

UNIVERSITY COLLEGE OF THE FRASER VALLEY

COURSE INFORMATION

DEPARTMENT: Human Services

DATE:

NAME & NUMBER OF COURSE	DESCRIPTIVE TITLE	UCFV CREDIT
HSER 192	Supportive Skill Development	3

CATALOGUE DESCRIPTION:

This course is based on a critique of traditional behaviourist models, and emphasis positive and status enhancing training techniques for skill acquisition. Students will be expected to become familiar with the special education curriculums designed to meet the needs of children with disabilities in the school system.

COURSE PREREQUISITES: HSER 120 and HSER 125 or PSYC 250

COURSE COREQUISITES: HSER 193

HOURS PER TERM FOR EACH STUDENT	Lecture	30 hrs	Student Directed Learning	hrs
	Laboratory	hrs	Other - specify:	hrs
	Seminar	30 hrs		
	Field Experience	hrs		
			<u>TOTAL</u>	<u>HRS</u>

<input checked="" type="checkbox"/> UCFV CREDIT TRANSFER	UCFV CREDIT NON-TRANSFER	NON-CREDIT
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TRANSFER STATUS (Equivalent, Unassigned, Other Details)

UBC credits N/A

SFU credits N/A

UVIC units N/A

UNBC N/A

OLA

Sandy Chinery

Dick Bate

COURSE DESIGNER

DEAN OF ACADEMIC STUDIES

HSER 192

## NAME &amp; NUMBER OF COURSE

COURSES FOR WHICH THIS IS A PREREQUISITE:	RELATED COURSES
HSER 131	NONE

TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)

**TEXTS:** Lovett, Herbert (1985) cognitive Counselling & Persons with Special Needs: Adapting Behavioral Approaches to the Social Context: Praeger Publishers.

Gold, Marc W. (1980) Try Another Way Training Manual.

OBJECTIVES:

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

1. demonstrate understanding of the current service delivery system.
2. describe behaviour modification principles.
3. demonstrate an understanding of the relevance of behaviour modification principles to modern service practice.
4. demonstrate an understanding of program evaluation.
5. describe the evolution of supported employment as a major program option.
6. demonstrate an understanding of the impact of mainstreaming on the handicapped child in the regular school system.
7. demonstrate an ability to effectively implement the basic skills and instructional strategies for working with mainstreamed handicapped and behavioural students.

METHODS:

Lectures, demonstration, films, case analysis

HSER 192NAME & NUMBER OF COURSE

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STUDENT EVALUATION PROCEDURE:

In order to achieve a grade in this course, students must attend and participate in at least 11 classes and complete all requirements.

Written assignments	45%
Mid Term Exam	25%
Final Exam	<u>30%</u>
	100%

While the grade of the course will be calculated as below, it should be noted that assignments are not optional and credit may be denied to those who do not attend the required number of classes and/or do not

complete the assignments, and/or exams and whose participation is not satisfactory.

The following scale will be used to calculate your final grade:

A+	=	95%	B	=	80-83%	C	=	64-67%
A	=	92-95%	B-	=	76-79%	*P	=	60-63%
A-	=	88-91%	C+	=	72-75%	NC	=	<60%
B+	=	84-87%	C	=	68-71%			

\*P - This grade does not give transfer credit does it allow you to proceed to any other Human Service course for which this course is a prerequisite.

**COURSE CONTENT**

Week	1	Introduction
	2	Historical Perspective
	3	Behaviour Modification Principles
	4	Behaviour Modification Principles
	5	Mainstreaming
	6	Mainstreaming
	7	Mid term
	8	Supportive Employment Historical Perspective
	9	Supportive Employment
	10	Program Planning
	11	program Planning
	12	Training Plan
	13	Task Analysis
	14	Wrap Up/Catch Up