

# CLASS SYLLABUS



COURSE TITLE: CFCS 230 – Support Strategies  
CLASS SECTION: BX01  
TERM: F2021  
COURSE CREDITS: 3  
DELIVERY METHOD(S): Blended

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.  
Learn more about Camosun's [Territorial Acknowledgement](#).

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<https://camosun.ca/about/covid-19-updates>

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*Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

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NAME: Michelle Jaworsky  
EMAIL: [JaworskyM@camosun.ca](mailto:JaworskyM@camosun.ca)  
OFFICE: CHW 312  
HOURS: Fridays 3:30-4:30 or by appointment

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

*I try to respond to email correspondence within 24 hours; however, please do **not** expect a response during weekends, evenings, or holidays.*

## CALENDAR DESCRIPTION

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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.

PREREQUISITE(S): **All of:** C in CFCS 110 or IFS 110; C in CFCS 114 or IFS 140; C in CFCS 120  
PRE/CO-REQUISITE(S): **All of:** C in PSYC 154

## COURSE DELIVERY

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ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture	4	14	56
Seminar			
Lab / Collaborative Learning			
Supervised Field Practice			


### COURSE LEARNING OUTCOMES

Upon completion of the course students will be able to:

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

### REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Most of the CFCS 230 readings will be provided electronically in D2L Content. All other readings referenced in the course can be found in the following textbook:

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.

In addition, to complete CFCS 230 assignments, you will need a computer integrated with a webcam and the following textbook:

Boyd, D., Johnson, P. & Bee, H. (2020). *Lifespan development: Seventh Canadian Edition*. Toronto: Pearson Canada.

Both textbooks can be purchased through the Camosun bookstore via the following link:

[https://www.campusbookstore.com/integration/AccessCodes/default.aspx?bookseller\\_id=290&Course=CFCS+230%2f230B&frame=YES&t=permalink](https://www.campusbookstore.com/integration/AccessCodes/default.aspx?bookseller_id=290&Course=CFCS+230%2f230B&frame=YES&t=permalink)

### COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

This course contains both on-campus and online components, with both aspects designed to enhance student skills and knowledge acquisition. Learning formats include peer discussions, role plays, critical thinking activities, in-person and video skill development, and written assignments centering around a different topic each week. Topics are planned as a continuum for building skills and knowledge required to meet the competencies for supporting diverse individuals and groups in a variety of settings.

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK	TOPIC	DUE PRIOR TO THE WEEK START
1	Introductions	
2	Engagement	Pre-Class Assignment #1
3	Assessment	Pre-Class Assignment #2

WEEK	TOPIC	DUE PRIOR TO THE WEEK START
4	Assessment to Planning	Pre-Class Assignment #3
5	Family Assessment & Planning	
6	Planning	Case Study Assignment
7	Planning to Action	Pre-Class Assignment #4
8	Teaching & Learning	Pre-Class Assignment #5
9	Limit Setting	Teaching & Learning Assignment Part 1
10	Teaching & Learning Lab	
11	Life Space Work Lab	Teaching & Learning Assignment Part 2
12	Group Facilitation	Pre-Class Assignment #6
13	Group Facilitation Lab	Pre-Class Assignment #7
14	Closing	Group Facilitation Paper

## STUDENT EVALUATION

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DESCRIPTION	WEIGHTING
Case Study Assignment	25%
Teaching & Learning Exchange	25%
Group Process & Facilitation Paper	15%
Pre-Class Activities	20%
In-Class Activities	15%
<b>TOTAL</b>	<b>100%</b>

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.  
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

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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.

## Participation

This course contains both on-campus and online components. Students are expected to participate in synchronous and asynchronous learning activities each week.

### In-Class Activities

Students are expected to attend all face-to-face classes. Classes are planned as a continuum for building the skill and knowledge required to meet the competencies for CFCS Graduates. 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 two synchronous classes). Evaluation of synchronous class participation includes:

- Consistent attendance with pre-class preparation, including completing assigned readings, activities, and assignments
- Contributing to small and large group discussions
- Effective interpersonal communication skills including active listening, respectful dialogue, and appropriate and constructive comments

When more than 15 minutes of class time is missed, students can request an in-lieu of activities for “In-Class Activities” marks and to ensure they experience the same content and outcomes as their attending peers. Missed class content activities can be completed at any point in the course for students’ own learning. However, they must be correctly completed and submitted before the start of the following class to count for marks.

### Online Activities

Each week’s synchronous class time is complimented by an asynchronous online module. Modules contain learning activities such as games, videos, self-reflections, peer-to-peer discussions, and written

assignments. Students are expected to work through each week's activities prior to the following synchronous class time. Evaluation of asynchronous discussion participation includes:

- Completion of asynchronous activities prior to the start of the following synchronous class
- Timely and effective responses to peers' discussion posts (e.g., build a focused argument around a specific issue, ask a new related question, or offer an alternative perspective supported by personal experience or related research)
- Display an understanding of the topic and underlying concepts, including correct use of terminology
- Effective interpersonal communication skills including clear written communication, respectful dialogue, and appropriate and constructive comments

### Pre-Class Assignments

Some of the modules will require submission of a written assignment to a designated D2L Assignments folder. These assignments are referred to in the schedule as Pre-Class Assignments, as they are designed to ensure students have the foundational knowledge needed to fully participate in the following synchronous class. These assignments consist of discussion posts and/or written submissions to the D2L "Assignments" folder. Specifics for each assignment will be outlined in the "Pre-Class Activities" Content section of D2L.

When instructed to submit a pre-class assignment to a designated D2L Assignments folder, please use the following modified APA format:

- Use an APA-approved font and single-space your work
- List the title of the pre-class assignment 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:

#### **Pre-Class Assignment #2**

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

A meeting is different from an interview...

Title pages are not required, but in-text citations and references should be formatted in APA-style. Assignments must be submitted electronically in Word or PDF format. OpenOffice users can "save as" Microsoft Word (.doc/x) before posting electronically.

### SCHOOL OR DEPARTMENTAL INFORMATION

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Policies and expectations unique to HHS (Health and Human Service) students are outlined in the following handbook: <https://legacy.camosun.ca/learn/school/health-human-services/student-info/>. In some cases they duplicate those of the college and the clinical environment and are repeated here in order to emphasize their importance.

## STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started: <http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit

<http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-370-3841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

**Changes to this Syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.