



CAMOSUN COLLEGE
School of Health & Human Services
Community, Family & Child Studies

CFCS 230
Support Strategies
Fall 2014

COURSE OUTLINE

Description:

This course introduces students to positive supports for learning in home, school, work, and community settings. Students will design practical support strategies, applying a variety of perspectives, including ecological and strength based, that assist children and adults in social, academic and daily life activities.

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

Instructor: Kristin Ross
Office Location: WT 219
Office Hours: as posted
Phone: 250-370-3203
Email: kristin.ross11@online.camosun.ca

2. Intended Learning Outcomes

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

1. use positive, strengths based teaching supports and engagement strategies to meet the personal learning needs of children and adults.
2. demonstrate knowledge of root causes of challenging behaviour and apply effective and respectful behaviour supports.
3. apply knowledge of health maintenance and promotion to support individuals in meaningful participation in daily life activities.
4. apply knowledge of group process to support children and adults in a variety of community settings.

3. Required Materials

O'Hara, A., Weber, Z., Levine, K. (2010). *Skills for Human Service Practice: Working with Individuals, Groups, and Communities*. Don Mills, ON: Oxford University Press.

Camosun College (2013). *CFCS 230 Resource Package*

4. Course Content and Schedule

Students will be provided a detailed schedule of topics, assignment due dates, and readings for class preparation.

In addition to the course text, *Skills for Human Service Practice*, student will access readings in D2L.

5. Basis of Student Assessment (Weighting)

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| 1. Teaching & Learning Exchange | 30% |
| 2. Case Study Support Plan & Report | 30% |
| 3. Group Process & Facilitation Paper | 30% |
| 4. Participation in labs, skill development, & group work | 10% |

Details of assignments will be provided in class and/or online.
Students are responsible for maintaining a hard or electronic copy of all submitted work.

All assignments must be submitted and achieve a grade of “**C**” or **higher** for successful completion of the course. This includes attendance for labs, skill development, and group activities.

Late Policy

In exceptional circumstances, students may arrange with the instructor for an extension of an assignment **before** the due date. A professional's note will be required.

Assignments are to be submitted in hardcopy by the start of class on the due date. In fairness to all students, late assignments will be deducted 5% per day after the first five minutes of class.

If you anticipate a late arrival to class, ensure you have emailed the assignment to the instructor to meet the deadline and avoid a deduction for lateness (submit the hardcopy at the break)

Participation

Repeated absence from class will be discussed with the student and may jeopardize course completion if learning outcomes are not met. Students will be expected to complete learning activities to demonstrate outcomes for missed class content.

Evaluation of participation includes:

- Pre-class preparation, including reading assignment materials before class
- Arriving to class on time and consistent attendance
- Constructive and appropriate comments in class and online
- Active participation in group work and classroom activities

6. Grading System

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, through Student Services or on the College website at www.camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Enrolment Services, and on the College website at www.camosun.ca/about/policies/policies.html.

The Department of Community, Family & Child Studies is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of Academic Honesty Guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>