

COURSE SYLLABUS



COURSE TITLE: ELC 212 – Guiding Relationships 2
CLASS SECTION: R02
TERM: F2024
COURSE CREDITS: 3
DELIVERY METHOD(S): In person

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.
Learn more about Camosun's [Territorial Acknowledgement](#).

INSTRUCTOR DETAILS

NAME: Morgan Myers
EMAIL: myersm@camosun.ca
OFFICE: W̱SÁNEĆ College
HOURS: Flexible

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

Restricted to students in Early Learning and Care

Students continue to explore positive guidance strategies with individual children and groups of children in the context of supportive relationships and respect for cultural and social diversity. Students use a variety of documentation techniques and interpret children's behaviours/patterns to plan, implement and evaluate strategies that support children's social interactions. Students incorporate knowledge of Indigenous practices, including the impact of residential schools, ongoing colonization and the skills of reconciliation to support Indigenous children, families and communities. Inclusive and culturally appropriate practices will be included in planning, implementation and evaluation processes to support children's social interactions. Students examine the role of the educator in supporting children in the context of their families and communities.

PREREQUISITE(S): All of: C+ in ELC 113; COM in ELC 143 **AND** One of: C+ in CFCS 160; C+ in ELC 170
CO-REQUISITE(S): N/A
EQUIVALENCIES: N/A

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon successful completion of this course a student will be able to:

- a) interpret children's social interactions using a variety of documentation techniques.

- b) apply diverse, inclusive and strength-based approaches with children, that reflect social, cultural and linguistic perspectives to support individual children, groups of children and families.
- c) identify community resources that offer support to children and families.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

BC Early Learning Framework (2019)

ECEBC Code of Ethics (2021)

Readings and resources available on D2L and given as printed handouts

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week One	Listening, Acknowledging, Encouraging Review of 113 resources: Acknowledgement and Encouragement Active listening, open-ended questions Indirect guidance Guiding with encouragement	
Week Two	Honouring Relationships Easing First Day Jitters: Strategies for Successful Home-to-School Transitions (Tours & Dennis, 2015) Let Yourself Cry, Baby podcast (interview with Benjamin Perry)	
Week Three	Behaviour is Communication Don't Expel that Child! (Crisalli, 2006) The Unteachable Moment (Haugen, 2015)	
Week Four	Cultural safety; Anti-biased and anti-racist approaches Please Don't Gaslight My Children: Talking about Race with Kids (Cavers, 2020) Thinking Beyond Tolerance and Inclusion to Anti-Biased and Anti-Racist Approaches in Early Years (Rivera, 2020)	
Week Five	Reducing children's stress; Building resiliency Resilience and the Power of One (TED Talk with Monique Gray Smith) Creating environments that Reduce Children's Stress (Vasandani, 2015)	
Week Six	Social justice; Democratic practice "I won't be Your Friend if You Don't!" (2015) Our Ethical Responsibility to All Children (Carter, 2015)	
Week Seven	Meeting Children's Needs Heavy Work: What It Is & Why Our Occupational Therapists Often Highly Recommend It (2020)	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
	Behavior Means Something (Kranowitz, 2020)	
Week Eight	Trauma Informed Practice Supporting Children Exposed to Trauma in their Early Years (Khodarahmi & Ford, 2019)	
Week Nine	Adding to Repertoire of Strategies Several handouts	
Week Ten	Responsive caring practice: Scenarios Practice, practice, practice!	
Week Eleven	Connecting with families Families and Pedagogical Narration: Disrupting Traditional Understandings of Family Involvement (chapter)	
Week Twelve	Collaborative Relationships with Families and Community Resources Connecting with Families: Tips for Those Difficult Conversations (Whiteman) More Than Lip Service: Partnering with Parents (Sudarsana)	
Week Thirteen	Sharing our learning Time to work on Meeting Children's Needs Part 2 assignment Class discussion will be a response to student's interests, curiosities and requests	
Week Fourteen	Course Review – Celebrate our growth over term	

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines can be reviewed on the [CAL exams page. https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams)

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Research through Journaling (Weekly – 8 x 5%)	40%
Meeting Children's Needs Part 1	30%
Meeting Children's Needs Part 2	20%
Sharing to Journey (oral presentation)	10%
	TOTAL 100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf) policy for more information.
<https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

Students will engage in the praxis of theory and practice within the rich child care centres they belong, fulfilling coursework commitments as they move through individualized learning journeys.

Learning outcomes will be explored alongside children, colleagues, families, instructors and the wider community. Students are expected to participate with dispositions that include curiosity and wonder as they collect traces of practice (page 54 of the BC Early Learning Framework, 2019) and share learning with instructors, and classmates.

In the sharing of experiences, students will connect practice back to theory and generate ongoing questions, and places for further inquiry.

Attending all scheduled meetings (community of practice, and webinars) will be an essential part of both a student's evolving professional practice and a mechanism for meeting all learning outcomes. Students are asked to inform instructors and community of practice members of absences, allowing for time to make plans enabling alternate possibilities to demonstrate learning.

Students will be expected to demonstrate clear and professional communication with instructors and classmates at all times.

SCHOOL OR DEPARTMENTAL INFORMATION

The Early Learning and Care program is within the Department of Health and Human Services.

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit camosun.ca/services.

Support Service	Website
Academic Advising	camosun.ca/services/academic-supports/academic-advising
Accessible Learning	camosun.ca/services/academic-supports/accessible-learning
Counselling	camosun.ca/services/health-and-wellness/counselling-centre
Career Services	camosun.ca/services/co-operative-education-and-career-services
Financial Aid and Awards	camosun.ca/registration-records/financial-aid-awards

Support Service	Website
Help Centres (Math/English/Science)	camosun.ca/services/academic-supports/help-centres
Indigenous Student Support	camosun.ca/programs-courses/iecc/indigenous-student-services
International Student Support	camosun.ca/international
Learning Skills	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills
Library	camosun.ca/services/library
Office of Student Support	camosun.ca/services/office-student-support
Ombudsperson	camosun.ca/services/ombudsperson
Registration	camosun.ca/registration-records/registration
Technology Support	camosun.ca/services/its
Writing Centre	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>
Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc.). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started: <https://camosun.ca/services/academic-supports/accessible-learning>

Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <https://camosun.ca/sites/default/files/2021-07/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and camosun.ca/services/sexual-violence-support-and-education. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.