

Columbia College

Interviewing and Counselling Skills for Human Services Workers (HSPD200)

Lecture 1

Course Outline

Semester Dates: May 27, 2024 to June 29, 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 make arrangements to be present at the rescheduled class.

Facilitator: Angela Parsons

Email: angela.parsons@columbia.ca

Class Time: Tuesdays 5:30PM to 9:30 PM and
Saturdays 8:30PM to 12:30PM

Room: Microsoft Teams Invite and HSPD200
Moodle Page

Credit: 3

Prerequisite: None

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 social 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 45-hour remote learning 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 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 online class discussions and take responsibility for your own learning. Be a positive and co-operative team member. The expectation is that you will come to each online 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 online setting 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 online 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. (2023). *Choices: Interviewing and counselling skills for Canadians* (8th ed.). Toronto, ON: Pearson Canada Inc.

Homework Assignment Due for the First Class:

1. Read this course outline and be prepared to discuss in class.
2. Read Chapter 1 of your text, *Interviewing and Counselling Skills for Canadians*.
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 through 10 | 20% |
| Asynchronous Activities | Classes 4, 6, & 8 | 15% |
| Assignment 1 - Critical Writing | Class 4 | 20% |
| Assignment 2 - Peer interview - Reflection | Class 7 | 20% Part A: 15% Part B: 5% |
| Assignment 3 - Action Plan | Class 10 | 25% |

Please note that all homework and assignments are due by 11:59 PM on the due date unless otherwise noted.

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 "B-" (a minimal pass).

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments will 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.

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. Completion of online activities and Daily Tests constitute an attended day. 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.

The Human Services Program tracks attendance via synchronous classes in addition to completion of daily tests on Moodle (see Appendix A).

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**

Last to add/drop courses

Last day to withdraw without academic penalty

Date5 school operating days from the start of the semester
OR before the third scheduled class, whichever is greater

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 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.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 your Columbia College email 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"> • Introductions • Course Outline Overview • Professional Identity: Ethics, values, and self-awareness | <ul style="list-style-type: none"> • Chapter 1 |
| 2 | <ul style="list-style-type: none"> • Cultural Intelligence | <ul style="list-style-type: none"> • Chapter 2 |
| 3 | <ul style="list-style-type: none"> • The Process, Skills and Pitfalls of counselling | <ul style="list-style-type: none"> • Chapter 3 |
| 4 | <ul style="list-style-type: none"> • Relationship: The Foundation for Change | <ul style="list-style-type: none"> • Chapter 4 • Assignment 1 Due • Asynchronous Activity #1 |
| 5 | <ul style="list-style-type: none"> • Listening and Responding: The beginning of understanding • Empathetic Connections | <ul style="list-style-type: none"> • Chapter 5 • Chapter 7 |
| 6 | <ul style="list-style-type: none"> • Asking Questions: The searching for meaning | <ul style="list-style-type: none"> • Chapter 6 • Asynchronous Activity #2 |
| 7 | <ul style="list-style-type: none"> • Engaging in Hard-to-Reach Clients | <ul style="list-style-type: none"> • Chapter 9 • Assignment 2 Due |
| 8 | <ul style="list-style-type: none"> • Support Empowerment and Change | <ul style="list-style-type: none"> • Chapter 8 • Asynchronous Activity #3 |
| 9 | <ul style="list-style-type: none"> • Mental Health and Substance Abuse | <ul style="list-style-type: none"> • Chapter 10 |
| 10 | <ul style="list-style-type: none"> • Neuroscience and Counselling | <ul style="list-style-type: none"> • Chapter 11 • Assignment 3 Due |

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 test based on these reading assignments.

All tests are:

- Available on Moodle from 8:30 AM on the day of the class to 11:59 PM the following day.
- There will only be one attempt on all Daily Tests.
- There will be a 30-minute time-limit (unless otherwise noted in Moodle).

Asynchronous Activities

Due Date: Classes 4, 6 & 8

Weight: 15%

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 (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, 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:

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:

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.

Assignment 2: Peer Interview Assignment

Due: Class 7

Weight: Part A (Video) 15% Part B (Written Reflection) 5%

PART A:

Students will be required to create a 7 to 10-minute counselling interview with another individual (can be a peer but is NOT a group project). In this interview, students will be expected to demonstrate the relationship between the role of a counsellor and a fictional client with an issue/problem.

Students will be graded on their role as a pre-service/hypothetical 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 record their interview and must submit the interview to the appropriate Teams Assignment section. Students will be assessed using the attached **Peer Interview Rubric** and their grade based on their interview skills and knowledge, professionalism, behaviors and attitudes demonstrated in the assignment.

PART B:

Students are expected to reflect upon the process of conducting an interview in a professional manner.

Things to consider:

- What strengths did you bring to the counselling interview?
- What areas of growth do you feel you can work on moving forward?
- How did you incorporate your course material (and other learned skills)?
- Why did you choose your "client" areas? Is it an area of work you are interested in or is it an area you wanted to explore or "take a risk" in?

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:** Submit the reflection for your interview in an organized typed document that will be a minimum of 350 words and not exceeding 500 words. Students will also submit a digital version of their assignment. Students will be evaluated according to the attached rubric: **Peer Interview Rubric and Short Reflection 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 and refer to your ENGL110 text

Assignment 3: Action Plan

Due: Class 10

Weight: 25%

Prepare an action plan that details personal efforts to develop goals for a selected area in yours or a hypothetical situation/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 750 words but is not to exceed 1000 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 as in your ENGL110 Text (Tab 7).

**Appendix 2
Assignment Rubrics**

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

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

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

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

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 10-9 | B 8-7 | C-D 6-5 | F 4-0 | 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 successful 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. | |
| 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. | |

| Area | A 10-9 | B 8-7 | C-D 6-5 | F 4-0 | Score |
|--|---|---|---|--|-------|
| 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 50:

Facilitator/Evaluator’s Comments:

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

| Student's Name | Course Code | Date | Facilitator/Evaluator's Name | | |
|--|--|---|---|--|-------|
| Area | A 10-9 | B 8-7 | C-D 6-5 | F 4-0 | Score |
| A specific and clear action plan effectively implements all tasks associated with the solution. | <ul style="list-style-type: none"> A clear action plan exists for each task. | <ul style="list-style-type: none"> A clear action plan exists for most tasks. | <ul style="list-style-type: none"> A clear action plan exists for some tasks. | <ul style="list-style-type: none"> A clear action plan is non-existent. | |
| An action plan employs a logical sequence of events. | <ul style="list-style-type: none"> The sequence of timeline events is completely logical. | <ul style="list-style-type: none"> The sequence of timeline events is mostly logical. | <ul style="list-style-type: none"> The sequence of timeline events lack some logical sequence. | <ul style="list-style-type: none"> The sequence of timeline events have no logical sequence or no timeline is provided. | |
| An action plan clearly identifies who will be responsible for each activity. | <ul style="list-style-type: none"> All activities clearly state who will be responsible. | <ul style="list-style-type: none"> Most activities clearly state who will be responsible. | <ul style="list-style-type: none"> Few activities clearly state who will be responsible. | <ul style="list-style-type: none"> None of the activities clearly state who will be responsible. | |
| An action plan clearly states how each activity will be performed. | <ul style="list-style-type: none"> All performance activities are clearly explained. | <ul style="list-style-type: none"> Most performance activities are clearly explained. | <ul style="list-style-type: none"> Some performance activities are clearly explained. | <ul style="list-style-type: none"> No performance activities are explained | |
| A reasonable timeline is assigned to each activity. | <ul style="list-style-type: none"> All activities include reasonable timelines. | <ul style="list-style-type: none"> Most activities include reasonable timelines. | <ul style="list-style-type: none"> Few activities include reasonable timelines. | <ul style="list-style-type: none"> No activities include reasonable timelines or no timelines are provided. | |
| Action plan components are monitored to determine their effectiveness. | <ul style="list-style-type: none"> Multiple measures are used to evaluate the success of the implementation and impact. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> A single measure is used to determine success of implementation or impact, while no measure is used to determine the success of the other | <ul style="list-style-type: none"> Monitoring is random and based only on anecdotal evidence | |

Total Score out of 60:

Facilitator/Evaluator's Comments: