

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

CFCS 230
Support Strategies
Fall 2018
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.

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: Michelle Jaworsky
Course: Mondays 9:30 – 1:20 WT 203
Office Location: F 314
Office Hours: Mondays 1:30-2:30
Phone: 250-370-3473
Email: jaworskym@camosun.ca

2. Intended Learning Outcomes

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

1. use positive, strength-based teaching supports and engagement strategies to meet the personal learning needs of children and adults.
2. demonstrate knowledge of root causes of challenging behavior and apply effective and respectful behavior 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. (2016). *Skills for Human Service Practice: Working with Individuals, Groups, and Communities*. Don Mills, ON: Oxford University Press.

D2L Readings

USB flash drive (min. 16GB) – required for submission of recorded assignment

Recommended (referenced in an assignment): Boyd, D., Johnson, P. & Bee, H. (2015). *Lifespan development: Fifth Canadian Edition*. Toronto: Pearson Canada

4. Course Content and Schedule

This schedule is subject to change depending upon availability of resources.

Dates	Topics	Pre-Class Activities & Assignments Due Prior to the Date (Skills for Human Service Providers: SHSP / Online: D2L)
Sept. 10th	Introduction	
17th	Engagement	D2L: Ch. 6 - <i>The First Meeting</i> (from: <i>Interventions with Children & Youth...</i>) D2L: <i>The Centrality of Emotion to Psychological Change</i> Due: D2L Class 2 Pre-Class Activity
24th	Assessment	D2L: <i>Principles of Strength-Based Practice</i> D2L: <i>Chapter 2: Assessment and Evaluation of Social Skills</i> SHSP: Chapter 10: Conducting Assessment: Some General Guidelines Due: SHSP Practice Example 10.1
Oct. 1st	Assessment Continued	D2L: <i>Shaping & Chaining</i> D2L: <i>The ABCs of Behavior</i> D2L: <i>Functional Behavior Assessment</i> Due: D2L Class 4 Pre-Class Activity
8th	Thanksgiving - NO CLASS	D2L: <i>What's Your Learning Style</i> Due: <i>What's Your Learning Style</i> Assessment Result to D2L
15th	Teaching & Learning Principles & Supports	D2L: <i>Doing. Planning...to have a life</i> Due: D2L Class 5 Pre-Class Activity
22nd	Responding to Challenging Behavior	D2L: <i>Setting Behavioral Limits</i> <i>Setting Limits in Schools</i> <i>The Science of Limit-Setting</i> Due: Teaching & Learning Exchange Activity Ideas to Dropbox* D2L Class 6 Pre-Class Activity
29th	Physical Supports Lab Skills Development	Due: Case Study Assignment
Nov. 5th	Capacity Building	Due: Teaching & Learning Exchange Activity Plan
12th	Remembrance Day - NO CLASS	Due: Teaching & Learning Exchange Group Names and Meeting Times to Dropbox*
19th	Group Facilitation	SHSP: Chapter 13: Introduction to Working in Groups D2L: <i>Creative Counseling Techniques: An Illustrated Guide</i> Due: SHSP Chapter 13 Questions for Review #1-5 and D2L Class 9 Pre-Class Activity
26^h	Group Facilitation Skills Development	SHSP: Chapter 14: Intervention Strategies for Working with Groups Due: SHSP Chapter 14 Practice Example 14.5 and Questions for Review #1 and 3
Dec. 3rd	Integration of Learning & Skills	Due: Teaching & Learning Exchange Recording & Self-Critique and Group Process & Facilitation Paper

****All assignments are to be submitted in hardcopy unless otherwise noted***

5. Basis of Student Assessment (Weighting)

<u>COURSE ASSIGNMENTS</u>	<u>VALUES</u>	<u>DUE DATES</u>
Case Study	<u>25%</u>	Oct. 29 th
• Support Plan	17.8%	
• Report	4.2%	
Teaching & Learning Exchange	<u>30%</u>	
• Activity Plan	15%	Nov. 5 th
• Recording	10%	Dec. 3 rd
• Self Reflection	5%	
Group Process & Facilitation Paper	25%	Dec. 3 rd
Pre- and In-Class Work	20%	Weekly

Details of assignments will be provided in class and online. Directions will include APA writing and format expectations (e.g., headings, spacing, font size, citations). Spelling, grammar, presentation of material, length, and demonstration of assignment expectations will be taken into consideration for grading. Resources for writing, formatting, and referencing have been posted on D2L and are available at the Camosun Writing Centre and Library.

CLASS ATTENDANCE AND PARTICIPATION

This is an interactive course that uses a variety of teaching/learning strategies, lectures, discussion, co-operative learning, and guest speakers. Classes are planned as a continuum for building the skill and knowledge required to meet the competencies for CFCS Graduates. Students are expected to contact the instructor if they are unable to attend classes. Class attendance and participation is required and includes:

- Adequate preparation for classes (completing assigned readings & assignments)
- Arriving to class on time, and regular attendance
- Respectful behaviour toward classmates and instructor
- Active and respectful listening, including putting away electronic devices (unless they are needed for learning) and ensuring cellphones are muted during classes
- Contributions to small group and large group discussions and presentations
- Effective and professional interpersonal communication skills

MAKEUP ASSIGNMENTS

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. These activities ensure the learner has the opportunity that other students have experienced. All missed-class content activities must be correctly completed and submitted by the last day of the course for a course grade to be entered in Camlink.

LATE POLICY

Marks will be deducted (3% per day) for late assignments if prior arrangements have not been made with the instructor (e.g., *Letter of Accommodation*). Any requests for an extension must be negotiated with the instructor BEFORE the due date.

If you need extra time to complete an assignment without previous arrangements (e.g., *Letter of Accommodation*), please send a brief email to the instructor before the class for which the assignment is due, as it may impact an in-class activity that builds on your work.

INSTRUCTOR RESPONSE TIME

Your instructor will endeavor to respond to your emails within 24 hours; however, you should NOT expect a response during weekends, evenings, or holidays. Therefore, you will need to plan accordingly if you need to communicate with your instructor.

SUCCESSFUL COMPLETION OF THE COURSE

Students must complete and submit all assignments and learning activities to be eligible to pass the course.

**C is the minimum grade for successful completion of this course, with a GPA of C+ for completion of the CFCS diploma.*

6. Grading System

The following two grading systems are used at Camosun College:

1. 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

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes.

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

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

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.

LEARNING SUPPORT AND SERVICES FOR STUDENTS

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.

STUDENT CONDUCT POLICY

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>