



COURSE OUTLINE		
TERM: Fall 2024	COURSE NO: EA 103	
INSTRUCTOR:	COURSE TITLE: Behaviour as Communication	
OFFICE: LOCAL: E-MAIL: @capilanou.ca	SECTION NO(S):	CREDITS: 3.0
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Liłwat7úl (Lil'wat), x^wməθk^wəyəm (Musqueam), shísháłh (Sechelt), Sk̓wxwú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tseil-Waututh) people on whose territories our campuses are located.

COURSE FORMAT

Three hours of class time, delivered in-person lecture/mixed mode/*online plus an additional hour delivered through online or other activities for a 15-week semester. Please review course calendar for scheduling details.

*Online sessions will not exceed 25% of allocated course time, as per departmental guidelines.

COURSE PREREQUISITES/CO-REQUISITES

None

CALENDAR DESCRIPTION

In this course, students will gain knowledge of various behaviour profiles. From a trauma-informed, social-emotional learning lens and through integration of the First Peoples Principles of Learning, students will develop an understanding of how to support children and youth with behavioural difficulties in school environments. Mental health challenges will be explored.

COURSE NOTE

EA 103 is equivalent to SEA 103. Duplicate credit will not be granted for this course and SEA 103.

REQUIRED TEXTS AND/OR RESOURCES

None

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

1. Honour Indigenous ways of knowing through feeling and creating connection and belonging.
2. Discuss Indigenous and colonial perceptions of mental health.
3. Examine the characteristics and possible causes of different behaviour profiles related to mental health challenges.

4. Explain the safety risks to children and youth, self and others in the educational environment.
5. Integrate the principles of trauma informed practice, social-emotional learning and visual supports to support children and youth in building new skills and managing externalizing behaviours.
6. Analyze behavioural scenarios to determine function of behavior as well as create and implement a plan of support strategies.
7. Demonstrate de-escalation strategies and skills to guide students with externalizing behaviours.

COURSE CONTENT

Date	Session Topics	Assignments, Application Activities and/or Exit Slips to be Completed
Session 1	<ul style="list-style-type: none"> • Introduction to Challenging Behaviour and Mental Health Concerns • Ministry funding designations: Funding Categories “R” and “H” 	
Session 2	<ul style="list-style-type: none"> • Tiers of Support • Social Emotional Learning • Trauma-Informed Practice 	
Session 3	<ul style="list-style-type: none"> • Neurodiversity Part One: FASD 	
Session 4	<ul style="list-style-type: none"> • Neurodiversity Part Two: ADHD & Executive Functioning 	Concept Map (15%)
Session 5 & 6	<ul style="list-style-type: none"> • Behaviour as Communication in Schools: Observation and Supports • Neurodiversity Part Three: Conduct Disorder & ODD 	Reflection Paper (10%)
Session 7	<ul style="list-style-type: none"> • Neurodiversity Part Four: Anxiety and Pathological Demand Avoidance 	
Session 8	<ul style="list-style-type: none"> • Neurodiversity Part Five: Depression 	
Session 9	<ul style="list-style-type: none"> • Neurodiversity Part Six: Eating Disorders and Substance Use 	Case Study Assignment (25%)
Session 10	<ul style="list-style-type: none"> • Functional Behavioural Assessment (FBA) • Overview of FBA Assignment 	
Session 11	<ul style="list-style-type: none"> • Functional Behavioural Assessment (FBA) 	
Session 12	<ul style="list-style-type: none"> • Positive Behaviour Intervention: Supports and Strategies 	FBA Assignment (20%)
Session 13	<ul style="list-style-type: none"> • De-escalation and Crisis Intervention: Practical Skills Session 	

Session 14	• De-escalation and Crisis Intervention	<i>Application Activity (20%)</i>
Session 15	• Practical Strategies (Make and Take)	

EVALUATION PROFILE

Marks will be based on completion of assignments, projects, presentations, and class participation.

Concept Map/Reflection Paper	25%
Case Study Assignment	25%
Functional Behaviour Assessment Assignment	20%
Application Activity Assignment	20%
Participation	<u>10%</u>
Total	<u>100%</u>

ASSIGNMENT DESCRIPTIONS

Participation

This mark is based on both the frequency and quality of the student's comments, questions, observations, and involvement, with the emphasis on quality. The quality is determined by among other things, the relevance, insight and clarity of remarks. Reading the required readings in advance will support a student's ability to participate. Not attending, being late to class or being late returning from breaks, will impact the overall participation grade.

Concept Map/Reflection:

Part 1: This assignment requires students to analyze, synthesize, and demonstrate their knowledge and application of the elements of Social Emotional Learning and Trauma Informed Practice through a Concept Map format.

Part 2: Student response to guests' presentation on supporting students in schools.

Case Study:

Students will receive a case study of a student requiring behaviour supports. Students will analyze the case study and prepare suggestions that are in line with the presentation, school setting, and diagnosis of the hypothetical student.

Functional Behavioural Assessment Assignment:

This assignment requires students to demonstrate the components of Functional Behavioural Assessment as well as determining appropriate Positive Behaviour Interventions and Supports.

Application Activity:

Students will work through a series of case studies/ role play scenarios including a variety of school settings, student profiles and staff responses. Each group will analyze the original situation and apply relevant course content to explain the context. The group will then create a second scenario where appropriate strategies and interventions are applied. The role-play scenarios will be performed in class. This activity has both a participation and a written component.

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

Incomplete Grades

Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor at least three days prior to the due date. Marks will be deducted for the late submission of assignments, if no prior arrangement is made. The penalty for a late submission is 10% for each day. All assignments must be submitted in order to receive credit for the course. Please connect with your instructor in the event of an extenuating circumstance.

Missed Exams/Quizzes/Labs etc.

Make-up exams, quizzes and/or labs are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor. Accommodations can be made to honour community needs or traditional practices.

Attendance

Regular attendance is essential and will be reflected in your participation grade. Students are expected to attend all classes and associated activities. If a student misses a class due to extenuating circumstances, they are still responsible for the material covered during their absence, including announcements, assigned readings and hand-outs. Students who miss more than 10% of the course are at risk of failing the course.

English Usage

All assignments are marked for correct English usage, proofreading, and formatting.

Electronic Devices

Students may use electronic devices during class for note taking only.

On-line Communication

Outside of the classroom, instructors will (if necessary) communicate with students using their official Capilano University email; please check regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS

Tools for Success

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-services/>

Capilano University Security: download the [CapU Mobile Safety App](#)

Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information:

<https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

DEPARTMENT OR PROGRAM OPERATIONAL DETAILS

Vision Statement

We believe that diversity is a human experience and requires our dedicated support. We value developing connectedness for ourselves, our students, and our community through collaborative, commitment to our program that focuses on relevant theory and excellence in practice.

Continuation Requirement

A student who fails any course may not be allowed to continue in the program.

Graduation Requirement

To receive an EA certificate, students must pass all courses and practicum; achieving a CGPA of B or better.

Course Content Awareness

Some of the topics that will be discussed in this course can be challenging and may cause discomfort or unease. Your instructor will let you know ahead of time when they plan to cover these topics, to ensure sufficient time to prepare yourself or to opt out, as necessary. For support, please reach out to your instructor, refer to the additional resources posted on your eLearn shell, or review Capilano University supports at: <https://www.capilanou.ca/student-services/health-services/counselling--mental-health/>

Punctuality

Punctuality is essential in both classroom courses and practicum given the professional nature of the program.

Professionalism

All students are expected to maintain the program's standards of academic achievement and professional behaviour. In practicum centres and in the classroom, students will adhere to their professional areas' Code of Ethics at all times.