



SCHOOL OF  
HEALTH & HUMAN SERVICES

**HUMAN SERVICES PROGRAMS**

Community Support and Education Assistant  
Program

STUDENT HANDBOOK

2008 - 2009

*“Human Services:  
Strengthening communities one graduate at a time.”*

Becky Walter, CSW student

We, the faculty and staff of Human Services, **WELCOME YOU!** By choosing a Program in Human Services you are demonstrating 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 supporting people within our community.

We have compiled this handbook to help you in your daily lives as students. Human Services is comprised of 6 programs: Community, Family and Child Studies; Community Mental Health; Community Support and Education Assistant; Early Childhood Care and Education; Interprofessional Mental Health and Addictions; and First Nations Family Support Worker. Human Services is part of the School of Health and Human Services, which is one of five schools at Camosun College. In addition to being a program student in your chosen area of study, you are a member of Human Services, the School of Health and Human Services and the Camosun College community. 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 provided to assist and guide you in your educational experience. Make sure to use your Camosun College calendar and the “At your Service: A Guide to Services for Students” to familiarize yourself with college policies and procedures. The calendar is available on line at [www.camosun.bc.ca](http://www.camosun.bc.ca) and there is always a copy in the Department Office, Wilna Thomas Building, room 217.

We are delighted that you have chosen Human Services 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!

Sincerely,

Anita Ferriss

Chair, Human Services Programs

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

# 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                      - **DIAL 3075**  
8:30 - 4:30

MONDAY TO FRIDAY                      - **DIAL 9 - 360-4966**  
1630 hrs - MIDNIGHT                      (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                      - **DIAL 9 - 360-4963**  
1630 hrs - MIDNIGHT                      (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

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**HUMAN SERVICES PROGRAMS  
ORGANIZATIONAL CHART AND CONTACTS**

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**Important Dates 2008/2009**

September 2	Most Fall '08 credit programs/courses commence Last day to request \$100 deposit refund after withdrawing from ALL Quarter 1 '07 courses
September 16	Fee Deadline: For students enrolled in Fall '08. Students who wish to withdraw must drop class(es) prior to fee deadline or will be required to pay remaining fees.
October 6	Last day for new students who have extended health and/or dental benefits to opt out of the student benefits plan.
October 13	<i>Thanksgiving Day - College Closed</i>
October 14	Deadline to apply for Fall 2008 Foundation Bursaries.
November 4	Last day to WITHDRAW from most Fall '08 courses without a failing grade.
November 7	College Graduation for programs finished after June 30, 2008
November 11	<i>Remembrance Day Observed - College Closed</i>
December 6	Last day of instruction for most Fall '08 courses.
December 8-16	Examination period for Fall '08 courses.
Dec 25 - Jan 1	<i>Holiday Break - College Closed</i>
January 1	<i>New Year's Day - College Closed</i>
January 2	College reopens after Holiday Break
January 5	Most Winter '08 credit programs/courses commence
January 19	Fee Deadline for Winter 2009 courses.
January 19	Last day for new students who have extended health and/or dental benefits to opt out of the student benefits plan.
February 10	Deadline to apply for Winter 2009 Foundation Bursaries
February 19	Student Services Closed
February 19-20	<i>Reading Break 2009</i>
February 20	<i>College Connections Day - College Closed</i>
March 3	Deadline to submit Application to Graduate/Request for Credentials for inclusion in June 2008 Graduation Ceremony
March 9	Last day to WITHDRAW from most Winter '09 courses without a failing grade.
April 9	Last Day of instruction for most Winter '09 courses
April 10	<i>Good Friday - College Closed</i>
April 13	<i>Easter Monday - College Closed</i>
April 14 - 22	Examination period for Winter '09
May 4	Most Spring '09 (7 week) courses commence.
May 11	Fee Deadline for Spring '07 courses.
May 18	<i>Victoria Day - College closed</i>
June 3	Last to WITHDRAW from Spring '09 courses.
June TBA	College Graduation Ceremony 2009
June TBA	CSEA Award Ceremony 2009
June 19	Last day of instruction for most Spring '09 courses.

## Community Support and Education Assistant Program

### Welcome to the CSEA Program!

The Community Support and Education Assistant Program prepares you to function ethically and professionally in home, school, work, and community settings with people who have acquired and developmental disabilities.

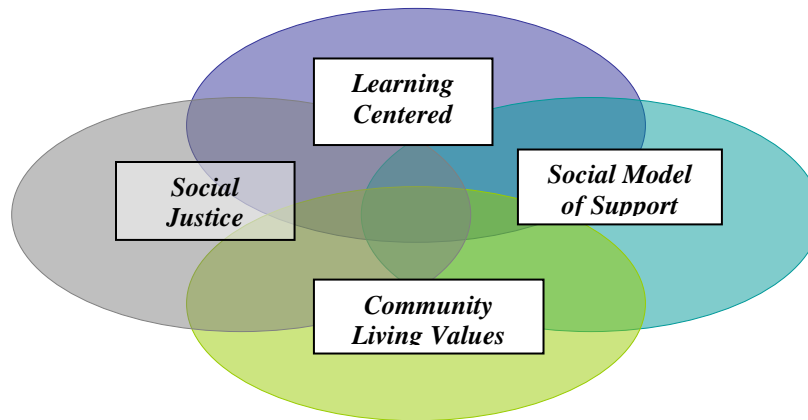
Through your studies you will gain the knowledge, skills and values necessary to provide support to and advocate for children, youth and adults with disabilities. You will learn about families, support networks, and community organizations in preparation for your work in community organizations, schools and individualized arrangements.

### Program Outcomes

As a graduate of the CSEA Program you will be able to:

- 1) Demonstrate practices that enhance the quality of life experienced by people with disabilities
- 2) Use critical thinking skills and the problem solving process of assessment, planning, implementation, and evaluation as a basis for community support and education assistant practice.
- 3) Provide positive and valuing supports to promote participation, inclusion and satisfaction for individuals in educational, social, daily living and work activities.
- 4) Demonstrate interpersonal competence in your work with individuals, families, team, and community members.
- 5) Promote and support the health, well being, and safety of self and others.
- 6) Present and conduct yourself professionally as a Community Support and Education Assistant practitioner.

## CSEA Program Philosophy



The CSEA Program philosophy encompasses:

- Learning centered principles
- A social model of support
- A social justice perspective
- Community living values

These principles are integrated into and included in all aspects of the curriculum and apply equally to learners and teachers and to your work in the community with children, youth and adults with developmental and acquired disabilities.

### Learning centred principles

The principles and values that underpin the teaching and learning philosophy of the CSEA Program are informed by the learning-centred principles of Camosun College. We are guided by the belief that there is diversity amongst learners, that learning is an active process that occurs in a variety of contexts, that assessment is fundamental to learning, and that all people are learners.

Faculty and staff of the CSEA program strive to achieve and create a learning-centred environment by supporting student learning as a first priority. We assess and evaluate our program in the context of how it supports and contributes to student learning and success, and foster a climate in which student learning is recognized as everyone's responsibility, where all are respected and valued for their contributions. We are committed to improving learning and the learning experience.

### A social model of support

This model requires that people with disabilities be viewed and supported as valued members of society who have a multitude of gifts, talents, strengths and abilities. The focus is on society to change policy, attitudes and economic disparities that discriminate against people with disabilities. The person who has a disability does not need to be 'fixed' or treated in order to participate in family or community life. The label, condition or disability is not the defining characteristic of the individual. Supports are adapted to meet individual needs as opposed to changing the individual to meet the expectations of services and society.

The CSEA program challenges learners and teachers to critically analyze the beliefs, systems, and structures that have shaped traditional responses to disability, and to recognize that the disadvantages that many

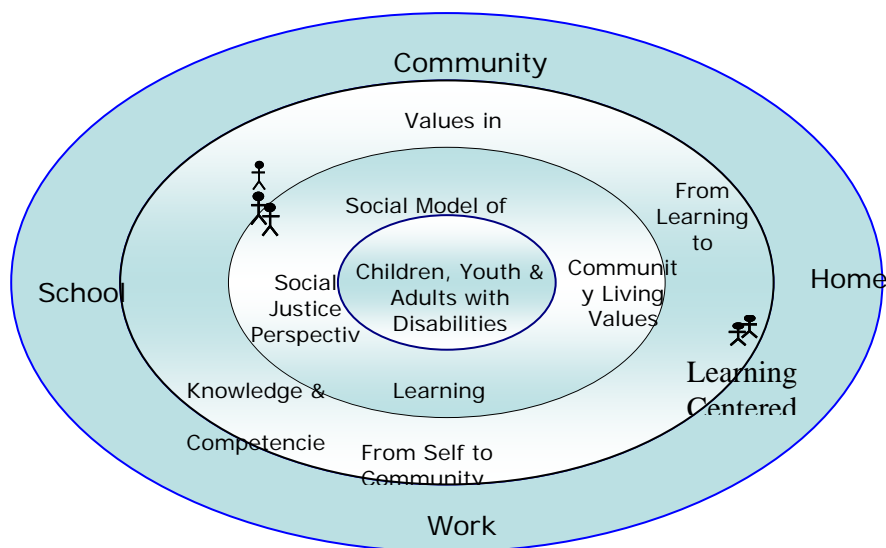
people with disabilities experience in their lifetimes are a result of societal attitudes rather than of individual ability or limitation.

**A social justice perspective**

The concept of social justice also provides a philosophical framework for the CSEA program. This is the ideal of a socially just society where all persons regardless of perceived worth or value, race, gender, ability, religious, social or cultural background are equally entitled to basic human rights and equitable access to the benefits of society.

**Community living values**

The values and beliefs associated with community living philosophy are also incorporated into the CSEA program philosophy. These values embrace the concepts of inclusion, respect for diversity and human dignity, meaningful participation and the promotion and protection of human rights for all.



**Tips for a Success:**

Over the years, many students have shared advice and tips for success in the CSEA Program.

Here are a few ideas from our graduates that might be helpful to you as you begin your studies and your new career:

- **Consistent attendance** in classes, labs and while on practicum is critical to your success in the Program. You will learn a lot in class that you can't learn from reading a textbook. Missing classes means that you will miss guest speakers, multi-media presentations and class discussions. All of these are important to your learning and to your successful completion of the program. Participation is graded and evaluated in each CSEA Program course. If you are absent from a scheduled class you are responsible for getting information that you have missed from your instructor or a classmate.
- **Reading and Assignments.** Keeping on track and on time with assigned readings and coursework is important. Most students say that they spend about 15 hours out of class every week doing readings and assignments. Some people prefer to work on their own; others have created study groups and meet regularly to review materials and prepare for assignments.
- **Be open to learning and responsible for your learning.** Talking to your instructors about your learning needs and progress can make a difference in your success while at Camosun. All CSEA Program instructors want to work with students to ensure that they are successful. You can arrange to meet with your instructors to talk about assignments, exams or any other areas related to your learning. Let us know what you need to be successful!

CSEA curriculum - Full time studies

<b>SPRING →</b>	CSEA 112 Practicum 2 4 credits				
<b>WINTER →</b>	CSEA 150 Teaching & Learning Supports  4 credits	CSEA 180 Professional Practice  2 credits	CSEA 160 Citizenship & Quality of Life  3 credits	CSEA 170 Working in Organizations  2 credits	CSEA 111 Practicum 1  6 credits
<b>FALL →</b>	CSEA 110 Community Living Foundations  3 credits	CSEA 140 Development & Diversity  3 credits	CSEA 120 Health and Wellness  4 credits	ENG 150 English Composition  3 credits	PSYCH 154 Interpersonal Relationships  3 credits
<p><b>Total Credits = 37</b></p> <p>CSEA 111: Pre-requisites: CSEA 110 CSEA 120</p> <p>Pre-co requisite: PSYC 154 CSEA 140 CSEA 150 CSEA 160 CSEA 170 CSEA 180</p> <p>CSEA 112: Pre-requisite: CSEA 111</p> <p>* English 150 may be taken at anytime during the program</p>					

CSEA Curriculum - Part time studies options

Option A: Fall entry - 2 year, 5 semester plan

Year 1	Year 2
<b>Fall</b>	<b>Fall</b>
CSEA 110 Community Living Foundations	CSEA 120 Health and Wellness
CSEA 140 Development & Diversity	Psychology 154 Interpersonal Relationships
<b>Winter</b>	<b>Winter</b>
CSEA 170 Working in Organizations	CSEA 150 Teaching & Learning Supports
CSEA 160 Citizenship & Quality of Life	CSEA 180 Professional Practice
English 150 * English Composition	CSEA 111 Practicum 1
	<b>Spring</b>
	CSEA 112 Practicum 2

\* English 150 may be taken at anytime during the program

Option B: Winter entry - 2 year, 5 semester plan

Year 1	Year 2
<b>Winter</b>	<b>Fall</b>
CSEA 170 Working in Organizations	CSEA 120 Health and Wellness
CSEA 160 Citizenship & Quality of Life	CSEA 110 Community Living Foundations
<b>Spring</b>	CSEA 140 Development & Diversity
English 150* English Composition	<b>Winter</b>
Psychology 154 Interpersonal Relationships	CSEA 180 Professional Practice
	CSEA 150 Teaching & Learning Supports
	CSEA 111 Practicum 1
	<b>Spring</b>
	CSEA 112 Practicum 2

\* English 150 may be taken at anytime during the program

# SERVICES AND RESOURCES FOR STUDENTS

(More information about student services can also be found in

“At Your Service: A Guide to Services for Students”)

## A. 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

**B. WEB INFORMATION - STUDENT RESOURCES**

College Website	<a href="http://www.camosun.bc.ca/">www.camosun.bc.ca/</a>
Student Tool Kit	<a href="http://www.camosun.bc.ca/toolkit/">www.camosun.bc.ca/toolkit/</a>
Student Services	<a href="http://www.camosun.bc.ca/services/index.html">www.camosun.bc.ca/services/index.html</a>
Important Dates	<a href="http://www.camosun.bc.ca/calendar/current/pdf//events.pdf">www.camosun.bc.ca/calendar/current/pdf//events.pdf</a>
Academic Advising	<a href="http://www.camosun.bc.ca/advising">www.camosun.bc.ca/advising</a>
Financial Aid	<a href="http://www.camosun.bc.ca/financialaid">www.camosun.bc.ca/financialaid</a>
Ombudsman	<a href="http://www.camosun.bc.ca/ombuds">www.camosun.bc.ca/ombuds</a>

**C. AWARDS****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.

**3. Human Services Programs Awards and Bursaries**

The Human Services 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 during [open service hours](#).

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.

### Scholarships, Bursaries and Awards

#### Internal Awards and Scholarships

Camosun College annually gives awards for outstanding student achievement at ceremonies. Students should inquire with Education School offices to identify School-specific awards and scholarships.

#### [First Nations Education Bursaries and Scholarships](#)

First Nations Education and Services, in partnership with the Camosun College Foundation, administers a number of awards to First Nations students.

TITLE OF AWARD	CRITERIA
<i>Victoria Community Living Award</i>	A CSEA student who demonstrates academic standing, professionalism and a strong commitment to make a difference in the community living field.
<i>Eleanor Spooner Award</i>	Presented to CSEA student who demonstrates a commitment to best practices in supporting individuals to live in the community.
<i>Kardel Award (Kardel Consulting Services)</i>	Presented to CSEA student who demonstrates the principles of caring for individuals with disabilities. This student approaches his/her work with enthusiasm, compassion, and respect towards both the individuals they support and their peers.

BURSARY	CRITERIA
<i>Sara Spencer Foundation Bursary</i>	A student in a Human Services 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>	Presented to a Human Services student for emergency financial purposes during the school term.

**D. STUDENT INJURY**

**COVERAGE UNDER THE UNIVERSITY, COLLEGE AND INSTITUTE PROTECTION PROGRAM (ON CAMPUS)**

Certified Occupational First Aid Attendants are on duty from 0830 - 2330 hours at Lansdowne campus. The first aid station is located in Fisher Building 116 at Lansdowne Campus. To call First Aid, dial 3075 from a college telephone. Questions about the first aid response team & procedures may be directed to the Occupational Safety & Health Coordinator at 370-3808.

Students who are injured in the classroom/lab/shop at Camosun College are covered by the University, College and Institute Protection Program (UCIPP) for expenses in excess of what MSP covers. Your department has copies of the UCIPP's Incident Report form on hand for you to fill out. Once completed, the report is to be forwarded to the Occupational Safety & Health Coordinator for review and subsequent submission to the Ministry's Risk Management Branch.

**COVERAGE UNDER WCB (STUDENTS ON PRACTICUM OFF CAMPUS)**

All off-site injuries occurring on practicum must be reported to your supervisor/instructor. The Workers' Compensation Board of BC (WCB) provides coverage to students who are injured during the off-site practicum component of their college programs only.

The simplest route to take to insure that the injury information gets to the WCB in a timely manner is to complete, with your instructor, a WCB Form 6A, available through your department or at your practicum site.

WCB requires injuries to be reported within 3 days.

**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 ..... Fisher Bldg, Room 305

- Contact Person: Maggy Charles, Operations Assistant..... (250) 370-3180
  - Dawna Hurst, Office Assistant..... (250) 370-3161
  - Susan Rudiger, Practicum Placement Coordinator..... (250) 370-3183
  - Fax..... (250) 370-3478

Barbara Herringer, Dean

- Contact Person: Cheryle Paquette, Assistant to the Dean..... (250) 370-3179

Debbie Sargent, Associate Dean

- Contact Person: Maureen Creed, Administrative Officer ..... (250) 370-3178

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

Sharon Dixon, Chair

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

Carly Hall, Practical Nursing Program Leader ..... (250) 370-3284

Leanne Robb, Home Support/Resident Care Attendant Program Leader ..... (250) 370-3243

DENTAL PROGRAMS ..... Dental Bldg, Room D006

Shirley Bassett, Chair

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

Dental Clinic: Laurie Anderssen, Instructional Assistant..... *Appointments:* (250) 370-3184

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

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

HUMAN SERVICES PROGRAMS ..... Wilna Thomas Bldg, Room 217

Anita Ferriss/Robin Fast, Chair, Human Services ..... (250) 370-3208

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

Patti Odynski, Community Support & Education Assistant - Program Leader ..... (250) 370-3223

Linda Leone, Early Childhood Care & Education Program Leader ..... (250) 370-3237

Robert Wells, First Nations Family Support Worker Program Leader ..... (250) 544-2192

Robin Fast, Community, Family & Child Studies Program Leader ..... (250) 370-3245

Kristin Ross, Community Mental Health Worker & Interprofessional Mental Health & Addictions, Program Leader ..... (250) 370-3203

NURSING PROGRAM ..... Fisher Bldg, Room 256D

Stephen Bishop, Chair

- Contact Person: Marion Christie, Secretary..... (250) 370-3247

Elizabeth Hulbert, Associate Chair ..... (250) 370-3277

- Contact Person: Tamara Holland, Office Assistant..... (250) 370-3246

Charlotte Thompson, Year 1 Program Leader ..... (250) 370-3286

Heather Biasio, Year 2 Program Leader ..... (250) 370-3260

Dianne Belliveau, Year 3 Program Leader..... (250) 370-3259

Margo Hughes, Curriculum Program Leader..... (250) 370-3265





## School of Health and Human Services PROGRAMS / BRIDGING

### PROGRAMS

#### Continuing Care

Home Support / Resident Care Attendant - Certificate

- HS/RCA - 23 weeks
- English as a Second Language (HS/RCA - ESL) - 8½ months
- Fast-Track (HS/RCA - FT) - 11 weeks
- First Nations (FNHS/RCA) - 35 weeks
- Part-Time (HS/RCA - P/T) - 12 months

Practical Nursing - Certificate

- PN - 12 months
- Practical Nursing Access for Resident Care Attendants (PN Access) - 36 weeks

#### Dental

Certified Dental Assistant (CDA) - 8 ½ month Certificate

Dental Hygiene (DH) - 2 year Diploma

#### Human Services

Community, Family and Child Studies (CFCS) - 2 year Diploma

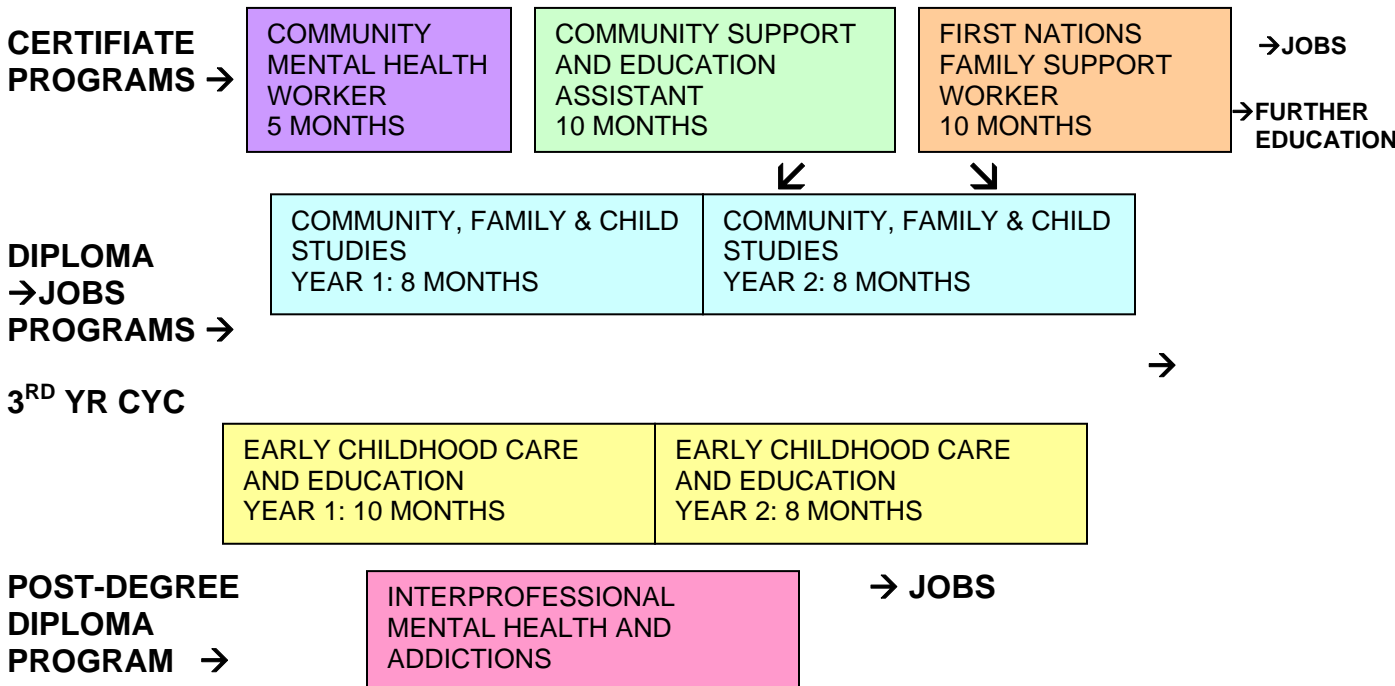
Community Mental Health Worker (CMHW) - 5 month Certificate

Community Support & Education Assistant (CSEA) - 10 month Certificate

Early Childhood Care and Education (ECCE) - 10 month Certificate/18 month Dipl.

First Nations Family Support Worker (FNFSW) - 10 month Certificate

Interprofessional Mental Health & Addictions - post degree Diploma



# **SCHOOL OF HEALTH AND HUMAN SERVICES**

## **POLICIES AND PROCEDURES FOR STUDENTS**



SCHOOL OF HEALTH & HUMAN SERVICES  
ACADEMIC POLICIES AND PROCEDURES

## 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.

### 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.

#### 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.

- IDENTIFYING AT RISK PERFORMANCE - through verbal feedback, observed behaviors, interactions, review of progress notes, journals and other feedback. Some examples may include:
- |  |   |
|--|---|
| a) Poor or minimal achievement           | g) Inappropriate or disrespectful communication |
| b) Inappropriate or unrealistic attitude | h) Lack of insight, self-awareness              |
| c) Avoidance of communication            | i) Poor judgment                                |
| d) Poor impulse control                  | j) Poor applications of theory                  |
| e) Poor spatial or psycho motor skills   | k) Inadequate preparation                       |
| f) Poor attendance (late, absent)        | l) Inconsistent performance                     |

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/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 or less 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://www.camosun.bc.ca/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 schedule an exit interview with the student. Where appropriate, a Personal Learning Plan (PLP) may be developed 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://www.camosun.bc.ca/policies/Education-Academic/E-1-Programming-&-Instruction/E-1.5.pdf>

Academic Promotion:

<http://www.camosun.bc.ca/calendar/current/pdf/academic.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.bc.ca/calendar/current/pdf/academic.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

More information about these services can be found in the 'At Your Service' brochure, on the College website, or in the Calendar.

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://www.camosun.bc.ca/policies/Education-Academic/E-2-Student-Services-&-Support/E-2.4.pdf>

<b>Policy Supporting Document:</b>	<b>E-2.5.1</b>
<b>Policy Holder:</b>	<b>Board of Governors</b>
<b>Established by Education Management Team:</b>	<b>March 25, 2008</b>

## 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.

## 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. TB test and flu vaccinations are highly recommended and are available at your local health clinic or through your physician at no cost.

### 1. TB Screening

All students in the Continuing Care, First Nations Family Support Worker, Community Mental Health Worker 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 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.