating elements from the beginning phase to the successfully termination of the client-counseling relationship.</li> <li>Maintains clear structure and direction throughout the interview process.</li> <li>Manages allotted time effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Creates an introduction that is original, clearly focused and engaging.</li> <li>Demonstrates a transition between most phases of counseling incorporating some elements of the client-counseling relationship.</li> <li>Maintains structure and direction throughout the interview process</li> <li>Manages to keep the entire session within the allotted time.</li> </ul>	<ul style="list-style-type: none"> <li>Creates an introduction that tends to be unfocused.</li> <li>Transitions are evident, but few</li> <li>Struggles to keep the counseling session within the allotted time frame.</li> </ul>	<ul style="list-style-type: none"> <li>Interview shows little to no logical organization.</li> <li>Conversation is difficult to follow.</li> <li>Does not demonstrate the ability to maintain a clear focus throughout the interview process.</li> </ul>	
<b>Counseling Relationship</b>	<ul style="list-style-type: none"> <li>Demonstrates a strong ability in establishing and fostering a safe therapeutic environment.</li> <li>Actively conveys a non-judgmental attitude, empathy, understanding and respect.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an ability to create a safe therapeutic environment.</li> <li>Conveys a non-judgmental attitude, empathy, understanding and respect.</li> </ul>	<ul style="list-style-type: none"> <li>Makes an effort to create a therapeutic environment but struggles to keep the client engaged.</li> <li>At times demonstrates a non-judgmental attitude, empathy, understanding and respect.</li> </ul>	<ul style="list-style-type: none"> <li>Lacks the ability to engage or build rapport with client.</li> <li>Judgmental, unethical, disrespectful and inappropriate.</li> </ul>	
<b>Counseling Skill Set</b>	<ul style="list-style-type: none"> <li>Utilizes a wide range of counseling skills such as open ended questions, active listening, paraphrasing, summarization, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Uses counseling skills such as open-ended questions, paraphrasing, summarization, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Limited range of skills</li> <li>Counseling skills are sometimes applied incorrectly</li> </ul>	<ul style="list-style-type: none"> <li>Fails to use any counseling skills</li> <li>Does not demonstrate an understanding of appropriate responses during conversations.</li> </ul>	

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
<b>Communication Skills:</b> <b>Nonverbal Effectiveness</b>	<ul style="list-style-type: none"> <li>• Body language demonstrates ease and confidence through carefully maintained posture, poise, and facial expression.</li> <li>• Uses continual eye contact.</li> </ul>	<ul style="list-style-type: none"> <li>• Body language demonstrates confidence through most of the presentation with careful posture, poise, and facial expression.</li> <li>• Uses fairly consistent eye contact.</li> </ul>	<ul style="list-style-type: none"> <li>• Body language at times demonstrates developing confidence in presenting content. At times uses posture, poise, and facial expression to support response.</li> <li>• Uses eye contact inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li>• Body language shows lack of ease through poor posture, lack of poise, and lack of facial expression.</li> <li>• Uses poor to no eye contact.</li> </ul>	
<b>Communication Skills:</b> <b>Verbal Effectiveness</b>	<ul style="list-style-type: none"> <li>• Demonstrates a compassionate interest for the topic discussed.</li> <li>• Speaks naturally at a moderate rate with correct pronunciation, enunciation and volume.</li> <li>• Uses few unnecessary pauses “ums”.</li> <li>• Makes no obvious grammatical errors.</li> <li>• Uses rich, precise, and varied vocabulary.</li> <li>• Well-rehearsed and prepared.</li> </ul>	<ul style="list-style-type: none"> <li>• Conveys enthusiasm for the topic discussed.</li> <li>• Most of the time speaks clearly at a moderate rate with correct pronunciation, enunciation and volume.</li> <li>• Uses few unnecessary pauses “ums”.</li> <li>• Makes few grammatical errors.</li> <li>• Uses well-chosen and varied vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates minimal enthusiasm for the topic.</li> <li>• Speaks with some lack of clarity in pronunciation and enunciation with varying volume and rate of speech.</li> <li>• Uses unnecessary pauses (“ums”).</li> <li>• Makes some grammatical errors.</li> <li>• Uses limited vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• No enthusiasm is conveyed for the topic. Speech is unclear with poor enunciation and incorrect pronunciation.</li> <li>• Volume and rate of speech are often inappropriate, making comprehension difficult.</li> <li>• Uses too many unnecessary pauses “ums”, making comprehension difficult.</li> <li>• Makes frequent grammatical errors.</li> <li>• Uses inappropriate or simplistic vocabulary.</li> </ul>	

**Total Score out of 20:**

**Facilitator/Evaluator’s Comments:**

**Columbia College**  
**Action Plan Rubric**  
**Last Revised: February 23, 2018**

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
<b>Area</b>	<b>A (85% - 100%) 10.0 – 7.0</b>	<b>B - C- (55% - 84%) 6.9 – 5.5</b>	<b>D (50% - 54%) 5.4 - 5.0</b>	<b>F (0 - 49%) 4.9 - 0</b>	<b>Score</b>
<b>A specific and clear action plan effectively implements all tasks associated with the solution.</b>	<ul style="list-style-type: none"> <li>A clear action plan exists for each task.</li> </ul>	<ul style="list-style-type: none"> <li>A clear action plan exists for most tasks.</li> </ul>	<ul style="list-style-type: none"> <li>A clear action plan exists for some tasks.</li> </ul>	<ul style="list-style-type: none"> <li>A clear action plan is non-existent.</li> </ul>	
<b>An action plan employs a logical sequence of events.</b>	<ul style="list-style-type: none"> <li>The sequence of timeline events is completely logical.</li> </ul>	<ul style="list-style-type: none"> <li>The sequence of timeline events is mostly logical.</li> </ul>	<ul style="list-style-type: none"> <li>The sequence of timeline events lack some logical sequence.</li> </ul>	<ul style="list-style-type: none"> <li>The sequence of timeline events have no logical sequence or no timeline is provided.</li> </ul>	
<b>An action plan clearly identifies who will be responsible for each activity.</b>	<ul style="list-style-type: none"> <li>All activities clearly state who will be responsible.</li> </ul>	<ul style="list-style-type: none"> <li>Most activities clearly state who will be responsible.</li> </ul>	<ul style="list-style-type: none"> <li>Few activities clearly state who will be responsible.</li> </ul>	<ul style="list-style-type: none"> <li>None of the activities clearly state who will be responsible.</li> </ul>	
<b>An action plan clearly states how each activity will be performed.</b>	<ul style="list-style-type: none"> <li>All performance activities are clearly explained.</li> </ul>	<ul style="list-style-type: none"> <li>Most performance activities are clearly explained.</li> </ul>	<ul style="list-style-type: none"> <li>Some performance activities are clearly explained.</li> </ul>	<ul style="list-style-type: none"> <li>No performance activities are explained</li> </ul>	
<b>A reasonable timeline is assigned to each activity.</b>	<ul style="list-style-type: none"> <li>All activities include reasonable timelines.</li> </ul>	<ul style="list-style-type: none"> <li>Most activities include reasonable timelines.</li> </ul>	<ul style="list-style-type: none"> <li>Few activities include reasonable timelines.</li> </ul>	<ul style="list-style-type: none"> <li>No activities include reasonable timelines or no timelines are provided.</li> </ul>	
<b>Action plan components are monitored to determine their effectiveness.</b>	<ul style="list-style-type: none"> <li>Multiple measures are used to evaluate the success of the implementation and impact.</li> </ul>	<ul style="list-style-type: none"> <li>Multiple measures are used to evaluate the success of the implementation or impact, while a single measure is used to determine the success of the other.</li> </ul>	<ul style="list-style-type: none"> <li>A single measure is used to determine success of implementation or impact, while no measure is used to determine the success of the other</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring is random and based only on anecdotal evidence</li> </ul>	

**Total Score out of 60:**

**Facilitator/Evaluator's Comments:**