



**Faculty:** Health & Human Services

**Department:** Education Assistant Community Support

**Course Title:** Understanding & Supporting Behaviour  
Across the Lifespan

**Course Code:** EACS 140

**Semester, Year, Section:** Fall or Spring

**Course Start Date:** September or January

## **SAMPLE COURSE OUTLINE**

*With respectful acknowledgement that Vancouver Island University students, staff, faculty and administration live, work, and play on the traditional territories of Snuneymuxw First Nation, Tla'amin / Sliammon First Nation, and Cowichan Tribes.*

### **COURSE INFORMATION**

#### **Course Description**

An exploration for understanding and working with behaviour as communication. Topics include understanding behaviour as communication, developing techniques and skills that support working with challenging behaviour effectively, creating emotionally safe, respectful relationships and environments which foster self-esteem across the lifespan, and supporting independence of people with disabilities.

#### **Course Summary**

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#### **Course Details**

- **Hours/Week:** 3 Seminar Hours/Week
- **Credits:** 3
- **Course Duration:** September to December or January April
- **Time:**
- **Location:** Nanaimo or Powell River Campus
- **Online Location:** VIU Learn <https://learn.viu.ca/d2l/home/143690>
- **Prerequisites:** None

#### **Program Learning Outcomes**

Certified Educational Assistants make a difference in the lives of people with special needs so they can have every opportunity to participate fully in our society, and access education and services that allow them to live to their fullest potential. VIU's Education Assistant and Community Support program will get you ready for a rewarding career working with people of all ages who have mental, physical and emotional challenges.

To be eligible for an Education Assistant and Community Support certificate, students must:

- Complete all program requirements within 5 years.
- Achieve a passing grade in the practicum courses; and,
- Achieve a "C" grade in all other EACS courses

## **Program Learning Outcomes for Health & Human Services (HHS)**

1. Engage in the profession and discipline of Health & Human Services (HHS) Programs by utilizing a foundation of caring, health, and healing, and by integrating and applying the theory and practice of HHS within a variety of contexts and diverse populations.
2. Provide safe, competent, compassionate, accountable and ethical care in all contexts and practice environments.
3. Make safe and competent decisions based on knowledge, evidence, multiple ways of knowing, principles of relational practice/therapeutic communication, professional relationships and responsibilities, and person-centered care.
4. Lead current and future professional practice and through partnerships with others influence care at the economic, technological, political, social, environmental, and professional levels.
5. Implement changes that benefit the needs of individuals, families, groups, and populations, advocating for changes to address issues of social justice, health equity, and other disparities.
6. Be self-directed, inquiry focused, critically reflective, and collaborative practitioners dedicated to self-regulation and lifelong learning.
7. As well as discipline specific knowledge, graduates of HHS programs have cultivated skills, literacies and qualities that enable them to be flexible, adaptable, educated citizens, lifelong learners, and leaders in their communities, society and the world:  
[https://ciel.viu.ca/sites/default/files/overview\\_of\\_viu\\_graduate\\_attributes](https://ciel.viu.ca/sites/default/files/overview_of_viu_graduate_attributes).

## **Course Learning Outcomes**

**On successful completion of this course, participants will be able to:**

### **1. Within the context of the K-12 and Community Living sectors describe behaviour:**

- a. As functional and communicative in a variety of contexts and settings
- b. Using objective rather than subjective language
- c. Using respectful language that communicates the individuals abilities, strengths, and needs
- d. As related to specific conditions where applicable like autism, FASD, and dual diagnosis
- e. Without using stereotypes and labels

### **2. Respond to behaviour with effective support by:**

- a. Applying key strategies that build positive relationships
- b. Using a functional analysis of behaviour at a rudimentary level.
- c. Identifying external factors that can influence person's behaviour like setting events, antecedents, and medical conditions.
- d. Describing the process for developing Person Centered Support plans as a foundation for reducing difficult to understand behaviour
- e. Describing the steps to develop positive behavioural support plans and safety plans as part of a team. Explain how they are an integrated part of effective person centered and individualized plans.
- f. Describing how behaviour supports that are respectful of individual preferences, choices, and priorities are developed and implemented
- g. Evaluating appropriate strategies and support services in ways that demonstrate awareness of typical developmental stages as well as basic human rights.
- h. Applying key techniques that support people who have disabilities when their behaviour is challenging

**3. Demonstrate self-awareness and self-management including the ability to:**

- a. Describe key techniques for maintaining personal boundaries and self-care in practice
- b. Describe in a reflective manner how you would use positive and respectful supports with individuals who experience behavioural challenges
- c. Identify concerns and ethical issues related to the use of restrictive or punitive approaches for managing behaviour
- d. Describe reporting and advocacy role within the context of responding effectively to concerns and ethical issues

**ASSESSMENT AND EVALUATION COMPONENTS**

**STUDENT WORKLOAD - CLASS FORMAT AND ASSIGNMENTS**

An interactive approach is used. Students are expected to come to class prepared. This includes completing required reading prior to class so that you are ready for class participation and completion of assignments.

**EXPECTATIONS FOR WRITTEN WORK**

Students are expected to submit work that is generated by a word processor. Please use Microsoft Word for all electronic submissions. Microsoft Office is available to students for free. Follow the instructions at this link. <https://www.microsoft.com/en-ca/education/products/office>

A VIU email address is required to access free Microsoft Office. VIU does not provide student emails but can provide you with a virtual email address for this purpose. Learn more here. <https://technology.viu.ca/student-guide>

Students are expected to use APA format and style and to demonstrate grammar and spelling at a first year University level.

**EVALUATION**

**METHOD OF STUDENT EVALUATION**

- 1. Reading Responses from textbook **20%**
- 2. Functional Behaviour Assessment **30%**
- 3. Positive Behaviour Support Plan **30%**
- 4. Midterm Exam **20%**

	Description	Due Date	% of Final Grade
1	Assignment One: Participation and Contribution		10%
2	Assignment Two: Observation Skills Development		10%
3	Assignment Three: Learner Lead Topics (Behaviour Strategy Technique)		20%
4	Mid Term Quiz		10%
5	Assignment Four: Journal Highlights Essay		15%
6	Assignment Five: The Great Debate (Thinking Critically about Behaviour Support Strategies)		20%
	Final Exam – Open Resource		15%
	<b>TOTAL</b>		<b>100%</b>

**VIU Grade Scale:** University, Career/Technical, Adult Basic Education Programs

Grade	Percentage (%)	Grade Value	Point Description
A+	90-100	4.33	<b>Excellent</b>
A	85-89	4.00	
A-	80-84	3.67	
B+	76-79	3.33	<b>Good</b>
B	72-75	3.00	
B-	68-71	2.67	
C+	64-67	2.33	<b>Satisfactory</b>
C	60-63	2.00	
C-	55-59	1.67	
D	50-54	1.00	<b>Poor</b>
F	0-49	0.00	<b>Failing Work</b> Unsatisfactory performance or failure to meet course requirements
CR	N/A	0.00	<b>Course Passed</b> Requirements completed, but not calculated in GPA

**Please note the following:**

- W A grade which can be issued only by Registration when a student officially withdraws from a course. This can only be done during the first five weeks of class (students' responsibility to check calendar for deadline). Instructors can not issue "W" grades.
- UW Unofficial Withdrawal – failure to meet the course requirements due to lack of attendance.

## LEARNING MATERIALS

### Required Readings

All readings will be posted on the EACS 140 VIU Learn site or handed out in class.

## COURSE SCHEDULE

To be distributed in class and posted on VIULearn.

## POLICIES AND PROCEDURES

**Academic Integrity** is a central element in learning and forms the foundation of intellectual pursuits in an academic community. All members of the University Community share responsibility for adhering to the academic and ethical principles of the University. This involves honesty in the representation of one's knowledge and learning, and open and accurate acknowledgement in one's academic work of any indebtedness to the work of others. A breach of these standards will be treated seriously and not be tolerated. Students are expected to learn and embrace academic integrity as an essential part of their education.

Academic integrity includes:

- independently producing work submitted under one's own name;
- properly and appropriately referencing all work;
- identifying all collaborators in work;
- completing examinations without giving or receiving assistance, excepting those students requiring assistance due to a documented disability;
- respecting the integrity of examination materials and/or the examination process; and
- respecting the integrity of computer security systems, software copyrights and file privacy of others.

**Academic Misconduct** involves any violations of academic integrity which includes dishonesty in assignments, examinations and any other academic performances or endeavors. Academic misconduct includes:

- **Cheating:** Cheating is an act of deception by which students misrepresent that they or others have mastered information for an academic exercise
- **Fabrication:** Fabrication is the intentional use of false information or the falsification of research or other findings with the intent to deceive.
- **Plagiarism:** Plagiarism is the intentional unacknowledged use of someone else's words, ideas or data. When a student submits work for credit that includes other's words, ideas or data the source must be acknowledged and referenced appropriately, using the convention of the discipline of study.
- **Facilitation of Misconduct:** Facilitation of misconduct is helping or attempting to help someone else commit academic misconduct as identified above.
- **Non-attendance:** Non-attendance, where attendance is deemed to be mandatory, is not acceptable. Absences due to personal illness, family illness, death of an immediate family member, religious ceremonies, or sports events in which the student represents Vancouver Island University are allowed and must be approved by the appropriate instructor or coordinator. **Non-attendance must be for valid reasons and not falsified. Some departments have specific attendance requirements, and details of this may be obtained from the instructor, department chair, or program coordinator.**

The full **Academic Integrity Policy and Procedure** can be found at: <https://employees.viu.ca/faculty-help/student-academic-code-conduct>

**Standards of Behaviour:** Vancouver Island University students are expected to behave in a responsible manner, respectful of the learning environment inside the classroom and throughout the campus. **As students in the Faculty of Health and Human Services, standards of behaviours include professional and ethical suitability.** This policy applies to all Vancouver Island University campus and off-campus locations where Vancouver Island University sponsored activity is occurring.

Students enrolled at Vancouver Island University are expected to meet standards of conduct, which include but are not limited to the following:

- Accepting responsibility for their behaviour on Vancouver Island University property and/or at institutionally sponsored events;
- Complying with University policy and federal, provincial and local laws and/or regulations;
- Respecting the rights of all students and employees to have a positive and safe learning and working environment; and,
- Respecting the property of others.

The policy includes, but is not limited to, the following acts:

- Endangering the safety of any individual
- Violence or threats of violence
- Personal harassment
- Disruption of the learning and work environment
- Theft or Vandalism
- Alcohol and other drug related offences
- Providing false information
- Refusing reasonable requests of authorized employees
- The posting of obscene, libelous and copyright material
- Misuse of the University name

This policy is intended to work in concert with a number of Vancouver Island University policies governing student behaviour. For a full list of these additional policies the **Full Standards of Behaviour** can be found at: <https://services.viu.ca/student-support-and-intervention/student-code-conduct-non-academic>.

## Faculty of Health and Humans Services: Social Media Issues

### SOCIAL MEDIA USE

Digital Technology as a Learning Tool: Faculty and students within the Faculty of in Health and Human Services (HHS) at VIU have access to a wide variety of digital tools (personal computers; tablets; phones) that can be used as part of the learning and environment. HHS welcomes the use of such devices within the classroom, but they must be used as learning tools. Students found using Social Media Apps such as Facebook, Twitter, and Instagram during class time will be asked to switch off their devices and not allowed to use them for the duration of the lesson. Students who are found to regularly breach this directive will not be allowed to use their digital tools during classroom time. From time to time Faculty may request that you switch off your devices until the end of the session, or until a media break is provided.

### SOCIAL MEDIA & AGGRESSIVE BEHAVIOUR

Any social media content posted by a student or group of students that is reasonably considered to be:

- Bullying;
- Harassing;
- Inciting hatred or violence and/or
- Abusive to, or demeaning of others, including H&HS/VIU students, faculty members, or the institution is reported for action under the Academic Code of Conduct Policy #96.01.00  
<https://employees.viu.ca/faculty-help/student-academic-code-conduct>

## LEARNER SUPPORTS

- Advising Centre (<https://services.viu.ca/advising>)
- Counselling Services (<https://services.viu.ca/counselling>)
- Disability Access Services: Students with a disability who require academic accommodation are encouraged to contact Disability Access Services in Building 200 as soon as possible.  
(<https://services.viu.ca/disability-access-services>)
- Elders at VIU (<https://aboriginal.viu.ca/elders-viu>)
- Library (<https://library.viu.ca/>)
- Writing Centre (<https://services.viu.ca/writing-centre>)

## RIGHTS AND RESPONSIBILITIES OF STUDENTS

### ATTENDANCE and PARTICIPATION

**Attendance and participation in classes and seminars is mandatory.** Students are required to contact the instructor **in advance** if they are unable to attend classes. **Students absent for 3 or more classes are at risk of failing the course;** the instructor may assign a UW grade OR for blended classes if a student misses the mandatory face to face classes and/or participates in less than 70% of the online content the instructor may assign a UW grade. As well as attending classes regularly, students are expected to be on time, remain for the duration of class, and demonstrate evidence of participation. Evidence of participation includes: completing assigned readings; thinking critically about those readings and previous class discussion as evidenced in classroom discussions and/or written work; and demonstrating a willingness to participate equally in individual, small and large group activities and presentations. The student is responsible to review the VIU and HHS policies on attendance. <https://www2.viu.ca/policies/documents/JUNE2013DRAFTProcedure96.05.001.pdf>

## **LATE SUBMISSION OF ASSIGNMENTS AND MISSED TESTS**

All assignments and presentations must be submitted in order to obtain a grade for this course. It is part of professional practice to submit assignments on time. Any requests for extensions must be in writing three (3) working days prior to the due date. Any assignments received after any due date without at least 3 working days prior negotiation will have marks deducted at a rate of 2% per day.

Any assignment over two weeks late will be accepted for completion but will not be marked. No negotiations will be made the day the assignment is due. Instructor has the right to deny extensions. All assignments are to be submitted by the due date and all tests are to be written on the date specified. In online environments some quizzes will have a date range. Quizzes must be completed by the end date/time. If extenuating circumstances arise such as illness or emergency and assignment submission by the due date will not be possible, or completion of tests not possible on the scheduled date, please discuss this with the instructor prior to the date the assignment is due or test scheduled. A new submission date and/or a make-up test may be scheduled at the discretion of the instructor.

### Penalties for Late Submission of Assignments

1. Up to and including three calendar days past deadline, deduct 1/2 letter grade (e.g., B to B-).
2. Four to seven calendar days past deadline, deduct one full letter grade (e.g. B to C+).

Any assignment more than seven calendar days late may not be accepted. If accepted, the late penalty will be determined the instructor.