



# CAMOSUN COLLEGE

School of Health and Human Services (HHS)  
Department: Community, Family & Child Studies



[Camosun.ca/hhs-handbook](http://camosun.ca/hhs-handbook)

## CFCS 230 Support Strategies Winter 2019

### COURSE OUTLINE

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The course description is available on the web:  
<http://camosun.ca/learn/calendar/current/web/cfcs.html#cfcs230>

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.

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#### 1. Instructor Information

- (a) **Instructor** Michelle Jaworsky
- (b) **Office hours** Wednesdays 1pm-2pm or by appointment
- (c) **Location** WT 221
- (d) **Phone** 250-370-3314 Click or tap here to enter text. **Alternative:**
- (e) **E-mail** [jaworskym@camosun.bc.ca](mailto:jaworskym@camosun.bc.ca)
- (f) **Website**

#### 2. Course Description & Intended Learning Outcomes

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.

Upon successful completion of the course students will be able to:

- a) use positive, strengths based teaching supports and engagement strategies to meet the personal learning needs of children and adults.
- b) use positive and respectful supports with individuals who experience difficult behaviour.
- c) apply knowledge of health maintenance and promotion to support individuals in meaningful participation in daily life activities.
- d) 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

The following schedule is subject to change depending upon availability of resources and class needs:

Dates	Topic	Pre-Class Activities & Assignment Due Prior to the Date <i>Skills for Human Service Providers</i> (SHSP) Online (D2L)
Jan. 7 <sup>th</sup>	Course Overview	
9 <sup>th</sup>	Engagement	
14 <sup>th</sup>	Change	D2L: <i>The Centrality of Emotion to Psychological Change</i> Due: Pre-Class Activity #1 on D2L
16 <sup>th</sup>	Introduction to Assessment	D2L: <i>Chapter 6 - The First Meeting</i>
21 <sup>st</sup>	Individual Assessment	SHSP: Chapter 10 - Conducting Assessment: Some General Guidelines (1 <sup>st</sup> edition) <u>or</u> Chapter 7 (2 <sup>nd</sup> edition) Due: Pre-Class Activity #2 - SHSP Practice Example 10.1 (1 <sup>st</sup> edition) <u>or</u> 7.1 (2 <sup>nd</sup> edition)
23 <sup>rd</sup>	Individual Assessment Skills Development	D2L: <i>Principles of Strength-Based Practice</i>
28 <sup>th</sup>	Assessment to Planning	D2L: <i>The ABCs of Behavior</i> Due: Pre-Class Activity #3 on D2L
30 <sup>th</sup>	Planning	D2L: <i>Functional Behavior Assessment</i>
Feb. 4 <sup>th</sup>	Family Assessment & Planning	
6 <sup>th</sup>	Family Assessment & Planning Skills Development	Due: Case Study Assignment
11 <sup>th</sup>	Planning to Action	D2L: <i>Doing. Planning...to have a life</i> Due: Pre-Class Activity #4 on D2L
13 <sup>th</sup>	Teaching & Learning Principles	D2L: <i>What's Your Learning Style</i> Due: Pre-Class Activity #5 - <i>What's Your Learning Style</i> Assessment Result and T&L Exchange Part 1 both to Dropbox
18 <sup>th</sup>	Reading Week – NO CLASS	
20 <sup>th</sup>	Reading Week – NO CLASS	
25 <sup>th</sup>	Teaching & Learning Strategies	D2L: <i>Shaping &amp; Chaining</i>
27 <sup>th</sup>	Limit Setting	<b>D2L:</b> <i>Setting Behavioral Limits</i> <i>Setting Limits in Schools</i> <i>The Science of Limit-Setting</i> <b>Due:</b> Pre-Class Activity #6 on D2L

Mar. 4 <sup>th</sup>	Physical Supports Skills Development	
6 <sup>th</sup>	Life Space Work	Due: T&L Exchange Part 2
11 <sup>th</sup>	Objective Reporting and Documentation	
13 <sup>th</sup>	Advocacy	
18 <sup>th</sup>	Group Facilitation Concepts	SHSP: Chapter 13- Introduction to Working in Groups (1 <sup>st</sup> edition) or Chapter 11 (2 <sup>nd</sup> edition) Due: Pre-Class Activity #7 - SHSP Chapter 13 Questions for Review #1-5 (1 <sup>st</sup> edition) or Chapter 11 Questions for Review #1-5 (2 <sup>nd</sup> edition)
20 <sup>th</sup>	Group Facilitation Process	SHSP: Chapter 14: Intervention Strategies for Working with Groups (1 <sup>st</sup> edition) or Chapter 12 (2 <sup>nd</sup> edition) Due: Pre-Class Activity #8 - SHSP Practice Example 14.5 and Questions for Review #1 & 3 <u>or</u> Chapter 12 Practice Example 12.5 and Questions for Review #1 & 2 (2 <sup>nd</sup> edition)
25 <sup>th</sup>	Group Facilitation Skills	D2L: <i>Creative Counseling Techniques: An Illustrated Guide</i> Due: Pre-Class Activity #9 on D2L
27 <sup>th</sup>	Group Facilitation Skills Development	
Apr. 1 <sup>st</sup>	Sharing the Learning	
3 <sup>rd</sup>	Group Facilitation Guest Speaker(s)	
8 <sup>th</sup>	Integration of Learning & Skills	Due: T&L Exchange Part 3 (Recording & Self-Critique)
10 <sup>th</sup>	Sharing the Learning	Due: 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>	Feb. 6 <sup>th</sup>
• Support Plan	17.8%	
• Report	4.2%	
Teaching & Learning Exchange	<u>30%</u>	
• Activity Plan	15%	Mar. 4 <sup>th</sup>
• Recording	10%	Apr. 1 <sup>st</sup>
• Self Reflection	5%	Apr. 1 <sup>st</sup>
Group Process & Facilitation Paper	25%	Apr. 8 <sup>th</sup>
Pre- & 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.

## **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

Repeated absence from class will be discussed with the student and may jeopardize course completion if more than 15% of class time is missed (equals 6.75 hours in a 3-credit/45-hour course).

## **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**

In fairness to all students, late assignments will be deducted 3% per 24-hour period after the first five minutes of class or online due time. If you anticipate a late arrival to class and want to avoid a late deduction, email the assignment to the instructor before due time so they see it is completed; submit hardcopy at the break or end of class to avoid disrupting class time.

Students may arrange with the instructor for an extension of an assignment before the due date; verifying documentation will be required. "Documentation" may take multiple forms (e.g., communication from a counselor/professional, emergency room discharge papers, and dated subpoena). Those with a Letter of Accommodation from the Centre for Accessible Learning (CAL) must have previously identified arrangements, as negotiated with the instructor at least 48 hours before due time.

## **6. Grading System**

- Standard Grading System (GPA)
- Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

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## 8. College Supports, Services and Policies

### Immediate, Urgent, or Emergency Support



If you or someone you know requires immediate, urgent, or emergency support (e.g., illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts:

<http://camosun.ca/about/mental-health/emergency.html> or  
<http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, centre for accessibility, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit Student Services at <http://camosun.ca/services/>

### College Policies

Policies are available on the College website at <http://camosun.ca/about/policies/>

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies.

Education and academic policies include, but are not limited to, [Academic Progress](#), [Admission](#), [Course Withdrawals](#), [Student Appeals](#), Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, and Student Penalties and Fines.

### 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, Registration, and on the College website.

### A. GRADING SYSTEMS

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf#page=2>

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.

## B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf#page=4> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.