



**SCHOOL OF
HEALTH & HUMAN SERVICES**

**DEPARTMENT OF COMMUNITY, FAMILY
& CHILD STUDIES**

**Community, Family and
Child Studies**

STUDENT HANDBOOK

2011 – 2012

Healthy Community, one relationship at a time

We, the faculty and staff of the Department of Community, Family and Child Studies, **WELCOME YOU!** By choosing one of our Programs you are demonstrating that you care about your community and that you have an interest and commitment to working with people. During the course of your studies we will partner with you to strengthen your knowledge, skills and values in preparation for your chosen career. This handbook is designed to help you in your daily life as a student.

The Department of Community, Family and Child Studies is a dynamic department comprised of committed, knowledgeable, faculty and staff. We offer 7 certificate and diploma programs with a capacity for 270 students. Program offerings include: Community, Family and Child Studies; Community Mental Health; Community Support and Education Assistant; Early Childhood Care and Education; Interprofessional Mental Health and Addictions; Indigenous Family Support and Indigenous Human Services Career Access. We also offer two individual health courses that have university transfer credit. Many of our program courses are open to the community for professional and personal development. There will be opportunities for you to connect with students from other programs throughout the year, beginning with our welcome event and BBQ in September.

In addition to being a program student in your chosen area of study, you are a member the School of Health and Human Services and the Camosun College community. Our School is one of six schools at Camosun College. Both the School and the College are briefly outlined in later sections of this handbook.


A section on student resources and policies and procedures is included to assist and guide you in making your educational experience a success. Make sure to use your Camosun College calendar and the **Student Tool Kit** www.camosun.bc.ca/toolkit/ to familiarize yourself with college policies and procedures and available services. You can access these resources on line at camosun.bc.ca and there is always a copy in the Department Office, Wilna Thomas Building, room 217 (WT217).

We are delighted that you have chosen a Community, Family & Child Studies program as your area of study and will take great pleasure in getting to know you, while we work and learn together. We hope you enjoy your experience with us, and wish you success in all that you do! If you have any questions or concerns, please approach one of your instructors or drop by my office (WT 224) or the Department office(WT217) where Maureen or Sandra will assist you.

Sincerely,

Anita Ferriss

Chair, Department of Community, Family and Child Studies


“Education is not the filling of a pail, but the lighting of a fire.
W. B. Yeats

Acknowledgement of Territory

Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Esquimalt; Lekwungen; Malahat; Pacheedaht; Pauquachin (Saanich); SC'lanew; Tsartlip (Saanich); Tsawout (Saanich); Tseycum (Saanich); and T'Sou ke Nations.

Camosun College campuses are located on land that is the traditional territory of the Lekwungen, Esquimalt, and Saanich peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.



LANSDOWNE CAMPUS

FIRE ALERT

1. ACTIVATE AREA FIRE ALARM
2. WARN PERSONS NEARBY and ASSIST OTHERS IN NEED
3. PROCEED to CLOSEST EXIT and EVACUATE BUILDING
4. DO NOT USE ELEVATORS DURING a FIRE ALARM

FIRST AID

MONDAY TO FRIDAY
8:30 - 4:30 - **DIAL 3075**

MONDAY TO FRIDAY
1630 hrs - MIDNIGHT - **DIAL 9 - 360-4966**
(Give short clear message)

FRIDAY MIDNIGHT TO SUNDAY
MIDNIGHT & HOLIDAYS
EMERGENCY - **DIAL 9 - 911 (AMBULANCE)**

SECURITY

MONDAY TO FRIDAY- **DIAL 3075**
0830 - 1630 hrs. (*Non-emergency Dial 3041*)

MONDAY TO FRIDAY
1630 hrs - MIDNIGHT - **DIAL 9 - 360-4963**
(Give short clear message)

FRIDAY MIDNIGHT TO SUNDAY
MIDNIGHT & HOLIDAYS
EMERGENCY - **DIAL 3058**
and inform Security Guard of
details, OR
- **DIAL 9 - 911 (for Police)**
(Non-emergency Saanich Police 9-388-4321)

SECURITY

Always leave valuables in your locker or at home. Theft is a common problem on campus. Camosun College cannot be responsible for the loss or theft of student belongings.

Treat your textbooks, notes and assignments as above. Theft or loss has occurred on occasion.

Be aware of personal safety when walking to and from parking lots or buildings at times when it is dark or deserted. Use a buddy system of walking together.

EARTHQUAKE RESPONSE GUIDELINES

IF INDOORS

STAY INSIDE, MOVE AWAY FROM WINDOWS, SHELVES
AND HEAVY OBJECTS OR FURNITURE THAT MAY FALL

TAKE COVER UNDER A TABLE OR DESK,
OR IN A STRONG DOORWAY

IF OUTDOORS

MOVE TO AN OPEN SPACE, AWAY FROM BUILDINGS
AND OVERHEAD POWER LINES.

LIE DOWN OR CROUCH LOW TO THE GROUND
(LEGS MAY NOT BE STEADY)

KEEP LOOKING AROUND TO BE AWARE OF DANGERS
THAT MAY DEMAND MOVEMENT

TABLE OF CONTENTS

ACKNOWLEDGEMENT OF TERRITORY	1
DEPARTMENT OF COMMUNITY, FAMILY & CHILD STUDIES	6
IMPORTANT DATES	8
COMMUNITY, FAMILY & CHILD STUDIES PROGRAM	9
PURPOSE STATEMENT	9
PHILOSOPHY STATEMENT	9
A COMMUNITY OF LEARNERS & TEACHERS	10
CFCS PROGRAM OUTCOMES	10
CFCS CURRICULUM PLAN	12
CRIMINAL RECORD CHECK	12
SERVICES AND RESOURCES FOR STUDENTS	13
REGISTRATION FOR CONTINUING STUDENTS IN THE SCHOOL OF HEALTH & HUMAN SERVICES	18
CONTACT LIST	21
ACADEMIC POLICIES & PROCEDURES	22
GUIDELINES FOR LEAVING AND RE-ENTRY TO A HHS PROGRAM	24
REGISTRATION PRIORITIES	28
GRADING	28
COMMUNICATION/CONFLICT RESOLUTION	29
EXAM POLICIES	30
ACADEMIC INTEGRITY & PLAGIARISM	32
	34

DEPARTMENT OF COMMUNITY, FAMILY AND CHILD STUDIES PROGRAMS & PATHWAYS

ACCESS PROGRAMS

INDIGENOUS HUMAN SERVICES CAREER ACCESS
10 MONTHS FULL-TIME

CERTIFICATE PROGRAMS →

COMMUNITY MENTAL HEALTH
5 MONTHS FULL-TIME & PART-TIME

COMMUNITY SUPPORT & EDUCATION ASSISTANT
10 MONTHS FULL-TIME

INDIGENOUS FAMILY SUPPORT
10 MONTHS FULL-TIME

DIPLOMA PROGRAMS →

COMMUNITY, FAMILY & CHILD STUDIES
YEAR 1: 8 MONTHS FULL-TIME

COMMUNITY, FAMILY & CHILD STUDIES
YEAR 2: 8 MONTHS FULL-TIME

EARLY LEARNING & CARE
YEAR 1: 8 MONTHS FULL-TIME

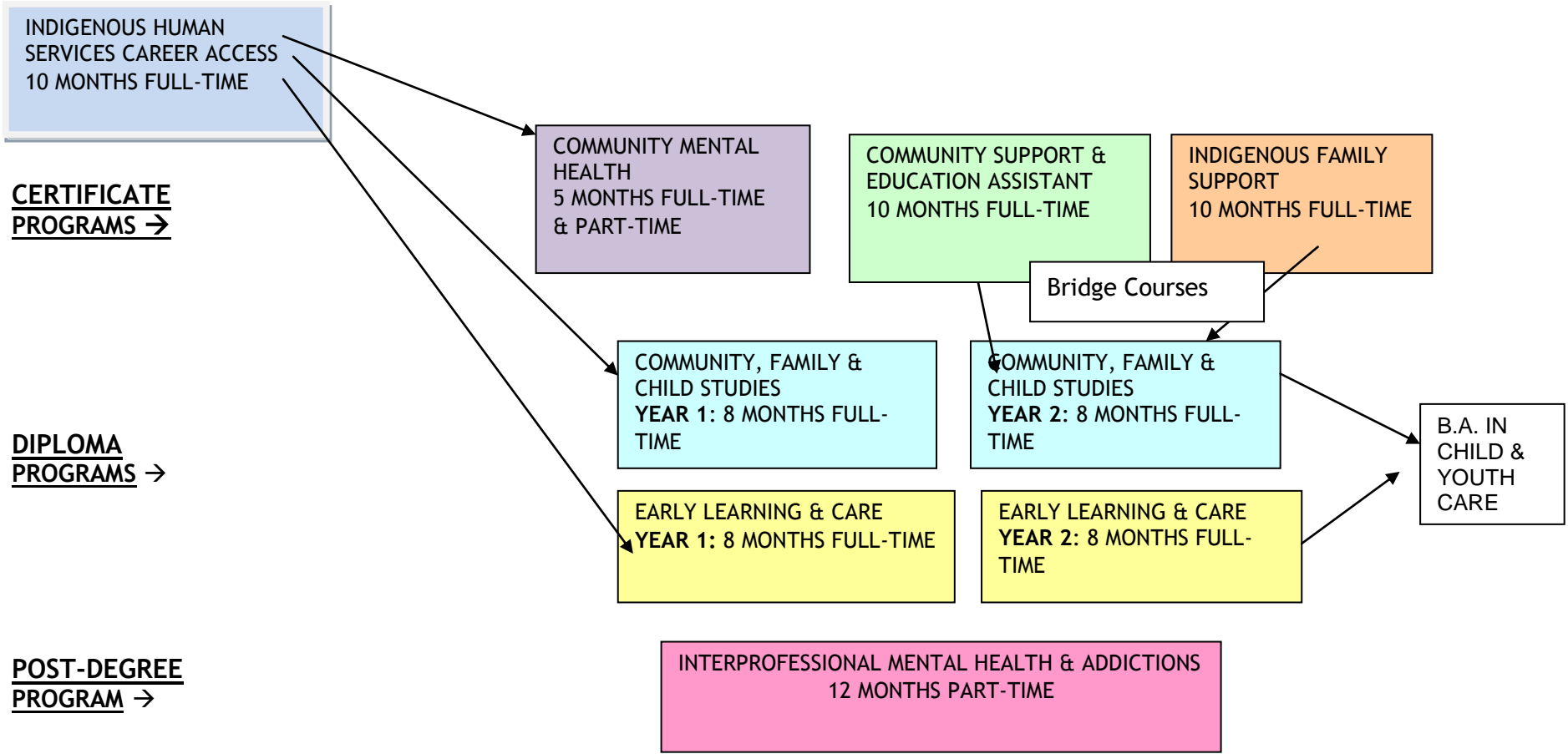
EARLY LEARNING & CARE
YEAR 2: 8 MONTHS FULL-TIME

POST-DEGREE PROGRAM →

INTERPROFESSIONAL MENTAL HEALTH & ADDICTIONS
12 MONTHS PART-TIME

Bridge Courses

B.A. IN CHILD & YOUTH CARE



**DEPARTMENT OF COMMUNITY, FAMILY AND CHILD STUDIES PROGRAMS
CONTACT SHEET**

CHAIR Anita Ferriss 250-370-3208 ferriss@camosun.bc.ca	PROGRAM ASSISTANT Maureen Drever 250-370-3206 drever@camosun.bc.ca	OFFICE ASSISTANT Sandra Tennent 250-370-3169 tennants@camosun.bc.ca
PRACTICUM COORDINATOR Jeanne Puritch 250-370-3100 puritchj@camosun.bc.ca	SERVICES ASSISTANT ABORIGINAL SERVICES Wendy McDonald 250-370-3975 mcdonald@camosun.bc.ca	

<u>Early Learning & Care</u> Toni Hoyland, Program Leader <ul style="list-style-type: none"> • 370-3237 • hoylandt@camosun.bc.ca 	<u>Indigenous Family Support</u> Robert Wells, Program Leader <ul style="list-style-type: none"> • 544-2192 • wellsr@camosun.bc.ca 	<u>Community Support & Education Assistant</u> Ros Giles-Pereira, Program Leader <ul style="list-style-type: none"> • 370-3223 • pereira@camosun.bc.ca
<u>Health UT</u> Hlth 110, Hlth 111 & Hlth 112 Patty McCrodan <ul style="list-style-type: none"> • 370-3222 • mccrodan@camosun.bc.ca Molly Chisamore <ul style="list-style-type: none"> • Chisamore@camosun.bc.ca 	<u>Community, Family & Child Studies Diploma Program</u> Robin Fast, Program Leader <ul style="list-style-type: none"> • 370-3205 • fast@camosun.bc.ca 	<u>Mental Health & Addictions Programs</u> Kristin Ross, Program Leader <ul style="list-style-type: none"> • 370-3203 • ross@camosun.bc.ca
<u>INDIGENOUS HUMAN SERVICES ACCESS</u> Ruth Lyall <ul style="list-style-type: none"> • 250-370-3132 • lyallr@camosun.bc.ca 		

Important Dates 2011/2012

September 5	Labour Day - College Closed
September 6	Most Fall '11 credit programs/courses commence
September 20	Fee Deadline: For students enrolled in Fall '09. Students who wish to withdraw must drop class(es) prior to fee deadline or will be required to pay remaining fees.
October 10	<i>Thanksgiving Day - College Closed</i>
October 11	Last day for new students who have extended health and/or dental benefits to opt out of the student benefits plan.
October 11	Deadline to apply for Fall 2011 Foundation Bursaries.
October 28	College Graduation for programs finished after June 1, 2011
November 8	Last day to WITHDRAW from most Fall '11 courses without a failing grade.
November 11	<i>Remembrance Day Observed - College Closed</i>
December 10	Last day of instruction for most Fall '10 courses.
December 12-20	Examination period for Fall '11 courses.
Dec 25 - Jan 2	<i>Holiday Break - College Closed</i>
January 3	College reopens after Holiday Break
January 9	Most Winter '12 credit programs/courses commence
January 23	Fee Deadline for Winter 2012 courses.
January 23	Last day for new students who have extended health and/or dental benefits to opt out of the student benefits plan.
February 14	Deadline to apply for Winter 2012 Foundation Bursaries
February 16	Student Services Closed
February 16-17	<i>Reading Break 2012</i>
February 17	<i>College Conversations Day - College Closed</i>
March 13	Last day to WITHDRAW from most Winter '12 courses without a failing grade.
April 6	<i>Good Friday - College Closed</i>
April 9	<i>Easter Monday - College Closed</i>
April 14	Last Day of instruction for most Winter '12 courses
April 16 - 24	Examination period for Winter '12
May 7	Most Spring '12 (7 week) courses commence.
May 14	Fee Deadline for Spring '12 courses.
May 21	<i>Victoria Day - College closed</i>
June 7	Last to WITHDRAW from Spring '12 courses.
June 15	College Graduation Ceremony 2012
June TBA	CFCS Award Ceremony 2012
June 23	Last day of instruction for most Spring '12 courses.
June 25-27	Examination period for Spring '12
July 1	<i>Canada Day - College Closed</i>

COMMUNITY, FAMILY and CHILD STUDIES PROGRAM

Purpose Statement

Community, Family and Child Studies (CFCS) is a dynamic professional program that is grounded in principles of social justice. As practitioners, graduates have the knowledge and the analytical, practical and professional skills, values and beliefs needed to promote, support and strengthen the well-being of individuals and families through the lifespan. Graduates provide quality supports and services to people with diverse abilities, social and cultural backgrounds and family structures. They are prepared to actively participate in advocacy, planning and community development.

Graduates will be prepared to work independently and/or as a member of an interdisciplinary team, and will be accountable to individuals and community organizations. Community and team environments could include family support services, schools and after school programs, family resource centers, life skills and recreation programs, youth services, women's services, employment training programs, community outreach, foster care, and group homes.

The CFCS Diploma is designed to maximize access and facilitate entry and exit transitions for students. It offers graduates diploma level recognition, and transfer credit towards university degree programs including two years of transfer credit towards Child and Youth Care at Vancouver Island University and Child and the University of Victoria. Check the advising centre or the University of your choice for details. Certificate graduates from other Community, Family & Child Studies programs (e.g. CSEA & IFS) can apply for transfer credit into year 2 of the Diploma. The program can be taken full-time over two years, or part-time, to be completed within four years.

Graduates of the Community, Family and Child Studies Diploma are advocates for social justice. They use a strength based approach to promote individual, family, and community capacity. Graduates are caring, ethical professionals who can adapt to meet current and emerging community needs.

Philosophy Statement

We believe that:

- All people have inherent worth and dignity and a right to recognition and respect
- CFCS graduates are change agents for social justice*
- CFCS graduates have the analytical, practical and professional skills, knowledge values and beliefs to promote, support and strengthen the well being of individuals and families through the lifespan
- CFCS graduates are prepared to provide quality supports to people with diverse abilities, social and cultural backgrounds, and family structures
- Learning is a lifelong process
- Learners and teachers are partners and active participants in the teaching and learning process
- Learners are supported to be self-directed and to reflect on their values, beliefs and attitudes while they explore theories, construct new ways of understanding and develop new skills
- Teachers facilitate social justice through the creation of a co-operative learning community where all members are visible and learn from one another, examining their differences and commonalties
- Teachers are innovative and respectful, and model professional and ethical principles. They foster respectful, genuine, trusting and caring relationships

*Social justice includes freedom, equality, fairness, equal access to resources, and respectful treatment. (adapted from Hugh Vasquez as cited in Facilitator's Guide

<http://www.socialjusticeeducation.org/070704>)

A COMMUNITY OF LEARNERS AND TEACHERS

Together Community, Family and Child Studies learners and teachers form a community where we all learn and teach. Our learning community expands beyond our campus to include the larger community.

Learners in the Community, Family and Child Studies Program have a diversity of life experiences and learning styles. Teachers recognize and respond to the diversity of the learners by creatively using a variety of teaching and learning activities that acknowledge the differences of talents and abilities. Teachers are innovative, flexible and adapt to the unique needs of learners.

Learners and teachers are partners and active participants in the teaching and learning process. Learners are encouraged to develop an awareness of their values and attitudes as they construct new ways of understanding their world.

Teachers are advocates for learners and embrace the principles of adult education. The most successful learning environment is one that is empowering, accepting, respectful, challenging, and affirms learning. The development of respectful, genuine and trusting teacher and learner relationships is crucial. When learners have had this experience, they will in turn be able to develop meaningful relationships with the individuals that they support.

CFCS PROGRAM OUTCOMES

Graduates of the CFCS Diploma will demonstrate the following values, knowledge and skills

- 1. Use a social justice perspective as a foundation for practice with children, youth, adults and families in community.**
 - a) Demonstrate an understanding of the historical, social, and cultural influences that shape the values and beliefs of self and others.
 - b) Demonstrate knowledge of, and commitment to, social justice values and principles.
 - c) Demonstrate an awareness of, and respect for, the spectrum of individual, family, cultural, and social diversity that exists in the community.
 - d) Demonstrate an understanding of the role of child, family, and community practitioners as agents for change.
 - e) Apply knowledge of rights and obligations of citizenship to promote equity and community inclusion for all individuals.
- 2. Apply knowledge of family, group and organizational structures and systems to practice.**
 - a) Use knowledge of family, group and organizational process, form, and function to inform practice.
 - b) Apply knowledge of structures and systems to support the participation and membership of children, youth, families and adults in all aspects of community life.
 - c) Demonstrate an understanding of the influence of past and current social, economic and political factors on individual, family, and social capacity.
 - d) Integrate and apply knowledge of specialized, generic, and community services, supports, and systems to practice in diverse environments.

- 3. Apply knowledge of critical thinking skills and principles of effective leadership to strengthen individual, family and community capacity.**
 - a) Use individualized assessment, planning, implementation, and evaluation strategies that support the strengths, abilities, and development of children, youth, and adults in a range of environments.
 - b) Apply a person-centered, strengths-based approach to support current and emerging individual, family and community needs and priorities.
 - c) Demonstrate personal leadership skills that are respectful, ethical, and sensitive to issues of power and oppression.
 - d) Demonstrate an understanding of the value and dynamics of community partnerships, affiliations, and allies in community building.
- 4. Establish and maintain effective working relationships with and between individuals, their families, and the systems that support them.**
 - a) Demonstrate interpersonal competence in all working relationships.
 - b) Apply knowledge of professional written and expressive communication strategies to enhance personal and professional effectiveness.
 - c) Demonstrate sensitivity to individual and cultural differences in communications with individuals, families, colleagues, and team members.
 - d) Apply effective and creative problem solving strategies to resolve conflict and to accomplish individual, team, and organizational goals.
- 5. Use knowledge of human development to effectively support children, adults, and families.**
 - a) Demonstrate an understanding of individual and social conditions that influence and shape development.
 - b) Apply knowledge of human development through the lifespan to inform practice with children, youth, and adults.
 - c) Demonstrate an understanding of exceptionality, including acquired and developmental disabilities, and implications for practice.
 - d) Use knowledge of growth and development to adapt practice in response to changes in child, youth, adult and family development.
- 6. Apply knowledge of the dimensions of health and wellness to promote and support the health, safety and well being of self and others.**
 - a) Demonstrate an understanding of the influence of diverse social and cultural experiences on health and wellness.
 - b) Use knowledge of holistic health resources to assess, maintain, and promote health and wellness in self and others.
 - c) Use knowledge of community and professional health resources to support individuals to make informed decisions about events or practices affecting their health, safety, and well being.
 - d) Demonstrate an understanding of the value and importance of relationships and relationship development in the health and well being of children, youth, and adults.
- 7. Apply knowledge of personal and professional ethics and accountability to practice.**
 - a) Articulate a personal philosophy for child, family, and community practice.
 - b) Demonstrate critical thinking and problem solving skills to make responsible and ethical decisions.
 - c) Use knowledge of relevant and current policy, legislation, and professional practice requirements to inform practice.
 - d) Assess own skills, abilities, and values, and continue to develop new skills and knowledge needed for ethical and professional practice.

CFCS Curriculum Plan

Two Year schedule for full time studies. (Note: part-time students may complete program over 4 years.)

Fall Year 1		Credits
CFCS 110	Foundations for Practice	3.0
CFCS 140	Introduction to Community Resources and Supports	3.0
CFCS 160	Family and Community 1	3.0
ENGL 150	English Composition	3.0
CFCS 120	Lifespan Development 1	3.0
Winter		
PSYC 154	Interpersonal Relations	3.0
CFCS 111	Professional Practice 1	2.0
HLTH 110	Health in Today's World	3.0
CFCS 121	Lifespan Development 2	2.0
CFCS 141	Service Learning	3.0
English 160/164	Introduction to Literature <i>or</i> First Nations Literature	3.0
Total Credits		31.0

Fall Year 2		Credits
CFCS 210	Diversity Across the Lifespan	3.0
CFCS 211	Professional Practice 2	2.0
CFCS 240	Practicum 1	4.0
CFCS 260	Family and Community 2	3.0
PSYC 256	Introduction to Counselling	3.0
Winter		
CFCS 220	Personal Leadership	3.0
CFCS 241	Practicum 2	6.0
*Elective		3.0
*Elective		3.0
Total Credits		30.0
TOTAL DIPLOMA CREDITS		61.0

Criminal Record Check

Community organizations and facilities require students to complete criminal record checks before they begin practicum placements. Students must have a Criminal Record Check (CRC) done through the college and a clearance letter is required before students can work with children and/or vulnerable adults in these programs. Information about how to apply for the appropriate CRC will be provided by the College. Any CRC done outside the college will **NOT** be accepted.

SERVICES AND RESOURCES FOR STUDENTS

(More information about student services can also be found in
www.camosun.bc.ca/toolkit/)

A. WEB INFORMATION - STUDENT RESOURCES

College Website	www.camosun.bc.ca/
Student Tool Kit	www.camosun.bc.ca/toolkit/
Student Services	www.camosun.bc.ca/services/index.html
Important Dates	http://camosun.ca/learn/calendar/current/pdf/2011-2012-calendar.pdf
Academic Advising	www.camosun.bc.ca/advising
Financial Aid	www.camosun.bc.ca/financialaid
Ombudsman	www.camosun.bc.ca/ombuds

myCamosun Student Portal

Camosun has developed an online one-stop-shop “portal” to college information for students (class schedule, grades, college news, school/department events, etc.). The “myCamosun” portal is accessed from the college homepage (top middle) using a student Colleague number and password.

B. AWARDS <http://camosun.ca/services/financialaid/bursaries.html>**1. External Awards, Scholarships and Bursaries**

Financial awards are available to students from sources outside the College such as service clubs, labour unions, businesses and charitable organizations. It is the student's responsibility to apply directly to the prospective donor(s). Many external awards and bursaries have application deadlines in May and June. A bulletin board at the Financial Aid Office, Lansdowne Campus carries a very limited number of external award postings.

2. Internal Awards and Scholarships

Each fall, Camosun College honours outstanding achievement at a College-wide ceremony. Top achievers from each program receive awards. In addition, Schools may hold their own annual ceremonies to acknowledge student achievement. Students should check with School offices to identify School-specific awards and scholarships.

<http://camosun.ca/services/fnes/awards.html>

Aboriginal Services, in partnership with the Camosun College Foundation, administers a number of awards to Aboriginal students. Please check the website for more information.

3. CFCS Programs Awards and Bursaries

The Community, Family & Child Studies Awards and Bursaries are presented to students based upon the following criteria:

Bursaries

To apply for Foundation Internal Bursaries:

- Pick up bursary information sheets and bursary application forms at the Financial Aid and Awards office at either campus or download them below (only available for the first 6 weeks of Fall/Winter semesters).
 - [Open bursary application](#) (PDF)
 - [Designated bursary application](#) (PDF)
 - [Bursary information](#) (PDF)

- Complete one green form to apply for all open bursaries. Complete one white form for each category of designated bursaries, which have eligibility requirements beyond financial need, and be sure to include the code number on each application.
- Return completed forms to the Financial Aid and Awards Office before the deadlines - the second Tuesday in October (for Fall semester), and the second Tuesday in February (for Winter semester). Incomplete or late applications will not be processed. Make sure you explain how you meet any requirements and why you are eligible to receive bursary funding.

For more information on Foundation Bursaries, see the [Financial Aid section](#) (PDF) of the Camosun College Calendar. Questions? Contact a Financial Aid Advisor.

Applications are processed by the Financial Aid and Awards Office, and due to volume, only students receiving bursaries will be notified by mail. Bursary recipients' names and qualifying information is shared with the donor and the Camosun College Foundation.

TITLE OF AWARD	CRITERIA
<i>Phoenix Human Services Award</i>	Demonstrates a passion for the field and practices from a strength base approach. Demonstrates exceptional care giving skills. Works well with diverse groups - circumstances. Alternates with CSEA Program
<i>CUPE Local 2081 CFCS Peer Award</i>	The recipient of this award is selected by her/his peers as the graduate who has most consistently demonstrated effective communication skills and the values of strength based practice and social justice through her/his interactions with peers.
<i>Rena Hayes Award</i>	This award honours a CFCS graduate who demonstrates good academic standing, professionalism and a strong commitment to the principles of social justice. Some key concepts in social justice are: respect for diversity, promoting collaboration, addressing structural inequalities that result in the oppression of others, the use of 'critical self-reflection' for the human service worker and the exploration of alternatives ways to practice based on mutual respect and authentic understanding of the service user.

BURSARY	CRITERIA
<i>Sara Spencer Foundation Bursary</i>	A student in a CFCS program who is in good academic standing and has proven financial need. Preference will be given to students who are single parents.
<i>Lily Maxwell Bursary</i>	Available to a CFCS student for emergency financial purposes during the school term.

C. STUDENT INJURY

Students Covered by WorkSafe BC

Students covered by WSBC include apprenticeship students in the classroom/lab/shop while on course on Camosun's premises, and students participating in practicum training in BC regardless of the source of funding. A practicum is defined by WSBC as "an assigned work experience component of a program which is sanctioned by the institution; and unpaid and supervised work experience which takes place at the host employer's premises or place of business. Coverage does not extend to work places established specifically for the purpose of experiential training that is established within a program by an institution." Camosun students participating in internship programs at the Pacific Institute for Sport Excellence (PISE) fall under the definition of practicum and are therefore covered by WSBC.

When such a student is injured on campus (Lansdowne, Interurban or at the PISE), the following steps are to be taken:

1. The student must report the injury to his/her instructor.
2. The student should be strongly encouraged to report to Camosun College First Aid through the College Safety Emergency Number, 250-370-3075 (local 3075 from a College telephone) as this documents the student's injury should he or she need to refer to details at a later date.
3. The student must complete a Form 6A "Worker's Report of Injury or Occupational Disease to Employer" for all injuries sustained which arose or are claimed to have arisen from activities undertaken as part of their apprenticeship program or practicum. Form 6A is available online through the WSBC website <http://www.worksafebc.com/forms/assets/PDF/6a.pdf>.

The Form 6A is to be sent to the Occupational Safety & Health coordinator, Diane Crowther, whether the injured person reports to College First Aid or not. The form can be faxed to Diane at 250-370-3664 to get the process started as soon as possible. Keep the original form in your departmental files as it contains the original signature.

Note: the Form 6A can be misleading in that it contains information on contacting WSBC, but it must be sent to Diane who will fill out the "Employer's Report of Injury" and forward it to the Ministry of Advanced Education for authorization.

WorkSafeBC's Teleclaim process is NOT set up for use by students.

When such a student is injured off-campus, the following steps are to be taken:

1. The student must report the injury to his/her supervisor on site and to his/her instructor at the College.
2. The student should be strongly encouraged to report to a first aid attendant or medical practitioner or medical treatment facility as appropriate.
3. The student must complete a Form 6A "Worker's Report of injury or Occupational disease to Employer" for all injuries which arose or are claimed to have arisen from activities undertaken as part of a practicum as defined by WSBC. This form is available online through the WSBC website <http://www.worksafebc.com/forms/assets/PDF/6a.pdf>. The Form 6A is to be sent to the Occupational Safety & Health Coordinator, Diane Crowther. It can be faxed to Diane at 250-370-3664 to get the process started as soon as possible. Keep the original form in your department files as it contains the legal signature.

Note: the Form 6A can be misleading in that it contains information on contacting WSBC, but it must be sent to Diane who will fill out the "Employer's Report of Injury" and forward it to the Ministry of Advanced Education for authorization.

D. SECURITY/PERSONAL SAFETY

The personal safety of students is a shared concern and responsibility of the College and students. The Personal Safety Committee is a group of College staff and students who are committed to the promotion and maintenance of a safe environment at Camosun College. If you have any concerns, complaints or compliments related to personal safety they can be forwarded to Manager of Transportation & Security, located at the Maintenance Building, Interurban Campus or by phoning 370-4043, or Pager # 480-2083.

Personal Safety Checklist

1. Use well-lighted walkways and avoid dark, isolated areas or areas where someone could hide.
2. Use the "buddy system", whenever possible.
3. Be cautious with personal information.
4. Always be aware of your surroundings; take a few seconds once you leave a building and check out who is around you and where you are.
5. Always carry your keys on your way to the car (so you don't have to stand there digging through your purse or knapsack).
6. Always check the inside of the car before getting in.
7. Trust your feelings. If a situation doesn't feel safe to you, leave.
8. Don't be afraid to say NO, loudly and clearly, even to a friend.

Sexual Assault/Date Rape/Acquaintance Rape

Any form of assault is traumatic to the victim. Strong emotional reactions are normal. Remember that the victim is NEVER responsible for the assault. If you have been assaulted, there are people both on and off campus who will help you cope with the physical, legal and emotional aftermath. You are not alone!

Camosun College Counseling Services:	250-370-3571
Women's Sexual Assault Centre:	250-383-3232
Camosun College's Emergency Line:	250-370-3075
Pager:	250-380-5644
Men's Sexual Assault Centre:	250-598-1992
Police:	911

Harassment

Sexual Harassment is defined as unwelcome sexual advances of any kind, whether verbal, written or physical. It is primarily an issue of **power**, not sex. **Sexual Harassment is not** the fault of the victim. The victim, male or female, may feel degraded, embarrassed, frightened and very confused. It can take many forms, some obvious and some very subtle. For instance:

- unwanted and inappropriate sexual jokes
- sexually explicit body language
- embarrassing or suggestive comments
- unwelcome personal questions about one's sex life
- displaying of pornographic material or other offensive or derogatory pictures
- unnecessary physical contact such as touching, patting, pinching or punching
- sexual assault

Harassment Advisors

Lansdowne Campus	- 250-370-3690
Interurban Campus	- 250-370-4048

E. REGISTRATION FOR CONTINUING STUDENTS

Continuing Students are those who have been enrolled at the college within the 12 months prior to the date of their return.

Step 1- Web Declare

Go to: www.camosun.bc.ca Click on “Online Services” tab on the right side of this main page. Login to Camlink using your student ID number (COXXXXXX) and your Camlink password. The first time you use Camlink your password is set as your birthdate in the following format MMDDYY. (Then you’ll get the opportunity to change your password.)

Once you are logged in, click on “Students” then click on “Web Declare” under “Registration”. Select the term in which you are planning to take courses and follow the steps until you get a registration date. This date is the first day that you will be able to access registration online.

Step 2-Pay your Deposit

Pay your non-refundable \$175.00 Registration Deposit at least 3 business days before your Registration Date.

Step 3-Register

- Pick up “Your Guide to Online Registration” booklet.
- Follow the instructions within to get registered.
- Register on or after your registration date, however, the earlier you get registered, the better, as classes can fill up quickly.
- If you require course-planning assistance, please make an appointment to see the Program Leader.

Note to new students in Aboriginal programs or any Career programs: You are automatically registered in the first semester of studies in September only. After that, you need to register for each following semester. Although seats in these programs are reserved for you, this reserve eventually lifts, allowing other students to enrol in these classes.

Step 4- Pay your Fees

Pay your fees, or ensure that your sponsorship is in by the published fee deadlines.

F. ABORIGINAL EDUCATION SERVICES

Educational Services

Educational services include providing information and assistance about what programs and services the college has to offer, and how to plan your educational future at Camosun College and beyond. We also work with students to organize study groups and other learning strategies.

Financial Services

Financial services include assisting students to access Band funding or assistance from Métis or other Aboriginal organizations. Aboriginal Education, in partnership with the College Foundation, also administers a number of awards.



Cultural Services



Cultural services include helping to plan and host various cultural events including a Welcoming Feast each September and other events including Elders' Dinners, an annual First Nations Celebration Week, and activities to support the emotional and spiritual wellness of Aboriginal students.

To make an appointment with an Aboriginal Advisor, please call 250-370-3299.

G. WRITING CENTRE

Our main goal is to help you learn how to become an effective writer in a confidential, supportive and non-judgmental environment. Whether your skills are at a beginning or more advanced level, we can help you further develop as a writer and achieve success in your college course assignments.

Writing Consultants are friendly readers who are happy to see you regularly. We'll listen to your ideas and ask questions to help you form, organize, and express your ideas convincingly and with clarity. We'll also tell you what we like best about your writing and suggest strategies for further development or improvement.



We assist you in working through drafts of your writing assignment at all stages of the writing process. We teach you strategies for dealing with common writing problems such as planning, organizing, thesis statements, revising, grammar, punctuation, documentation, and style.

Lansdowne Campus: Dawson 202A If you cannot make it to Lansdowne to use the Writing Centre, please call 250-370-3491 or email writingcentre@camosun.bc.ca to make arrangements.

H. COUNSELING CENTRE

While attending Camosun College, you may experience changes and challenges, within yourself, with friends and family, with living arrangements, with life goals, with courses and with other areas of your life.

The Counselling Centre offers career, personal, educational and cultural counselling to all registered students. Our services are free, voluntary and confidential. Our goal is to respond to your needs and teach you how to deal with any issues which are getting in the way of your being successful at college.

The Counselling Centre is a place where you can come to talk over your concerns with a qualified professional counsellor in a safe, private and confidential setting.

How to find us

- Lansdowne - Dawson Building 202, 250-370-3571

I. STUDY SKILLS STRATEGIES

Getting Started—Some “Smart Start” Strategies

Learning Skills classes teach study skill strategies (e.g. note-taking and exam preparation) to help you get good grades. Camosun also has tutoring, Academic Upgrading Help Centres, and the Language Help Centre.

- Think about past learning experiences to discover where you are likely to need help, and ask for help when you need it -- even very high test anxiety can be overcome.
- Find a friend to study with, or to help you review materials.
- Plan to attend all classes.
- Plan to review materials before classes so you can ask about your questions.
- Find a comfortable place to study free from distractions. Studying in a consistent place may help you learn.
- Ask other successful students about their study strategies.
- Ask about the computing use demands of your program. If you are not comfortable using a computer, keyboard and mouse, a word processing program, and email, or doing research on the internet (e.g. google.com), get help from friends or family and practice, or take an academic upgrading course or Continuing Education before you start classes. Basic computer skills are quite essential to college success.

Time Management

- Plan what work, home, or volunteer activities you can stop doing, or ask others to help with, while you're a student.
- Look for time-saving shortcuts in all parts of your life.
- Try to arrange your work schedule to focus on studying during busy times and exams.
- Schedule big social events, medical appointments, trips, etc. between semesters.
- Schedule shorter daily study time at the time of day when you learn best; it's better for learning than a few long weekly blocks.
- Learn about course expectations by looking at course outlines and plan so the time spent on each exam or assignment matches its percent of the course grade.
- Use time riding the bus, between classes, or appointments, etc. for study and review.
- Use a planner to record assignment due dates, exams, course start and end dates, and your work schedule, personal appointments, and study time.
- Get clarity on all out-of-class program requirements (e.g. anticipated study time) and the class and field experience schedule, to know if you'll work early mornings, late afternoons or weekends, or need extra travel time.
- Talk to other students about managing schedule demands.

IN THE SCHOOL OF
HEALTH AND HUMAN
SERVICES



School of Health and Human Services
3100 Foul Bay Road, Victoria, BC V8P 5J2

CONTACT LIST

WEBSITE.....<http://www.camosun.bc.ca/schools/index.php>

HEALTH & HUMAN SERVICES “PROGRAM INFORMATION LINE”(250) 370-3912
ADMINISTRATION OFFICE CONTACT LIST

Contact Person: Maggy Charles, Operations Assistant (250) 370-3180

- Secretary (250) 370-3161
- Susan Rudiger, Practice Placement Assistant..... (250) 370-3183
- Fax (250) 370-3478

Barbara Herringer, Dean

- **Contact Person:** Cheryl Paquette, Assistant to the Dean (250) 370-3179

Debbie Sargent, Associate Dean

- **Contact Person:** Debbie Henson, Administrative Officer (250) 370-3178

CONTINUING CARE PROGRAMS..... Wilna Thomas Bldg, Room 212

Carly Hall, Chair

- **Contact Person:** Angela Dawson, Program Assistant..... (250) 370-3236

Heather Deane-Clark, Practical Nursing Program Leader (250) 370-3241

Jan MacLennan, ESL Home Support/Health Care Assistant Program Leader (250) 370-3168

Leanne Robb, Health Care Assistant Program Leader (250) 370-3238

DENTAL PROGRAMSDental Bldg, Room D006

Shirley Bassett, Chair

- **Contact Person:** Heather Bos, Secretary..... (250) 370-3189

Dental Clinic..... *Appointments:* (250) 370-3184

Janet Reagan, Certified Dental Assistant Program Leader (250) 370-3228

Melissa Schaefer, Dental Hygiene Program Leader (250) 370-3192

COMMUNITY, FAMILY & CHILD STUDIES PROGRAMS..... Wilna Thomas Bldg, Room 217

Anita Ferriss, Chair, CFCS Department (250) 370-3208

- **Contact Person:** Maureen Drever, Program Assistant..... (250) 370-3206

Toni Hoyland, Early Learning & Care Program Leader (250) 370-3237

Robin Fast, Community, Family & Child Studies Program Leader..... (250) 370-3205

Ros Giles-Pereira, Community Support & Education Assistant Program Leader (250) 370-3223

Kristin Ross, Mental Health Program Leader (250) 370-3203

Robert Wells, Indigenous Family Support Program Leader (250) 544-2192

Ruth Lyall, Indigenous Human Services Access, Program Leader (250) 370-3132

Jeanne Puritch, Practice Placement Coordinator (250) 370-3100

NURSING PROGRAM Fisher Bldg, Room 256D

Stephen Bishop, Chair

- **Contact Person:** Dawna Hurst, Secretary (250) 370-3247

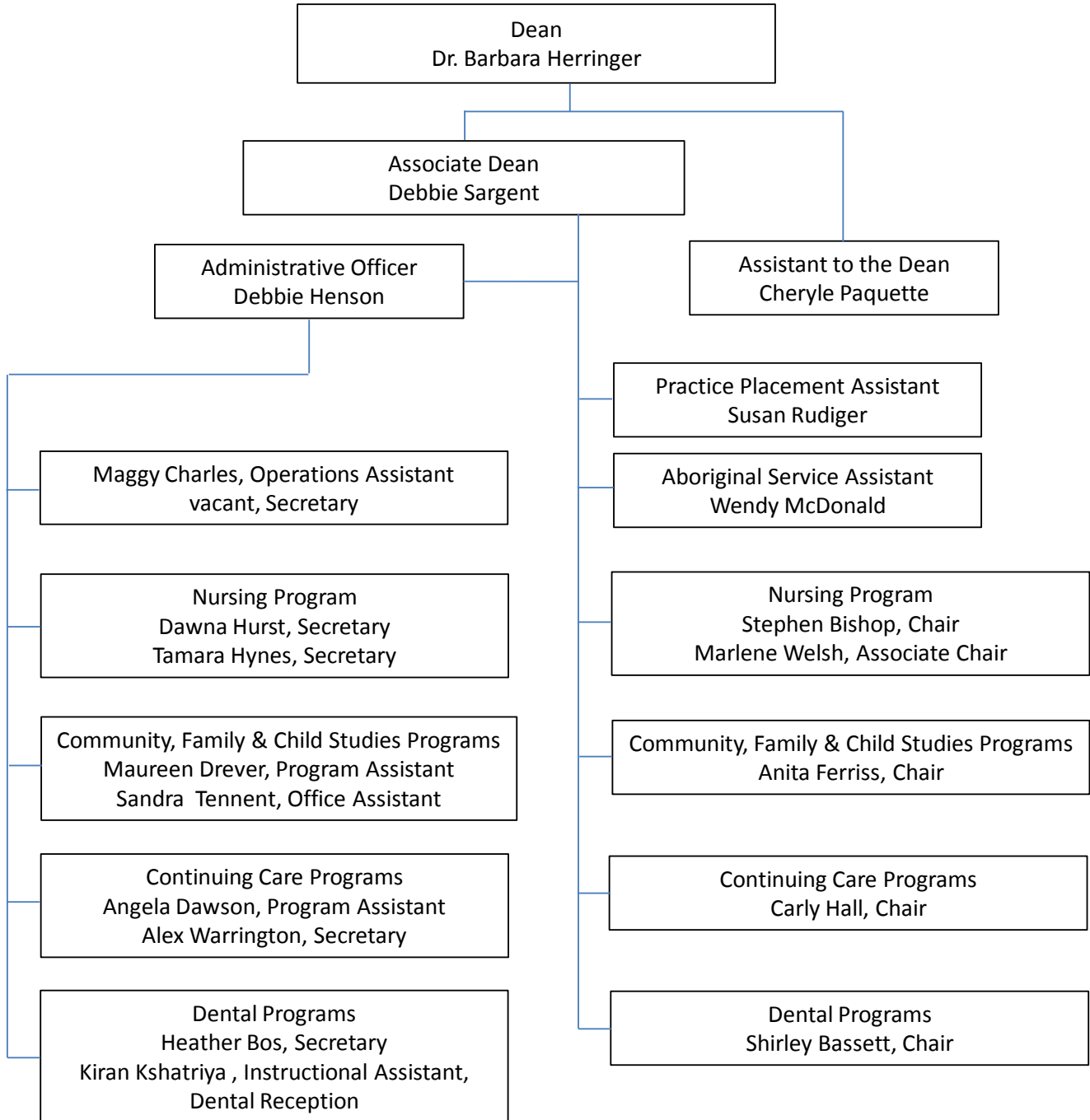
Marlene Welsh, Associate Chair (250) 370-3277

- **Contact Person:** Tamara Hynes, Secretary (250) 370-3246



School of Health and Human Services

Effective: September 2010



SCHOOL OF HEALTH AND HUMAN SERVICES

POLICIES AND PROCEDURES FOR STUDENTS



SCHOOL OF HEALTH & HUMAN SERVICES

ACADEMIC POLICIES AND PROCEDURES Addendum to 2011-2012 Department Handbooks

STANDARDS OF ACADEMIC PROGRESS

The following policies are in place to:

- enhance a learner's chance for success
 - provide opportunities for others to succeed
 - effectively utilize learner and college resources
 - assist students, their teachers, and administrative staff to monitor and intervene when a student is "at risk"
1. Students are ultimately responsible for their learning and progress and are expected to seek help in a timely manner when they are unable to meet the course requirements. The College is committed to supporting student success and to working with students in achieving their educational goals.
 2. When a teacher, during the process of ongoing assessment, determines a student to be at academic risk, the teacher will alert the student and discuss improvement strategies. Because students are ultimately responsible for their progress, they should communicate their progress and challenges to the teacher and act on the improvement strategies suggested.
 3. Students entering HHS programs are aware of and agree to these Standards and their application, including consultation among teachers and with other support services in Camosun College as required.

Protocol for Responding to the "At Risk" Student

An "at risk" student is one who, without change, will not meet course learning outcomes. Course learning outcomes are defined in the course outline. This protocol is to assist in identifying, and managing, barriers to successful performance; and to do this in a timely, goal oriented way. Students will use this protocol to self-monitor their performance and to guide their consultations with their teacher. All teachers within a program are concerned about and share responsibility for student success. Therefore, consultation among teachers will occur with regard to "at risk students". The sequence of consultation may vary depending on the situation and Department.

➤ IDENTIFYING AT RISK PERFORMANCE - through verbal feedback, observed behaviors, interactions, review of progress notes, journals and other feedback. Some examples may include:

- | | |
|--|--|
| a) <i>Poor or minimal achievement</i> | g) <i>Inappropriate or disrespectful communication</i> |
| c) <i>Avoidance of communication</i> | h) <i>Lack of insight, self-awareness</i> |
| b) <i>Inappropriate or unrealistic with faculty attitude</i> | i) <i>Poor judgment</i> |
| d) <i>Poor impulse control</i> | j) <i>Poor applications of theory</i> |
| e) <i>Poor spatial or psycho motor skills</i> | k) <i>Inadequate preparation</i> |
| f) <i>Poor attendance (late, absent)</i> | l) <i>Inconsistent performance</i> |
| | m) <i>Unethical behavior</i> |

- **FACTORS IMPACTING PERFORMANCE MAY INCLUDE:**
 - a) Knowledge and skill deficit
 - b) English language deficit
 - c) Inadequate study skills
 - d) Learning difficulties
 - e) Organizational and time management issues
 - f) Motivation/Paid or Volunteer Work Commitment Issues
 - g) Health challenges
 - h) Personal issues

- **CONSULTATION BETWEEN STUDENT & TEACHER** - Either will initiate as soon as issues/concerns arise to foster increased awareness, mutual insight and shared responsibility. The aim is to:
 - a) Clearly identify areas of weak performance or concern and potential consequences
 - b) Relate concerns to course or program learning outcomes
 - c) Determine why performance is at risk
 - d) Develop a summary and learning plan including prescriptive strategies and timelines
 - e) Evaluate or review in a timely manner
 - f) Identify when further consultation with teachers will occur

- **TEACHER CONSULTATION WITH TEACHERS**

Based on activities identified above, the team will:

 - a) Aim for best practice through collective wisdom.
 - b) Critically discuss and advise the teacher regarding due process. Help the teacher identify the student's strengths. Assess communication between student and teacher.
 - c) Review the nature and quality of documentation.
 - d) Identify strategies that are comprehensive and goal oriented.
 - e) Consider alternatives and potential consequences.
 - f) Record outcomes of consultation and ensure student is notified.

- **POSSIBLE STRATEGIES** - developed in collaboration with student and teachers; examples may include:
 - a) Temporarily adjust or reduce practice assignment
 - b) Review theory, encourage lab practice of clinical skills
 - c) Provide more supervision, or supervision of a different nature
 - d) Give more feedback, and in a variety of ways
 - e) Get more feedback, and in a variety of ways
 - f) Seek assistance and policy direction external to the department, e.g. Counselling, Student Conduct Policy

- **DOCUMENTATION**

Record ongoing strategies and progress; student and teacher signatures note documents have been read, e.g.:

 - progress notes
 - mid term and final evaluation forms
 - academic alerts, conference forms
 - Learning Contract, Collaborative Agreement

Academic Probation:

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.1.pdf>

For further details please refer to your program/course syllabus.

Academic Removal & Suspension (Same link as above to Academic Progress Policy)

GUIDELINES FOR LEAVING AND RE-ENTRY TO A HHS PROGRAM

When a student leaves a program prior to completion, the Chair or designate will attempt to schedule an exit interview with the student. Where appropriate, a Personal Learning Plan (PLP) may be developed in collaboration with the student which could include specific learning strategies for returning to the program or a recommendation for career counselling.

If a student is eligible and wishes to re-enter a Health & Human Services program, it is essential that s/he follows the guidelines below.

1. Fill out a Camosun College application form at Registration as a HHS Re-entry Applicant. The application will be date stamped which may be used to determine position on the re-entry waitlist.
2. Approximately two to four (2-4) months before re-entry, meet with the Department Chair or Associate Chair to determine (where applicable):
 - readiness for re-entry. Students are expected to participate in this meeting to assess their need for preparation prior to re-entry and to develop specific learning strategies to include in their Personal Learning Plan.
3. When available seats have been determined, the Admissions/Registration Officer will offer invitations to re-enter based on the registration priorities for the School of Health & Human Services programs.
4. Those students who are not offered seats to re-enter will remain on the program applicant list for the next intake.

REGISTRATION PRIORITIES

1. **Semester 1 Priorities**
 - a) **Full-time students from Program Applicant List**
One week prior to start of program:
 - b) **Re-entry students (see #3 below) for 50% of no show, early withdrawal spaces, alternating with Program Applicant List students, starting with re-entry students**
 - c) **Program Applicant List for 50% of no show and early withdrawal spaces**
 - d) **Transfer students**
2. **Semester 2 and on (with a Personal Learning Plan)**
 - a) **Full-time continuing students from the previous semester**
 - b) **Part-time continuing students from the previous semester**
 - c) **Re-entry - failed or withdrew from previous cohort group (see #3 below)**

3. Re-entry Students

- a) Students who withdraw from the program due to non-academic circumstances and can provide documentation to the Department Chair substantiating their reason for withdrawal.
- b) Students repeating a required course in which they have previously received a fail or unsatisfactory grade.
- c) Students repeating passed courses.

4. Full-time continuing students from other sites or related programs

GRADING

See College Website for College Grading Policy:

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.5.pdf>

Academic Promotion

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.4.pdf>

Request for Credential (RFC)

Prior to completion of a program, students will be given a Request for Credential (RFC) form that they must fill out and submit to the College if they want to receive a credential. Following successful completion of the program, graduates who have completed the RFC form will receive their credential. Graduates can access an unofficial transcript of grades on-line and may also apply to the College for an official transcript of grades. There is a cost associated with issuing **an official transcript**.

Incomplete Grade

At the discretion of the teacher, students who have shown good progress, but have been unable to complete the requirements of a course due to hardship or extenuating circumstances, such as illness or death in the family, may be issued an Incomplete rather than an “F” grade.

Occasionally difficulties related to a practicum site, the lack of appropriate clients or excessive client cancellations may interfere with completing practicum or clinical course requirements.

The following criteria would be used in assigning an “I” grade. The student:

- has lost some course time
- has demonstrated consistent progress towards completion of all course requirements and would have met them all if time had not been missed
- has shown evidence of meeting most of the course requirements, with work required to complete only one or two areas
- has a reasonable chance of meeting the requirements in the time designated

In such situations a Collaborative Agreement will be developed with the student and it is expected that the student will complete the requirements within the specified time frame. Upon successful completion of the requirements within the specified time frame, the “I” grade will be changed to reflect a passing grade. A failure will result if the contract is not fulfilled on time and as specified.

Compulsory Withdrawal Grade

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.5.pdf>

COMMUNICATION/CONFLICT RESOLUTION

If a student has an issue of concern:

- Step 1 Clearly identify the issue
- Step 2 Gather the facts
- Step 3 Plan what you want to say (Perhaps have an example in mind)
- Step 4 Create an opportunity to discuss the issue privately with the individual involved. Do this at a time when you are emotionally in control.
- Step 5 During the meeting:
 - use normal, neutral conversational tones
 - discuss the facts and check your assumptions
 - use “I” statements
 - be specific, straightforward, descriptive and direct
 - focus on the issue and not the person involved
 - attempt to understand the other’s perspective

If the issue involves a faculty or staff member, the student is encouraged to meet with the individual and attempt to resolve the problem. Students may choose to seek assistance from a counselor or the College Ombudsman, available through Camosun College, to discuss their concerns first. The student may also choose to discuss the issue with the Program Leader.

- Step 6 If the issue cannot be resolved through the above channels students may arrange an appointment with the Program Chair.
- Step 7 If the issue is still of concern to the student, an appointment can be arranged with the Associate Dean or Dean of Health and Human Services, although it is hoped that issues can be resolved at the program or department level if possible.

Please remember that Camosun College has the following services available to students:

- COUNSELLING SERVICES
- COLLEGE SAFETY
- OMBUDSPERSON
- LEARNING SKILLS

If the issue is concern about a final grade or any imposed discipline, the Student Appeals Policy can be found on the Camosun College website:

<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.4.pdf>

IMMUNIZATION REQUIREMENTS

Immunizations may be compulsory in some programs and highly recommended in others. Some practicum agencies may require the student to show proof that immunizations are current. Students are responsible for maintaining their own personal record of all immunization and booster information. People who work in health related fields are at risk for exposure to communicable diseases. Maintenance of immunity against vaccine-preventable diseases is essential to safeguard your health and the health of your clients. A TB test and flu vaccination are highly recommended and are available at your local health clinic or through your physician.

1. TB Screening

All students in the Continuing Care, and Nursing programs are required to have baseline TB screening done at the beginning of their program. TB screening is highly recommended for students in the Community Support and Education Assistant, Indigenous Family Support, Community Mental Health and Dental programs.

TB screening will include a Mantoux test unless:

- a) The student has had TB in the past or:
- b) The student has had a reaction to a Mantoux test, i.e. the result is larger than 30 mm with blistering over the site of injection

These students will be asked to make an appointment at the TB clinic for a chest x-ray and a TB physician interview (possibly a 1-2 week wait). Students who are pregnant, or who have had a chest x-ray in the last six (6) months, or who are currently under investigation/treatment for TB will be exempt from a chest x-ray.

Mantoux reactions may be suppressed during febrile illness, measles, HIV infection, live virus vaccination, Hodgkin's Disease, active pulmonary forms of TB and during or after the use of corticosteroid medications.

Students will be asked if they fall into one or more of these categories, as it may be prudent to postpone or forego the test at the time of the screening.

* Note: Pregnancy and/or previous BCG vaccination are not contraindications to Mantoux testing.

EXAM POLICIES

SUPPLEMENTAL EXAM PROCEDURE

Supplemental examinations or assignments will be considered by the department for students who have failed a theory course or the theoretical component of a practice course when:

- a. at least 90% of a passing grade (as defined by the program) has been achieved in the course.
OR
- b. special circumstances (e.g. health, family problems - a physician's note for illness, or a note substantiating the family emergency, will be required) are associated with absence or unsatisfactory performance.

The supplemental will cover material from the entire course, and will not be used to increase the student's final grade above a passing grade.

TESTING PROCEDURES

1. Written Test and Examination Procedures:

It is expected that the student will:

- a) Write tests and examinations at the scheduled time and place.
- b) Remove everything from the table, except items required to complete the test/exam.
- c) Write final answers in ink unless the instructor specifies using pencil.
- d) Not communicate with any other student.
- e) Not bring any electronic devices into the classroom.
- f) Not leave the room once the test/exam is in progress.

Once the examination paper is handed in, it will not be returned (during the examination).

A student caught cheating will be dealt with according to the College Student Conduct Policy.

Once the grades are distributed, test or exam papers may be viewed or discussed with the instructor at a pre-appointed time.

2. Late arrivals for Scheduled Tests

Students arriving late for written or laboratory testing are disruptive to their peers and the instructor.

No student will be allowed into the testing or laboratory room after 10 minutes has elapsed from the testing start time and will therefore forfeit his or her opportunity for testing. Likewise, no student may leave the room until 30 minutes after the test has commenced.

Students arriving late will not be granted extra time to write the test or to complete the laboratory evaluation.

3. **Missed Tests/Quizzes/Exams and Laboratory Competency/Case Study/Skill Checks**

Dates and times are set for written and laboratory competency testing. Students are informed of the dates and times at the beginning of the course and are expected to organize their schedules accordingly.

If a student is absent from a written or laboratory test for reasonable cause (e.g. illness, family emergency, etc.), the student may be allowed a make-up test on the first day s/he returns to the program (please check your program's policy). A physician's note for illness, or a note substantiating the family emergency, will be required prior to arranging the make-up testing.

Students are expected to notify the department secretary or course instructor BEFORE the scheduled written or laboratory testing session if they are unable to be present for the test. Failure to notify the department secretary or instructor, will forfeit the student's opportunity for a make-up written or laboratory test.

ACADEMIC INTEGRITY

The School of HHS is committed to 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 these 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.

PLAGIARISM: DEFINITION AND CONSEQUENCES

Representing the work of others as your own is plagiarism. Quote and cite sources in a way that gives proper credit and avoids plagiarism. When in doubt about how to acknowledge a source, consult your instructor. Plagiarism includes, but is not limited to, the following:

1. Submitting an entire assignment (e.g., paragraph, essay, report, lab report, technical drawing, exam, etc.) written by someone else. This is plagiarism even if you make revisions to the original work.
2. Submitting an assignment in which you have copied or cut and pasted one or more passages from one or more other works or an internet site without enclosing those passages in quotation marks *and* providing clear, correct citations for those passages.
3. Submitting an assignment in which you take one or more ideas from another work(s) without citing them, even when you reword or put those ideas in your own words (that is, paraphrasing them). You *must* provide clear, correct citations for theories, arguments, facts, stories, or other information that you did not come up with on your own.
4. Submitting an assignment that an editor or tutor, whether amateur or professional, has partially or entirely rewritten for you. A tutor is not a copy editor. A tutor's role is to explain general principles of writing, grammar, syntax, punctuation, and spelling.
5. Submitting a group project which contains plagiarism. It is the responsibility of all members of the group to monitor the progress of the work to ensure that plagiarism does not occur.

Consequences for Plagiarism

Camosun College's Student Conduct Policy covers both academic honesty and student behaviour. Note that the consequences for Plagiarism are those listed under Academic Dishonesty within the policy.

Camosun College's Plagiarism: Definition and Consequences Policy (E-2.5.1)

<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.1.pdf>



Department of Community, Family & Child Studies

Healthy Community, one relationship at a time.