



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 2020

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

- (a) **Instructor** Michelle Jaworsky
- (b) **Office hours** Monday and Wednesdays 11:30-12:30 or by appointment
- (c) **Location** Fisher 324A
- (d) **Phone** 250-370-3935
- (e) **E-mail** jaworskym@camosun.bc.ca

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. (2018). *Lifespan development: Sixth 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 (SHSP) & Online (D2L)</i>
Jan. 6 th	Course Overview	
8 th	Engagement	
13 th	Change	
15 th	Introduction to Assessment	D2L: <i>Chapter 6 - The First Meeting</i> Due: Pre-Class Activity #1 on D2L
20 th	Individual Assessment	SHSP Chapter 7: <i>Conducting Assessment: Some General Guidelines</i> Due: Pre-Class Activity #2 - SHSP Practice Example 7.1
22 nd	Mandatory Individual Assessment Skills Development Lab	
27 th	Assessment to Planning	D2L: <i>The ABCs of Behavior</i> Due: Pre-Class Activity #3 on D2L
29 th	Planning	
Feb. 3 rd	Family Assessment & Planning	
5 th	Mandatory Family Assessment & Planning Skills Development Lab	Due: Case Study Assignment
10 th	Planning to Action	D2L: <i>Doing. Planning...to have a life</i> Due: Pre-Class Activity #4 on D2L
12 th	Teaching & Learning Principles	D2L: <i>What's Your Learning Style</i> Due: Pre-Class Activity #5 & T&L Exchange Part 1 on D2L
17 th	Reading Week – NO CLASS	
19 th	Reading Week – NO CLASS	
24 th	Teaching & Learning Strategies	
26 th	Life Space Work	Due: T&L Exchange Part 2
Mar. 2 nd	Mandatory Physical Supports Skills Development Lab*	
4 th	Ethics of Touch	
9 th	Limit Setting	D2L: <i>Setting Behavioral Limits</i> <i>Setting Limits in Schools</i> <i>The Science of Limit-Setting</i>

		Due: Pre-Class Activity #6 on D2L
11 th	Objective Reporting and Documentation	
16 th	T&L Exchange Lab	
18 th	Advocacy	Due: T&L Exchange Part 3
23 rd	Group Facilitation Concepts	SHSP: Chapter 11- <i>Introduction to Working in Groups</i> Due: Pre-Class Activity #7 - SHSP Chapter 11 Questions for Review #1-5
25 th	Group Facilitation Process	SHSP: Chapter 12: <i>Intervention Strategies for Working with Groups</i> Due: Pre-Class Activity #8 - SHSP Practice Example 12.5 and Questions for Review #1 & 2
30 th	Group Facilitation Skills	D2L: <i>Creative Counseling Techniques: An Illustrated Guide</i> Due: Pre-Class Activity #9 on D2L
Apr. 1 st	Mandatory Group Facilitation Skills Development Lab	
6 th	Group Process & Facilitation Paper Lab	
8 th	Sharing the Learning	Due: Group Process & Facilitation Paper

* The physical supports skills development lab will be held from 10am-11am in an acute care lab in Interurban campus' CHW building. Further details will be provided in class and online.

5. Basis of Student Assessment (Weighting)

<u>COURSE ASSIGNMENTS</u>	<u>VALUES</u>	<u>DUE DATES</u>
Case Study	<u>25%</u>	Feb. 5 th
• Support Plan	17.8%	
• Report	4.2%	
Teaching & Learning Exchange	<u>30%</u>	
• Activity Plan	15%	Feb. 26 th
• Recording	10%	Mar. 18 th
• Peer & Self Reflection	5%	Mar. 18 th
Group Process & Facilitation Paper	25%	Apr. 8 th
Pre- & In-Class Work	<u>20%</u>	Weekly
• Pre-Class Assignments	9%	
• In-Class Work	5%	
• Mandatory Labs	6%	

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.

Assignments to be submitted electronically (e.g., D2L reflections) must be uploaded to the designated area by the start of class time on the due date, unless otherwise specified. Similarly, assignments specified to be submitted in hardcopy must be in by the start of class on the due date.

Students must complete and submit all assignments and learning activities at a minimum of a “C” level within 24-hours of the last day of class to be eligible to pass the course. The only exception to this is the Group Process and Facilitation Paper due on the final day of instruction, of which must be submitted within 72-hours of the last day of class.

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. 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.

MAKEUP ASSIGNMENTS

Students are 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 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 instruction 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. 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://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> 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.