



WISCONSIN
INDIANHEAD
TECHNICAL
COLLEGE

Experiential Learning Portfolio for 10504165 Communication Strategies

Student Contact Information:

Name: _____ Student ID# _____

Email: _____ Phone: _____

*It is **required** that you speak with the Academic Dean or instructor who teaches this course prior to completing a portfolio.*

Directions

Consider your prior work, military, volunteer, education, training and/or other life experiences as they relate to each competency and its learning objectives. Courses with competencies that include speeches, oral presentations, or skill demonstrations may require scheduling face-to-face sessions. You can complete all of your work within this document using the same font, following the template format.

1. Complete the Student Contact Information at the top of this page.
2. Write an Introduction to the portfolio. Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.
3. Complete each "Describe your learning and experience with this competency" section in the space below each competency and its criteria and learning objectives. Focus on the following:
 - What did you learn?
 - How did you learn through your experience?
 - How has that learning impacted your work and/or life?
4. Compile all required and any suggested artifacts (documents and other products that demonstrate learning).
 - Label artifacts as noted in the competency
 - Scan paper artifacts
 - Provide links to video artifacts
 - Attach all artifacts to the end of the portfolio
5. Write a Conclusion for your portfolio. Briefly summarize how you have met the competencies.
6. Proofread. Overall appearance, organization, spelling, and grammar will be considered in the review of the portfolio.
7. Complete the Learning Source Table. Provide additional information on the business and industry, military, and/or volunteer experiences, training, and/or education or other prior learning you mentioned in your narrative for each competency on the Learning Source Table at the end of the portfolio. Complete this table as completely and accurately as possible.

The portfolio review process will begin when your completed portfolio and Credit for Prior Learning Form are submitted and nonrefundable processing fees are paid to your local Credit for Prior Learning contact. Contact Student Services for additional information.

Your portfolio will usually be evaluated within two weeks during the academic year; summer months may be an exception. You will receive an e-mail notification regarding the outcome of the portfolio review from the Credit for Prior Learning contact. NOTE: Submission of a portfolio does not guarantee that credit will be awarded.

You have 6 weeks to appeal any academic decision. See your student handbook for the complete process to appeal.

To receive credit for this course, you must receive “Met” on 5 of the 6 competencies.

10504165 Communication Strategies, 3 Associate Degree Credits

Course Description: Students will learn about the communication process and techniques used to make them effective, professional communicators. Verbal and nonverbal communication strategies will be incorporated for a variety of situations and populations. Professional communication skills, including Motivational Interviewing (MI), interviewing, and interrogation techniques will be emphasized.

Introduction: Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.

Competency 1: Analyze professional communication skills

Criteria: Performance will be satisfactory when:

- you explain the role of the sender in the basic communication model
- you explain the importance of sending a clear and concise message
- you identify an effective atmosphere in which communication takes place
- you explain the role of the receiver in the basic communication model
- you describe active listening skills during contacts and interviews
- you identify guidelines for asking and responding to questions
- you identify guidelines for making requests and giving orders
- you identify nonverbal communication and attending skills

Learning Objectives:

- a. Describe the basic communication process
- b. Describe active listening skills
- c. Explain the relationship between officer roles and communications
- d. Explain barriers to effective communication

Required Artifacts: None

Suggested Artifacts: Interpersonal Communication Certificate, Professional Communication Skills Certificate, or Verbal Judo Certificate

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 2: Incorporate verbal and nonverbal communication skills

Criteria: Performance will be satisfactory when:

- you use the correct position/posture for the situation
- you follow the correct procedures for the situation
- you take action to maintain individual and civilian safety
- you ask questions
- you respond to individual/group verbal/nonverbal communication

Learning Objectives:

- a. Size up a situation
- b. Communicate with individuals
- c. Manage individual and group behavior

Required Artifacts: None

Suggested Artifacts: Interpersonal Communication Certificate, Professional Communication Skills Certificate, or Verbal Judo Certificate

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 3: Incorporate communication skills in specific situations

Criteria: Performance will be satisfactory when:

- you introduce yourself
- you demonstrate initial contact skills
- you demonstrate deflector techniques
- you demonstrate mediation skills

Learning Objectives:

- a. Explain the components of an introduction
- b. Explain initial contact content and strategies
- c. Explain deflector strategies
- d. Explain mediation techniques

Required Artifacts: None

Suggested Artifacts: Professional Communication Skills Certificate, or Verbal Judo Certificate

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 4: Summarize motivational interviewing

Criteria: Performance will be satisfactory when:

- you define motivational interviewing
- you describe the advantages of the motivational interviewing client-based perspective
- you explain the change cycle
- you list the six stages of change
- you describe the four fundamental processes
- you describe the eight stages of learning Motivational Interviewing

Learning Objectives:

- a. Examine the spirit of motivational interviewing
- b. Explain the client-based perspective of motivational interviewing
- c. Examine the four foundational processes of motivational interviewing
- d. Explain the Stages of Change
- e. Summarize the Stages of Learning Motivational Interviewing

Required Artifacts: None

Suggested Artifacts: Motivational Interviewing Certificate

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 5: Apply client-centered counseling skills

Criteria: Performance will be satisfactory when:

- you correctly incorporate open-ended questions
- you correctly incorporate affirmation techniques
- you correctly incorporate reflection techniques
- you correctly incorporate summarization techniques
- you correctly incorporate scaling techniques

Learning Objectives:

- a. Define OARS - Open-ended questions, affirmation, reflection, summarization
- b. Examine the characteristics of engaging communication
- c. Explore the use of open-ended questions in counseling
- d. Explore the use of affirmation in counseling
- e. Explore the use of reflection in counseling
- f. Explore the use of summarization in counseling
- g. Examine scaling strategies

Required Artifacts: None

Suggested Artifacts: Motivational Interviewing Certification

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 6: Use motivational interviewing principles

Criteria: Performance will be satisfactory when:

- you demonstrate appropriate empathy
- you reflect client feelings to show empathy
- you demonstrate double-sided reflection techniques
- you identify discrepancies between behavior and goals/values
- you encourage the expectations of success
- you support the client's ability to change
- you redirect a client's negative, resistant comment in a more productive direction

Learning Objectives:

- a. Demonstrate accurate empathy with clients
- b. Develop discrepancy in dealing with resistive clients
- c. Roll with resistance in clients
- d. Support self-efficacy in clients

Required Artifacts: None

Suggested Artifacts: Motivational Interviewing Certificate

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

