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

**CFCS 230 Support Strategies**
**Winter 2021**

# COURSE OUTLINE

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

Camosun College will continue to follow the guidance of the Provincial Health Officer, the B.C. Government and WorkSafeBC, and as such may revise the delivery of courses. Courses with an approved face-to-face component may need to move to online or remote delivery if necessary.

The COVID-19 pandemic has presented many challenges, and Camosun College is committed to helping you safely complete your education. Following guidelines from the Provincial Health Officer, WorkSafe BC and the B.C. Government to ensure the health and wellbeing of students and employees Camosun College is providing you with every possible protection to keep you safe including COVID Training for students and employees, health checks, infection control protocols including sanitization of spaces, PPE and ensuring physical distancing. Please refer to: http://camosun.ca/covid19/faq/covid-faqs-students.html
However, if you're at all uncomfortable being on campus, please share your concerns with your Instructor and if needed, alternatives will be discussed.

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** Tuesdays 12:30-1:30

(c) **Location** D2L Collaborate Course Room

(d) **Phone** 250-370-4293

(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

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 | Topics | Activities & Assignments Due Prior to the Date |
|---|---|---|
| Mar. 30th | Group Facilitation | Pre-Class Activity #6* |
| Apr. 6th | Integration of Learning & Skills | Pre-Class Activity #7* |
| Apr. 13th | Closing | Group Process & Facilitation Paper* |

*Note that all assignments and learning activities are due at 11pm the day before the date listed.

## 5. Basis of Student Assessment (Weighting)

| COURSE ASSIGNMENTS | VALUES | DUE DATES |
|---|---|---|
| Group Process & Facilitation Paper | 60% | Apr. 12th |
| Pre- & In-Class Activities | <u>40%</u> | Weekly |
| • Pre-Class Activities | 25% | |
| • Synchronous Class Activities | 15% | |

### COURSE ASSIGNMENT & ACTIVITIES

All assignments and learning activities must be completed within 24 hours of the last day of instruction and demonstrate knowledge and skill at a grade level of "C" or higher to pass this course.

### Grading Criteria

Details of assignments will be provided in-class and/or online under the "Assignment Details" section of D2L. All assignments will be marked by the following criteria:

1. Thoroughness: All questions answered within the word count with appropriate referencing
2. Insight: Depth of understanding and personal reflection evident
3. Writing Skill: Proper formatting, grammar, spelling, and sentence structure.

### Late Policy

Due dates are thoughtfully planned to provide a foundation to build on further course. Students who fall behind on assignment deadlines may hinder a strong context for subsequent course concepts. Late assignments will be deducted 3% per 24-hour period after the first five minutes of due time.

Students may arrange with the instructor for an extension of an assignment 48 hours before the due date. Verifying documentation will be required (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. Extensions must be negotiated by email.

If an original submission does not achieve a mark of 60% or more, the student must re-submit to demonstrate knowledge and/or skill at a level of "C" or higher. Late deduction marks are applied for days an assignment is initially late, as well as days after the instructor returns an assignment to the student for re-submission.

**Pre-Class Activities**

This is an interactive course that uses a variety of asynchronous and synchronous instructional strategies to facilitate learning online.

Pre-class activities are designed to ensure students have the foundational knowledge needed to fully participate in the following synchronous class. These activities consist of asynchronous discussion posts and/or written submissions to the D2L "Assignments" folder. Details for what to do for each week's pre-class activities will be provided in their associated D2L module.

For pre-class assignments submitted to the D2L assignments folder, students are required to use the following modified APA format:

- Use Calibri 11-point font and single-space your work
- List the title of the pre-class activity at the top of the page centered and bold
- Number and write out each question in bold and flushed to the left
- Provide your answer underneath the question in full sentences underneath, as follows:

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**Pre-Class Activity #2**

1. **In full sentences, name three ways in which a meeting is different from an interview.**

   A meeting is different from an interview…

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Note that a title page and running head are not required for pre-class activities, but any in-text citations and references should be formatted in APA-style.

**In-Class Activities**

Synchronous classes are planned as a continuum for building skills and knowledge required to meet the competencies for working in the field of child, family, and community services. Students are expected to:

- Adequately prepare for synchronous classes (e.g., arrive having completed the pre-class activities)
- Arrive to synchronous classes on time, and attend regularly
- Audio and video presence throughout the class (i.e., camera is on when speaking or when in a break out room)
- Demonstrate active and respectful participation in small and large group activities
- Effective and professional use of interpersonal communication skills with instructor and peers

If a student misses more than 15 minutes of synchronous class time, they are expected to email their instructor prior to the class time. Repeated absence from synchronous classes will be discussed with the student and may jeopardize course completion if more than 15% of synchronous class time is missed.

When synchronous class time is missed, students can request an in-lieu of activities for "Synchronous Class Activities" marks and to ensure they experience the same content and outcomes as there attending peers. Missed class activities must be correctly completed and submitted before the start of the following synchronous class to count for marks.

## 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 | Minimum grade required for this course. | 2 |
| 50-59 | D | | 1 |
| 0-49 | F | | 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 | *Incomplete*: 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 | *In progress*: 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. |