

COURSE OUTLINE		
<b>TERM: Spring 2023</b>	<b>COURSE NO: SEA 103</b>	
<b>INSTRUCTOR:</b>	<b>COURSE TITLE: Behaviour as Communication</b>	
<b>OFFICE: LOCAL:</b> <b>E-MAIL: @capilanou.ca</b>	<b>SECTION NO(S):</b>	<b>CREDITS: 3.0</b>
<b>OFFICE HOURS:</b>		
<b>COURSE WEBSITE:</b>		

Capilano University acknowledges with respect the Lilwat7úl (Lil'wat), xʷmə ǀθkʷəyəm (Musqueam), shíshálh (Sechelt), Sk̓w̓xwú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) people on whose territories our campuses are located.

#### **COURSE FORMAT**

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester.

#### **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**

None

#### **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. Integrate course content with the First People Principles of Learning related to inclusion and diversity.
5. Explain the safety risks to children and youth, self and others in the educational environment.
6. 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.
7. Choose executive functioning skills and behavioural strategies that support executive functioning skill development and improvement of behaviours in the classroom.
8. Develop skills to collaboratively create and implement support strategies for students displaying challenging behaviours.
9. Demonstrate de-escalation and support strategies and skills to guide students with externalizing behaviours

## COURSE CONTENT

Date	Session Topics	Assignments, Application Activities and/or Exit Slips to be Completed
<b>Session 1</b>	<ul style="list-style-type: none"> <li>• Introduction to Challenging Behaviour and Mental Health Concerns</li> <li>• Ministry funding designations: Funding Categories “R” and “H”</li> </ul>	Exit Slip activity
<b>Session 2</b>	<ul style="list-style-type: none"> <li>• Supporting Students with Fetal Alcohol Spectrum Disorder (FASD) – Part One</li> </ul>	Exit Slip activity
<b>Session 3</b>	<ul style="list-style-type: none"> <li>• Supporting Students with Fetal Alcohol Spectrum Disorder (FASD) – Part Two</li> </ul>	<b><i>Application Activity One (15%)</i></b>
<b>Session 4</b>	<ul style="list-style-type: none"> <li>• Supporting Students with Conduct Disorder and Oppositional Defiant Disorder</li> </ul>	Exit Slip activity
<b>Session 5 &amp; 6</b>	<ul style="list-style-type: none"> <li>• De-escalation Practical Skills session</li> <li>• Cohort A</li> </ul>	
<b>Session 7</b>	<ul style="list-style-type: none"> <li>• Executive Function</li> </ul>	Exit Slip activity
<b>Session 8</b>	<ul style="list-style-type: none"> <li>• Supporting Students with Attention</li> </ul>	<b><i>Individual Assignment (30%)</i></b>

	Disorders (Attention Deficit Disorder and Attention Deficit Hyperactivity Disorder)	
<b>Session 9</b>	<ul style="list-style-type: none"> <li>Functional Behavioural Assessment (FBA)</li> </ul>	<b>Application Activity Two (20%)</b>
<b>Session 10 &amp; 11</b>	<ul style="list-style-type: none"> <li>De-escalation Practical Skills session</li> <li>Cohort B</li> </ul>	
<b>Session 12</b>	<ul style="list-style-type: none"> <li>De-escalation and student support</li> </ul>	
<b>Session 13</b>	<ul style="list-style-type: none"> <li>Supporting Students with Anxiety</li> <li>Overview of the Concept Map Assignment</li> </ul>	Exit Slip activity
<b>Session 14</b>	<ul style="list-style-type: none"> <li>Supporting Students with Depression</li> <li>Overview of the Concept Map Assignment</li> </ul>	Exit Slip <b>Concept Map Assignment (25%)</b>
<b>Session 15</b>	<ul style="list-style-type: none"> <li>Eating Disorders and Substance Abuse</li> <li>Group Presentation of Concept Maps</li> </ul>	Exit Slip

**EVALUATION PROFILE**

Application Activity Number One	15%
Application Activity Number Two	20%
Individual Assignment	30%
Concept Map Assignment	25%
Participation	<u>10%</u>
<b>TOTAL</b>	<b>100%</b>

**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.

**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 beforehand.

**Missed Exams/Quizzes/Labs etc**

Make-up exams, quizzes and/or tests 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 and traditional practices.

**Attendance**

Regular attendance is essential. Students are expected to attend all classes and associated activities.

**English Usage**

All assignments are marked for correct English usage, proofreading, and formatting. At the instructor’s discretion, any assignment not reaching these standards may be returned for revision and resubmission. Maximum grade assigned for a revised assignment is “C”.

**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-life/>

**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**

<b>Punctuality</b>	Punctuality is essential in both classroom courses and practicum given the professional nature of the program.
<b>Professionalism</b>	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.