

**Columbia College**

**Role and Competencies of the Human Service Worker (HSPD110)**

**Lecture 1**

**Course Outline**

Semester Dates: February 12, 2024, to March 16, 2024

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 plan to be present at the rescheduled class.

Facilitator: Tiara Fernando

Email: tiara.fernando@columbia.ca

Class Time: Thursdays 5:30PM to 9:30PM and  
Saturdays 12:30PM to 4:30PM

Room: HSPD110 Microsoft Teams Invite and  
Moodle Learning Platform

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 focuses on developing knowledge of the roles, responsibilities and competencies required of a Social Services Worker. Depending on the employment setting and the kinds of clients being served there, job titles and duties may vary. This is an opportunity for each student to investigate their area of specialization.

**Course Learning Outcomes**

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

- Understand and appreciate the fundamental knowledge, skills, and attitudes necessary for students preparing for careers in the field of Social Services Workers.
- Demonstrate personal growth and insight in the Social Services profession.
- Critically assess the issues, roles, and challenges faced by Social Services workers in various practice settings.

**Program Learning Outcomes**

- Students will start to learn about various facets of diversity and inclusion and start to appreciate the values of diversity and inclusion in Social Services profession.
- Students will be introduced to ethics and values of human services and how to apply in solving social problems.

**General College Learning Outcomes**

- Students will be able to learn, advance written communication skills through reflective summaries and case studies.
- Students will be able to learn about different problem-solving model *The Six Thinking Hats* and apply it to solving case complex problems.

## **Course Format:**

This 45-hour online course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities, asynchronous 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 online 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 remote classes will largely mirror your conduct in society and your future work site. For example, if you tend 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:**

Chang, V., Scott, S. & Decker, Carol. (2017). *Developing Helping Skills: A Step-by-Step Approach to Competency (3rd ed.)*. Belmont, CA: Brooks/Cole Cengage Learning.

## **Recommended Readings and Resources:**

Also, use other academic sources like Google Scholar.

*Further Recommended Readings and Resources:*

N/A

## **Homework Assignment Due for the First Class:**

1. Read this course outline and be prepared to discuss in class.
2. Read Chapters 1 & 2 of your textbook.
3. 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 - 10	20%
Asynchronous Activities	Classes 2, 4, 6 & 8	20%
Assignment 1 <ul style="list-style-type: none"><li>Reflective Video</li></ul>	Class 5	10%
Assignment 2 <ul style="list-style-type: none"><li>Critical Response</li></ul>	Class 7	25%
Final Project <ul style="list-style-type: none"><li>Critical Response</li></ul>	Class 10	25%

**Please note that all homework and assignments are due at 11:59PM on the assigned due date or otherwise assigned.**

## 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 "C+" (a minimal pass).**

**Submission and Completion of Assignments:** You are expected to submit assignments on 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 the class Team in the General Channel.

### **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 College's Commitment to Human Rights and Diversity Policy (ADM-079)*, 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 about their communication with others and their behavior in class.
- conduct themselves with academic integrity in all 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

**Appeals:**

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

**Students with Temporary or Permanent Disabilities or Medical Condition:**

Students with temporary or permanent disabilities or 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 an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing [accessibilityservices@columbia.ca](mailto:accessibilityservices@columbia.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 *Student Accommodation Policy (ADM-P188)* and *Student Guide to Accessibility Services (SSCM-001)*

**Student Support:**

Students should be aware that Life Coaching, Career and Accessibility Services, 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 your Columbia College email address daily 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>• Course Overview</li> <li>• Understanding Yourself and Others</li> <li>• Ways of understanding and perceiving self and others</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 1</li> <li>• Chapter 2</li> </ul>
2	<ul style="list-style-type: none"> <li>• Values, ethics, and legal obligations</li> <li>• Problem solving models</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 3</li> <li>• <b>Asynchronous Activity #1</b></li> <li>• Handouts: <a href="http://blog.iqmatrix.com/six-thinking-hats">http://blog.iqmatrix.com/six-thinking-hats</a></li> </ul>
3	<ul style="list-style-type: none"> <li>• Professionalism and professional relationships</li> <li>• Developing working relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 4</li> <li>• Chapter 5</li> </ul>
4	<ul style="list-style-type: none"> <li>• Foundational interpersonal skills</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 6</li> <li>• <b>Asynchronous Activity #2</b></li> </ul>
5	<ul style="list-style-type: none"> <li>• Beginning and ending a meeting</li> <li>• Demonstrating active listening</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 7</li> <li>• Chapters 8</li> <li>• <b>Assignment 1 due</b></li> </ul>
6	<ul style="list-style-type: none"> <li>• Using questions</li> <li>• Exploring and discovering</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 9</li> <li>• Chapter 10</li> <li>• <b>Asynchronous Activity #3</b></li> </ul>
7	<ul style="list-style-type: none"> <li>• Assessing readiness and motivation</li> <li>• Identifying key problems or challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 11</li> <li>• Chapter 12</li> <li>• <b>Assignment 2 due</b></li> </ul>
8	<ul style="list-style-type: none"> <li>• Establishing goals</li> <li>• Case Study Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 13</li> <li>• <b>Asynchronous Activity #4</b></li> </ul>
9	<ul style="list-style-type: none"> <li>• Taking Action</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 14</li> </ul>
10	<ul style="list-style-type: none"> <li>• Evaluating and ending professional relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 15</li> <li>• <b>Final Project due</b></li> </ul>

## **Appendix 1 Assignment Outlines**

**Please note: Students must complete all assignments, tests, and final projects in order to pass this course.**

### **Daily Tests**

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

**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 quiz based on these reading assignments.

Please note:

- All Daily Tests will be available on Moodle from 8:30AM to 11:59 PM on the day of the scheduled class.
- There are 30-minute time limits (unless otherwise noted)
- All Daily Tests have one-attempt.

### **Asynchronous Activities**

**Due Date: Classes 2, 4, 6 & 8**

**Weight: 20%**

Asynchronous activities are those that take place outside of the live lecture/class time. They are intended to build upon critical thinking skills based on material connect to or assigned for that day. Activities are assigned at the conclusion of a live lecture with explicit directions and completion dates. Facilitator support is available should there be any queries.

Asynchronous activities may include but are not limited to:

- Completion of Worksheet/problems- independent and/or collaborative
- Case study review and assessment
- Video responses
- Microsoft Forms
- Microsoft Padlet

### **Assignment 1: Reflective Video Response Assignment**

**Due Date: Class 5**

**Weight: 10%**

How we develop as a professional in large part begins with an ongoing reflection and analysis of who we are as individuals, and this should occur at regular intervals throughout our careers.

Consider the various areas that influence who you are from Chapter 1. Students are first required to summarize and analyze each of the areas of influence using evidence from the text.

Students are then required to **choose one area** of influence to reflect on the following list:

- Gender
- religion,
- ability,
- socioeconomic status
- sexual orientation.

Based on this chosen area of influence, students are required to reflect on the following questions in a video response submitted to HSPD110 Teams.

1. What are the strengths you have in this area?
2. How did you develop this skill?
3. What are the challenges or areas you need to improve in this area?
4. What do I need to develop?

#### **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 student will create a 3 to 5-minute video and submit it to the appropriate submission box. Students will be evaluated according to the attached rubric: **Reflective Video Response Marking Rubric.**

#### **Assignment 2: Critical Response (Movie)**

**Due Date: Class 7**

**Weight: 25%**

Students can watch one of the movies listed on the textbook located on page 97 or a facilitator approved one. Students are then required to present their findings through a critical response paper. The paper needs to be connected to the content of the course/text and referenced as such.

The expectation for this assignment is as follows:

As you watch the movie choose one character to focus on. The purpose of this exercise is to empathize with someone who is different than you and critically analyze the experience of this person by answering the following reflection questions:

1. What challenges does the character face? Why?
2. Do you identify with this character? Why or why not and in what ways?
3. What feelings are being experienced by this character?
4. Which areas would you have a hard time empathizing with? Why?
5. Which areas would you have an easier time empathizing with? Why?
6. Does watching this movie challenge your assumptions about how this person is characterized?
7. What are some of the assumptions that the group this character is part of faces? Why?

#### **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 Calibri font is preferred. Each assignment should have a minimum length of 500 words but is not to exceed 750 words. Students will be assessed using the **Critical Response Writing Rubric.**

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

The simplest way to avoid plagiarism is to reference any sources 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 style outlined in your ENG110 Text in TAB 7.

**Final Project**  
**Due Date: Class 10**  
**Weight: 25%**

Students will be required to write a final project covering the content of classroom learning and assigned text. Students will read the below script and use the below questions as a guide for their response. Students should ensure they have supported their statements using examples from the textbook.

- Describe what you observed in the client.
- What did the practitioner do that you think was effective?
- What did the practitioner do that you think was ineffective?
- What did the practitioner do that you have questions about?
- What would you have done differently in this segment with this client?
- What other areas do you think the practitioner should have focused on in this meeting?
- How did the practitioner engender hope in the client?
- Where would you start the next meeting?

**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 750 words but is not to exceed 1000 words. Students will be assessed using the **Critical Response Writing Rubric**.

**How to avoid plagiarism**

The simplest way to avoid plagiarism is to reference any sources 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 style outlined in your ENG110 Text in TAB 7.

## Transcript of Individual, Beginning

Individual, Meeting 1: Beginning	
1. Rochelle	Good morning, Sarah. My name is Rochelle Cohen, and Julie from the hospital sent me over.
Sarah	Yes, I remember. I guess it was when I was discharged. She said . . . uh . . . you could help me.
2. Rochelle	Mm-hmm (affirmative nod). Yes, and she said that you gave her permission to tell me about your illness and...
Sarah	Yeah, you know when you leave the hospital, you have to sign so many papers. I felt as though I was giving them my life, but I do remember Julie, and she thought that.... Well I think the doctor put me on something because I just have no energy and I'm feeling really depressed. I know that I'm depressed.
3. Rochelle	Okay, but Julie indicated that there's more that's happened in the last year than your failing health. So I think that we've got a bit of stuff that we need to talk about. But I wanted to ask you, have you ever had any kind of counseling before?
Sarah	Well, I guess you know part of the story. Uh, when Sam was diagnosed with Alzheimer's, I went to some support groups, but that's been, oh, 6 or 7, well, I guess Sam was diagnosed 8 years ago—it's been 8 years.
4. Rochelle	Wow, okay, well I just want to go over a few things so that you'll understand

	exactly what it is that I am trying to do. Is that all right?
Sarah	Yeah, mm-hmm.
5. Rochelle	First, is it all right that I call you Sarah?
Sarah	Oh, please call me Sarah. And your name is . . . ?
6. Rochelle	Rochelle Cohen. But you call me Rochelle, please.
Sarah	Okay.
7. Rochelle	I wanted to reassure you that whatever we talk about here in your home, the two of us, is strictly confidential, which means I'll be taking notes, because I don't want to forget any of the things that you tell me. But the notes get put away in a cabinet that no one else can get into. I won't call your son and report to him. Everything is just between you and me except if I'm concerned that you might be planning to hurt yourself or someone else, okay?
Sarah	Okay.
8. Rochelle	Do you have any questions that you want to ask me about what I'll be doing with you?
Sarah	Well, I think my biggest concern. . . everything's happened so fast and I'm not sure about my money and I'm worried about . . . you know . . . this going to be . . . everything is just . . . I just moved here . . . I'm really worried about everything, I think.
9. Rochelle	Okay.
Sarah	I just don't know . . . I guess what I need is some sense of what my life might be like and how can I do . . . I am SO ANGRY . . . that's the worst part.
10. Rochelle	Okay. Sarah, can I have your other hand? Before we really get started, what I'd like you to do . . . can you close your eyes for me, just for a minute? And take a couple of deep breaths . . . and another one . . . okay . . . and one more. Okay, we're going to try and address the things that are concerning you, but instead of feeling overwhelmed by all of this, we're going to work at prioritizing the things that need to be done right away and the things that can be left for another day. That way it won't seem so overwhelming.
Sarah	Thank you.

**Appendix 2**  
**Assignment Rubrics**  
**Columbia College**  
**Critical Writing Response Marking Rubric**  
Revised Jan. 2018

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
	<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 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**

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**Columbia College**  
**Reflective Video Rubric**  
**Last Revised: March 2022**

Student's Name	Course Code			Date	Facilitator/Evaluator's Name	
Skills	5	4	3	2	1	
<b>Depth of Reflection</b>	<ul style="list-style-type: none"> <li>Reflection reveals a thorough insight of the subject matter with the student digging deeply to present well thought-out reflections.</li> </ul>	<ul style="list-style-type: none"> <li>Reflection reveals insight into the subject matter. Often there are thoughtful statements.</li> </ul>	<ul style="list-style-type: none"> <li>Reflection reveals a basic understanding of the subject matter with an effort at reflection. At times, reflective statements are evident.</li> </ul>	<ul style="list-style-type: none"> <li>Reflection is limited. The writer produces some basic understanding of the subject matter.</li> </ul>	<ul style="list-style-type: none"> <li>Little to no reflection is present.</li> </ul>	
<b>Use of Examples / Evidence</b>	<ul style="list-style-type: none"> <li>Uses specific and convincing examples to support reflective statements.</li> </ul>	<ul style="list-style-type: none"> <li>Uses well-chosen examples to support reflective statements. A more convincing presentation would strengthen the response.</li> </ul>	<ul style="list-style-type: none"> <li>Uses some examples to support understanding of the subject matter and reflections.</li> </ul>	<ul style="list-style-type: none"> <li>Uses limited number of examples to support understanding of the subject matter. This seriously affects the integrity of the reflection process.</li> </ul>	<ul style="list-style-type: none"> <li>Uses little to no examples.</li> </ul>	
<b>Cohesiveness of Response</b>	<ul style="list-style-type: none"> <li>Reflection provides a clear picture of the student's thinking on this subject matter. Thoughts are presented in a good logical, convincing order.</li> </ul>	<ul style="list-style-type: none"> <li>This reflection gives a good understanding of the student's thinking on this subject matter. Thoughts are usually presented in a clear and logical way.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the time this reflection provides an acceptable indication of the student's thinking on this subject matter. Most of the time thoughts are presented in a sequential manner.</li> </ul>	<ul style="list-style-type: none"> <li>This attempted reflection does not provide a clear picture of the student's thinking on this subject matter. Thoughts are often presented in an inconsistent and illogical order.</li> </ul>	<ul style="list-style-type: none"> <li>This response is confusing and ideas do not tie together.</li> </ul>	
<b>Delivery Style: Nonverbal Effectiveness</b>	<ul style="list-style-type: none"> <li>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>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>At times demonstrates developing confidence in presenting content. At times uses posture, poise, and facial expression to support presentation.</li> <li>Uses eye contact inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li>Shows lack of ease in presenting through poor posture, lack of poise, and lack of facial expression.</li> <li>Uses poor to no eye contact.</li> </ul>		

<b>Delivery Style:</b> <b>Verbal Effectiveness</b>	<ul style="list-style-type: none"> <li>• Conveys passionate interest for the topic.</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 cue cards or other supports effectively and does not read the presentation.</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.</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>• Most of the time uses cue cards or other supports appropriately, without reading the presentation.</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 too many unnecessary pauses (“ums”), distracting from the presentation.</li> <li>• Makes some grammatical errors.</li> <li>• Tends to not use cue cards effectively and mostly relies on reading the presentation.</li> <li>• Uses ineffective vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• No enthusiasm is conveyed for the topic</li> <li>• 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>• Reads presentation.</li> <li>• Uses inappropriate or simplistic vocabulary.</li> </ul>	
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Total Score: /25