



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 Fall 2019

COURSE OUTLINE

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.

1. Instructor Information

Instructor: Sarah Bains
Office hours: Thursdays 4:30pm-5:30pm
Location: CHW 312
E-mail: BainsS@camosun.bc.ca

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

2. Course Description and 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) Demonstrate knowledge of root causes of challenging behaviour and apply effective and respectful behaviour supports
- 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.

Camosun College (2016). CFCS 230 Resource Package

D2L Readings

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

Recommended (referenced in an assignment): Boyd, D., Johnson, P., & Bee, H. (2015). Lifespan Development (5thed.). Don Mills, ON: Pearson CA, Inc.

4. Course Content and Schedule

Students will receive 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. It is an interactive course that uses a variety of teaching and learning strategies, lectures, discussions, and co-operative learning.

5. Basis of Student Assessment (Weighting)

1. Case Study: 22% **Due: Oct. 31st**

- Support Plan (17.8%)
- Report (4.2%)

2. Teaching & Learning Exchange: 30%

- Activity Plan 15% **Due: Nov. 7th**
- Recording 10% **Due: Dec. 5th**
- Self-Reflection 5% **Due: Dec. 5th**

3. Group Process & Facilitation Paper: 25% **Due: Dec 2nd**

4. Pre- & in-class activities 20% **Due: Weekly basis**

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 are available at the Camosun Writing Centre and Camosun Library.

Class Attendance and Participation

This is an interactive course that uses a variety of teaching/learning strategies, lecture, 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 towards 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
- Contribution 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 learning 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 grad 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.

6. Recommended Materials or Service to Assist Student Success

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. www.camosun.ca

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

7.

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.