



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

CFCS 230 Support Strategies
Fall 2016
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 or arranged
Phone: 250-370-3203 Email: Kristin.ross11@online.camosun.ca

Your instructor will endeavour to respond to your emails or phone calls within 24 hours; however, you should **NOT** expect a response during weekends, evenings, or holidays. Therefore, you will need to plan accordingly when communicating with your instructor.

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 (2016). *CFCS 230 Resource Package*
D2L Readings
USB flashdrive (min. 16GB) – required for submission of recorded assignment

4. Course Content and Schedule

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

This course is delivered through a traditional face-to-face classroom setting supported with online D2L tools and supplemental resources.

5. Basis of Student Assessment (Weighting)

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| 1. Teaching & Learning Exchange:
Activity Plan (15%) & Self-Critique (5%)
Teaching Demonstration (10%) | 30% |
| 2. Case Study: Support Plan (18%) & Report (4%) | 22% |
| 3. Group Process & Facilitation Paper | 28% |
| 4. Pre & in-class activities: labs, group work, practice examples, review questions | 20% |

Details of assignments will be provided in class and/or online.

Students are responsible for maintaining an electronic copy of all submitted work.

CFCS Program courses may have a range of expectations regarding mandatory assignments, minimum required assignment grades, opportunities to submit drafts or re-writes, and missed class content in-lieu activities. This will depend on the nature of each individual course and assignment. It is the student's responsibility to be familiar with the expectations in each course. The following outlines specific information regarding this course:

All assignments and learning activities must be submitted and demonstrate knowledge and skill at a grade level of “**C**” or higher for successful completion of the course. This includes missed class content activities, in-class assignments, participation in skill development, and attendance at presentations as applicable. Participation in labs and skill development is mandatory.

Participation

Classes are planned as a continuum for building the skill and knowledge required to meet the competencies for working in community services. 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, due before the start of the following class. The in-lieu activities are directly related to course concepts and include activities such as watching a video, questions on prep readings, and worksheets. Because this course does not include an exam, assignments and in-class activities demonstrate knowledge & skill competencies. The in-lieu activities ensure the learner has the opportunity that other students have experienced.

If students have outstanding missed class activities, they may see an “Incomplete” on Camlink at the end of the course until these are submitted.

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
- Active participation in group work and classroom activities
- Active and respectful listening and dialogue
- Considerate behavior toward others in the classroom

Late Policy

Due dates are thoughtfully determined to maximize the application of concepts for students to demonstrate mastery as well as to provide a foundation to build on further course content (the nature of this course is progressive). The timing of due dates is significant; we want to avoid a student getting behind on assignments and in-class learning activities as it may hinder a strong context for subsequent course concepts. To relate this to the human services field, those you are supporting may find it challenging to learn new concepts unless foundational knowledge is first attained.

Assignments are to be submitted in hardcopy by the start of class on the due date (there are no electronic submission in this course). Late assignments will be deducted **3%** per 24-hour period 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).

Any requests for an extension must be negotiated with the instructor **before** the due date. Students who have a *Letter of Accommodation* from the Disability Resource Centre must have previously identified arrangements regarding assignment submissions, as negotiated with the instructor, at least 48 hours before the due date.

We recognize that there are multiple factors that could impact a students' ability to complete assignments by a due date. It is assumed that students work hard to submit assignments on time, may sacrifice other enjoyable activities, and employ good time management skills to meet deadlines. Even with the best intentions and strategies, unexpected situations can arise and influence study time and quality of work. Instructors hold no judgment of students who make the decision to take a day or two more to complete an assignment. The late deduction is often well-worth gaining extra time to complete the assignment with better learning outcomes and a decrease in stress.

If you need extra time **without** previous arrangements (e.g., *Letter of Accommodation*):

- the deduction is only on the mark obtained, not on the value of the assignment. For example, if you submit an assignment valued at 20% and your mark is 18/20, the late deduction, if submitted by due time the next day, is only .54 (two days late would be 1.08).
- please send a brief email to the instructor before the due time, as it may impact an in-class activity that builds on the assignment. There is no need to explain your reasons for needing extra time, the instructor knows there are many circumstances that effect a student's ability to complete on time.

Typically, late marks will not bring an assignment below the passing "C" grade. We are supporting students to demonstrate competencies and successfully pass a course. If an assignment is marked by the instructor at 60% (C) or higher and late deductions bring the mark below 60%, the student receives the end mark yet it is considered a "pass". If the original submission does not meet the 60% level of knowledge/skill and a student needs to re-submit, the late deduction applies until the student successfully meets 60% or higher quality of work. The intention is that a student must demonstrate the knowledge/skill for the assignment but they are not advantaged over other students who got their work in on time and exceeded 60%.

6. Grading System - Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100			9
85-89			8
80-84			7
77-79			6
73-76			5
70-72			4
65-69			3
60-64			2
50-59		imum level has not been achieved.	1
0-49			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 studies. Information is available in the College Calendar, at Student Services, or [Camosun.ca](http://camosun.ca).

STUDENT CONDUCT POLICY - It is the student's responsibility to become familiar with the content of the Student Conduct policy. It is available at the School Administration Office, Enrolment Services, and 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>