



CAMOSUN COLLEGE
School of Health & Human Services
Community, Family & Child Studies

ELC 212
Supportive Relationships 3
Fall 2014

COURSE OUTLINE

Description:

This course continues to explore strategies with individual children and groups of children. Students continue to hone skills in observation, interpretation, planning, implementing and evaluating strategies that support children's social interactions. Students examine the role of educator in supporting family centered practice, multiple perspectives and community networks.

✦ *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: Peg Hasted
Office Location: WT 220
Office Hours: By Appointment (Monday 1:30-4:00)
Phone: 250-370-3154
Email: hastedp@camosun.bc.ca

2. Intended Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Apply strength-based strategies with individual children, groups of children and families.
2. Analyze caring relationships with families using a model of family centered practice.
3. Identify and compare community connections that offer support to children and families.

Additional Learning Outcomes:

- Interpret children's social interactions using strength based and family systems perspectives
- Plan strength based strategies with families to support children's social interactions
- Evaluate effectiveness of positive guidance strategies
- Analyze respectful and positive communication strategies with children and families, demonstrating knowledge of multiple perspectives
- Define and plan parent-educator meetings and other collaborative alliances
- Identify community agencies that provide support to children and families
- Using multiple perspectives identify the role of the educator in supporting family referrals to community agencies

3. Required Materials

- Wilson, Lynn (2014) *Partnerships: Families and Communities in Early Childhood*, 5th edition Nelson Canada
- Kaiser, Barbara & Rasminsky, Judy (1999) *Meeting the Challenge: Effective Strategies for Challenging Behaviours in Early Childhood Environments*, Canadian Child Care Federation
- ELC 212 Supportive Relationships 3 Course Pack (2014)

Course Content and Schedule

- Monday, 4:30-7:20pm (No class October 13, 2014 - Thanksgiving)
- Paul 111

4. Basis of Student Assessment (Weighting)

1. Participation Assignments
2. Family Information Project
3. Positive Approach to Behaviors that are Challenging
4. Self-Reflection Assignment

A detailed description of assignments, their due dates and percentage values will be handed out and discussed in class.

Assignments are to be handed in on the due date unless advance arrangements have been made with the instructor, or marks will be deducted.

All reading assignments are to be read before the class indicated on the weekly schedule. Each reading assignment will be the basis for that week's classroom material, discussion or group work.

All assignments should have a title page. Please type and double-space all assignments and use one side of the page only. Keep a copy of your assignments until the instructor has returned the marked copy.

NOTE: It is the responsibility of the student to understand the assignments before submitting by the due date. No rewrites are permitted.

ATTENDANCE

Due to the short and intense nature of this ELC Diploma Program, classes are planned as a continuum for building the skills and knowledge required.

Active engagement with course materials and participation with peers supports your learning and is a major part of competency development in ELC. Classroom experiences and participation are a major part of that competency development; therefore, consistent attendance is expected. Students are required to contact the instructor in advance if they are unable to attend class.

Students who miss class are responsible for the material and assignments covered in class. Repeated absence from class can affect a final grade.

Professional responsibility and accountability are demonstrated by:

- Participating thoughtfully and positively with peers in discussions, creating a respectful and encouraging learning environment, and contributing to the learning of fellow students.
- Upholding a standard of confidentiality and trust, and being mindful to withhold identifying names when sharing real-life stories involving children, families, co-workers, etc, other than your own.

NOTE: Students must complete all assignments to be eligible for a grade. This course must be passed with a 'C+' (65%) average.

5. Grading System

Standard Grading System (GPA)

Competency Based Grading System

The following two grading systems are used at Camosun College:

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

1. 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.

6. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

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 at www.camosun.ca.

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, Enrolment Services, and on the College website at www.camosun.ca/about/policies/policies.html.

The Department of Community, Family & Child Studies is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of Academic Honesty Guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>