

## STUDENT COURSE INFORMATION

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FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
HUMAN SERVICES  
JANUARY 2010

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### **BSCI-1027 -- INTERVENTION STRATEGIES**

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**Duration:** 30 total course hours

**Credit Units:** 2.0

\*NOTE: The hours may vary.

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#### **This course is a prerequisite for:**

BSCI-3001	FIELD PLACEMENT 1
BSCI-3002	FIELD PLACEMENT 2
BSCI-4003	FIELD PLACEMENT-COMMUNITY MODEL
EDUC-3004	EDUCATIONAL ASSISTANT METHODS I

#### **Prerequisite(s) for this course:**

BSCI-1007	ABNORMAL PSYCH/DUAL DIAGNOSIS
BSCI-1008	INTERPERSONAL COMM IN DEV SERV
BSCI-1010	DEVELOPMENTAL PSYCHOLOGY
BSCI-1011	PERSON-DIRECTED PLANNING
BSCI-1041	EMOTIONAL DISORDERS
BSCI-1043	INTRODUCTION TO HUMAN SERVICE
BSCI-1047	COMPARATIVE DEVELOPMENT
BSCI-1048	INTRO TO TEACHING & LEARNING
BSCI-1055	COMMUNITY AND DEV'T SERVICES
BSCI-1056	PERSON-CENTRED PLANNING
BSCI-1087	COMMUNITY & DEV SERVICES 1
HLTH-1115	HEALTH PROMO IN DEV SERV WK 1

#### **Co-requisite(s) for this course:**

NO COURSES

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#### **Course Description:**

To provide the Developmental Services Worker student with a body of knowledge of current intervention strategies applied in the support and treatment of persons with developmental disabilities.

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#### **Vocational Learning Outcomes:**

Upon successful completion of this course, the student will be able to:

The number in parenthesis at the end of each learning outcome refers to the corresponding number of the Vocational Standard in the Developmental Services Worker Program Standards.

1. Describe a variety of current intervention strategies available to the Developmental Services Worker in supporting persons with developmental disabilities. (1,2,3,5)

2. Identify and use terminology used in the prevention and management of behaviour. (1,3,5)
3. Use positive learning techniques with individuals and families. (1,2,3,5)
4. Demonstrate knowledge of strategies to prevent escalation of behaviour. (1,2,3,5)
5. Demonstrate knowledge of the principles of support. (1,2,3,5)
6. Demonstrate knowledge of non-violent crisis intervention (Crisis Prevention Institute). (1,2,3,5)
7. Demonstrate knowledge of the policies and standards on the use of physical restraints as required in the Child and Family Services Act and the Developmental Services Act. (1,3,5)
8. Collect, analyze and organize relevant and necessary information from a variety of sources. (1,2)
9. Communicate clearly, concisely and correctly in written and spoken form that fulfills the purpose and needs of the audience. (6)
10. Interact with groups in ways that contribute to effective working relationships and achievement goals. (6)
11. Provide support to persons with disabilities which facilitates personal growth and empowerment in ways which respects their dignity, autonomy, and decision-making capacity. (1,2,3,5)
12. Facilitate the development of skills of everyday life. (1,2,3,5)
13. Display competent, responsible, and professional behaviour and attitudes. (5)

**Essential Employability Skills Learning Outcomes:**

Essential Employability Skills Learning Outcomes		Taught	Reinforced	Assessed or evaluated
1.	Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2.	Respond to written, spoken or visual messages in a manner that ensures effective communication.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3.	Execute mathematical operations accurately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Apply a systematic approach to solving problems.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5.	Use a variety of thinking skills to anticipate and solve problems.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6.	Locate, select, organize and document information using appropriate technology and information systems.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7.	Analyze, evaluate and apply relevant information from a variety of sources.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8.	Show respect for the diverse opinions, values, belief systems and contributions of others.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9.	Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10.	Manage the use of time and other resources to complete projects.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
11.	Take responsibility for one's own actions, decisions and consequences.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Detailed Content:**

**WEEKLY COURSE CONTENT**

<b>Non-Violent Crisis Intervention Class - 2 Hours</b>	<b>Intervention Class - 2 Hours</b>
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CPI PORTION

**Week 1**

Introduction

Purpose of Course

Course Requirements

Due Care for Participants

Government Requirements For Use of Physical Restraints

Pre Test

BEHAVIOURAL STRATEGIES PORTION

**Week 1**

**Behaviour** (what it is and is not)

Introduction - common terminology

- ABC's of behaviour
- Describing and measurement
- Respondent and operant

**Sources of Behaviour** (determining behaviour "drivers")

**Week 2**

CPI Crisis Development Model

Distinct and Identifiable Behaviour Levels

Corresponding Staff Attitude/Approach

Care Welfare, Safety and Security

Non-Verbal Behaviour

Awareness of Nonverbal Communication During Interventions

Personal Space and Proxemics and Anxiety

Prevention and De-escalation of Crises

Body Posture, Kinesics and Anxiety

Supportive Stance

**Week 2**

**ABA** assessment of behaviour

- Creating a focused response

**Positive Reinforcement** (the universal growth medium)

- definitions - examples - principles
- establishing operations
- application

**Negative reinforcement** (just make it all go away)

**Week 3**

Paraverbal Communication

Verbal Communication

Verbal Escalation Continuum

Keys to Setting Limits

Empathic Listening

**Test #1** (20%)

**Punishment** (this might hurt a bit)

- examples - definition - ethics
- types of punishment
- advantages and pitfalls

**Time Out Procedures** (you might want to take a break)

- examples - definition
- types of T.O.

**Week 4**

<p>Precipitating Factors Rational Detachment Integrated Experience</p>	<p><b>Week 4</b> <b>Extinction</b> (starving the weeds) - examples - discussion - definition - principles - application - pitfalls</p> <p><b>Intermittent Reinforcement</b> (when was my last paycheck?) - examples - definition - schedules of reinforcement - advantages and pitfalls</p>
<p><b>Week 5</b> Staff Fear and Anxiety Productive and Unproductive Behaviours Caused by Fear Making Fear/Anxiety Work for You in Crisis</p>	<p><b>Week 5</b> <b>Essay due</b> (35%)</p> <p><b>Test #2</b> (20%)</p> <p><b>Limiting Behaviour with Differential Reinforcement</b> (catch'em being good) - examples - definition - DRO. - DRI. - DRL.</p> <p><b>Conditioned Reinforcement</b> (it's only a piece of paper) - examples - definition - basic principles and practices - as a behaviour intervention</p>
<p><b>Week 6</b> Personal Safety Techniques Forms of Attacks and Principles of Personal Safety</p>	<p><b>Week 6</b> <b>Token Economies</b> - examples - definition - how they work to limit/encourage behaviour - designs that will work for you</p> <p><b>Data Collection</b> (playing by the numbers) - the importance of observation - behaviour logs, time samples, etc.</p> <p><b>The Least Restrictive Treatment Model</b> (crushing ants with sledgehammers)</p> <p><b>Ethical Considerations</b></p>
<p><b>Week 7</b> Test - Written &amp; Practical</p>	<p><b>Final Test</b> (25%)</p>

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**Teaching/Learning Methodology:**

### **% of Time (approx.)**

Lectures	40%
Role Plays	20%
Personal Participation/ Discussion	40%

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#### **Required Learning Resources:**

CPI. Non-Violent Crisis Intervention. Participants Workbook. (1987) Basic seminar materials, handouts and overheads.

#### **SUPPLEMENTAL LEARNING RESOURCES:**

1. Children with Disabilities, 6th Edition, Batshaw, Mark Brooks Publishing Co.  
ISBN 978-1-55766-858-5
2. A Handbook on Dual Diagnosis, 3rd Ed., Nugent, Nugent Training and Consulting Services. ISBN 0-973-8455-0-3

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#### **Method Of Evaluation:**

The final mark/grade for this course will be determined as follows:

##### **I. CPI PORTION**

Separate Non-violent crisis intervention practical and written exam (**minimal passing grade for CPI portion is 70%**)

##### **II. BEHAVIOURAL STRATEGIES PORTION**

Tests will be held in weeks 3, 5 and 7.

Tests 1 and 2 (20% each) will be during the first 45 min. of class time with regular class to follow.

The required essay (35%) will be due at the beginning of class in week 5 (prior to test #2).

The final test (25%) will be held in week 7.

Tested material will be cumulative. Late essays will be assessed a 5 mark penalty per day.

**NOTE: Students must achieve certification (70%) in non-violent crisis intervention portion and pass the Behavioural Strategies portion in order to successfully complete this course.**

#### **ATTENDANCE**

**As this course involves practicums and interactive participation, attendance and participation at class is essential and is evaluated.**

**Since each of the seven classes in Non-Violent Crisis Intervention (CPI) involves learning practical skills that give the student confidence to handle violent episodes of behaviour and to be able to safely intervene, attendance is compulsory at all eight (8) classes as scheduled. Failure to attend all eight (8) classes will result in a failing grade. In such circumstances, an interview with the professor will be required.**

**Assignments/essays must be submitted to the professor at the beginning of the class on the date that the assignment is due. No late submissions will be accepted after the start of the class. If not submitted as required a zero grade will be given for the assignment/essay.**

**E-mailed assignments/essays will not be accepted.**

**In exceptional circumstances, an extension may be requested prior to the due date. Documentation will be required. Please refer to the Fanshawe College Missed Evaluation Policy (2-C-02).**

**All assignments/essays are to be completed independently and submitted as individual work unless otherwise indicated by the professor.**

NOTE: Test and assignment due dates, etc. will be provided by the professor at the beginning of the course.

Consult the Program Division Policy for additional information on course evaluation and progression.

<u>Grade</u>	<u>Range</u>	<u>Comment</u>	<u>Grade Point</u>
A+	90-100	Distinguished	4.2
A	80-89		4.0
B+	75-79		3.5
B	70-74		3.0
C+	65-69		2.5
C	60-64		2.0
D+	55-59		1.5
D	50-54	Marginal	1.0
F	0-49	Unsatisfactory	0
P	greater than 50	Pass	N/A
I	N/A	Incomplete	N/A
N	N/A	No Credit Achieved	N/A
W	N/A	Withdrawn	N/A
X	N/A	Audit	N/A

**CHEATING** - All forms of cheating are considered an academic offence and the College has a clear policy on cheating. Please refer to Policy 2-G-04 on Fanshawe Online or in the Student Handbook.

**PLAGIARISM** - Plagiarism is cheating and an appropriate penalty will be applied and a report will be placed in the student's file in conformance with College Policy 2-G-04 on cheating. Plagiarism (the intellectual dishonesty resulting from a student's failure to acknowledge indebtedness to sources used) is a serious academic offence that shall result in appropriate penalties, to be determined at the discretion of the course professor in consultation with the Divisional Chair. Plagiarism includes, but is not limited to, submitting the same work to more than one professor for credit in different courses without prior written permission from the professors. Penalties shall range from failure of an assignment to possible failure of the course.

**REWRITES** - Students cannot make the assumption that any provision will be made by the professor to permit a student to rewrite failed assignments or tests.

### **Turnitin.com**

As part of Fanshawe College's commitment to fostering excellence in student assignments, this course may

require students to submit their papers to Turnitin.com. This Web service is designed to help students understand the importance of identifying borrowed work in their essays, and how to correctly cite research sources. Instructions for how to use Turnitin.com will be provided by the professor, and additional information is available at [www.Turnitin.com](http://www.Turnitin.com).

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**Additional Information:**

Consult your Program Outline for information concerning the minimum passing grade needed for this course

1. Mid-term Course Performance Report: Students will be notified about their progress.
2. Missed evaluations (policy number 2-C-02): Attendance at all tests and examinations, and submission of assignments on the due date is mandatory. If a student misses an evaluation due to exceptional circumstances, e.g. serious illness, bereavement, an opportunity may be provided to reschedule the evaluation. It is expected that the student has provided prior notification to the Professor of Record; otherwise a mark of zero may automatically be assigned. Rescheduled opportunities should be provided as soon as possible after the original date depending on the circumstances.

Immediately upon return from the absence during which an evaluation was missed, the student is responsible for submitting a written request for a rescheduling opportunity to the Professor of Record. This request must state the reason(s) for the absence and be accompanied by appropriate supporting documentation.

**A fee, established by the Office of the Registrar annually, shall be paid for any rescheduling opportunity worth 25% or more of the final grade. Proof of payment must be presented to the Academic Manager or designate before the rescheduled date is confirmed.**

The alternative evaluation/examination/assignment/submission will be of equal value to the one missed with no grade penalty. Alternately, grade computation may be made on the basis of remaining evaluation components.

3. Upgrading Opportunities (policy number 2-C-04):

**There will be no opportunity to upgrade a failing grade in this course. Please refer to the DSW Student Information Booklet.**

COURSE PREREQUISITES - BSCI1007, BSCI1008, BSCI1010, BSCI1011, BSCI1012.

Please refer to the DSW Information Booklet on program policies.

**Prepared By:**

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Joe Christensen, D.S.W.

The following applies for course offerings consistent with the Standard Academic Calendar:

**Internal/External Course Credit Application Deadline**

Applications for Internal/External Course Credit are available from the Office of the Registrar. Check college calendar for deadlines.

**Course Add/Drop Deadline**

You may withdraw from a course without academic penalty during the first 70% of the course duration. Application is made through the Office of the Registrar.

**Academic Assistance**

The primary resource for students experiencing difficulty with course material is the course professor. In addition, students who wish to attend study skills workshops or who require further assistance, can contact the Learning Centre in A2019 (519 452 4265) for one-to-one tutoring from staff in math, physics, chemistry and english, or they can contact Counselling and Student Life in F2010 (519 452 4282) for information about receiving peer tutoring.

Student Success Advisors are available to assist students with academic concerns or other problems they face while at Fanshawe. They can either assist you directly, or refer you to the appropriate resource on campus to get the help you need. Contact information for your Student Success Advisor can be found on the Web at <http://www.fanshawec.ca/EN/ssa/14317/advisors.asp>.

Students who have been identified as having (or who wish to be assessed for) a specific learning disability, should contact Disability Services F2010 (519 452 4282) in Counselling and Student Life for information about available support services.

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### **Re-taking a Course:**

Subject to meeting any pre-requisite or co-requisite requirements, a student may retake a course. The second re-take must be approved by the Academic Manager or designate and will be granted based on extenuating circumstances and with recommended interventions such as counselling or a learning contract. Subsequent re-take opportunities will only be available as part of an overall success strategy developed in consultation with the student, program co-ordinator and the Academic Manager. The best grade achieved will be used in calculating the cumulative GPA.

### **Related Policies**

Course Grade System - [See College Policy 2-C-04](#)

Prior Learning Assessment and Recognition - [See College Policy 2-A-10](#)

Evaluations - [See College Policy 2-C-02](#)

Academic Standing - [See College Policy 2-C-05](#)

Student Appeal of a Grade or Other Academic Decision - [See College Policy 2-G-02](#)

Academic Withdrawal and Termination - [See College Policy 2-C-06](#)

Academic Offences - [See College Policy 2-G-04](#)

Student Code of Conduct Policy - [See College Policy 2-G-01](#)

Respectful College Community Policy - [See College Policy 1-B-46](#)

**Authorized By:**



**Date:**

JANUARY 2010