

FLEMING

Course Outline

Course Title:	Counselling Interventions I	Approval Date:	2025/8/27
Course Number:	COUN55	Academic Year:	2025
Course Hours:	45 hours		
Academic School:	Health and Community Services		

Program Co-ordinator or Jenny Andrus - Jenny.Andrus@flemingcollege.ca

Equivalent: Alexis Rischke-Peddle - Alexis.Rischke-Peddle@flemingcollege.ca

Dean (or Chair): Lisa Fenn - Lisa.Fenn@flemingcollege.ca

Course Description

This course provides students with an overview of introductory theories and skills used in the helping profession. As a foundation for the next two levels of counseling-specific courses students will be introduced to a range of collaborative practices and communication techniques with an emphasis on the person centered approach. Students will apply a strength based perspective that focuses on strengths, supports, resilience, capacity for personal responsibility, self-advocacy and positive change. Additionally, students will evaluate their own strengths and challenges that impact upon their roles in the helping profession through an exploration of self and an understanding of transference and countertransference. Students will be required to demonstrate practical applications of skills through experiential activities.

Prerequisites: None.

Corequisites: None.

Work Integrated Learning: Clinical Placement, Service Learning

Course Delivery Type

Hybrid Synchronous.

Some course hours are delivered online synchronously with specified meeting times and some hours will be delivered in person. Delivery locations and times are specified on the academic timetable.

Learning Outcomes

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

1. At an introductory level, intentionally apply a comprehensive range of evidence informed person-centred and strengths-based counselling frameworks and techniques to promote internal and external strengths, dignity and self-determination, inclusiveness, hope, and effect meaningful change with individuals and families.
2. At an introductory level, intentionally apply the Ecological Model and cultural intelligence practice guidelines to help recognize, respond, and collaboratively and meaningfully address diverse needs and experiences when counselling individuals and families.
3. At an introductory level, intentionally use privacy and freedom of information legislation, and legal and ethical counselling practice standards from a range of social service professions to effectively communicate and develop positive professional relationships with individuals and families.
4. At an introductory level, apply reflective practice and critical inquiry frameworks to develop self-awareness about the impact personal and professional strengths and challenges have on emerging helping roles and counselling interactions with individuals and families.

Person-Centred Approach refers to how workers convey empathy, genuineness and positive regard when counselling individuals and families.

Strengths-Based Approach refers to how workers apply a variety of counselling strategies and techniques that promote strengths and self-determination of individuals and families.

The Ecological Model is used by workers to assess the micro, mezzo, and macro systems that impact the lives and functioning of individuals and families.

Cultural Intelligence guidelines are from the Choices textbook and refer to a range of counselling strategies and techniques that are used by workers to respectfully address the diverse needs of individuals and families.

Privacy and Freedom of Information legislation refers to the professional legal obligations workers follow for explaining, upholding, and protecting the rights of individuals and families related to consent and confidentiality.

Legal and Ethical Counselling Practice Standards refer to any code of ethics, scope of practice, and professional competencies and guidelines set by regulatory bodies and professional associations for Social Service Workers (SSW), Mental Health and Addiction Workers (MHAW), and Developmental Services Workers (DSW) in Ontario. Such organizations include but are not limited to: the Ontario College of Social Workers and Social Service Workers (OCSWSSW), the Mental Health Commission of Canada (MHCC) and the Canadian Centre of Substance Use and Addiction (CCSA); and the Ontario Association on Developmental Disabilities (OADD) and the Developmental Services Special Interest Group (DSSIG).

Learning Resources

Recommended Reading:

Shebib, B. (2023). Choices: Interviewing and counselling skills for Canadians (8th ed.). North York, ON: Pearson Canada.

Although, the textbook will enhance your learning and be a good resource to use for building your professional library, it is recommended and not required for this course.

Other sources and material that are used include, but aren't limited to:

Centre for Addiction and Mental Health (2021). Health Care Access Research and Developmental Disabilities Best Practice Series.

Mackelprang, R. & R. Salsgiver. (2016). Disability: A diversity model approach in human service practice. 3rd edition. New York: Oxford University Press.

Ministry of Community and Social Services (2013). Person-Directed Planning and Facilitation Guide. Ontario: Ministry of Community and Social Services.

Ontario Association of Interval and Transition Homes. (2018). Series of videos. Toronto: OAITH.

Surjit, S. and Moore, S. (2001). Social work practice with culturally diverse people. California: Sage Publishing.

Ungar, Michael. (2011). Counselling in challenging contexts: Working with individuals and families across clinical and community settings. California, CA: Brooks/Cole, Cengage Learning.

Ungar, Michael. (2011). DVD transcript booklet for: Counselling in challenging contexts: Working with individuals and families across clinical and community settings. California, CA: Brooks/Cole, Cengage Learning.

Young, Mark. (2017). Learning the art of helping: Building blocks and techniques (6th ed.). Boston, MA: Pearson Education.

Costs for learning resources can be found on the Campus Store website, using the links below, or by visiting the Campus Store location at your campus.

- Sutherland: <https://www.bkstr.com/sfleming-sutherlandstore/home>
- Frost: <https://www.bkstr.com/sfleming-froststore/home>

Assessment Summary

Assessment Task	Percentage
Applied Learning	100%

Student Success: Policies and Procedures

Mutually, faculty and learners will support and adhere to college Academic Regulations, and Student Rights and Responsibilities. The following policies and guidelines have been developed to support the learning process.

Please click on the link for information about:

- [Academic Integrity \(2-201A\)](https://department.flemingcollege.ca/hr/attachment/7750/download)
(<https://department.flemingcollege.ca/hr/attachment/7750/download>)
- [Accessibility for Persons with Disabilities \(3-341\)](https://department.flemingcollege.ca/hr/attachment/5619/download)
(<https://department.flemingcollege.ca/hr/attachment/5619/download>)
- [Grading and Academic Standing \(2-201C\)](https://department.flemingcollege.ca/hr/attachment/7752/download)
(<https://department.flemingcollege.ca/hr/attachment/7752/download>)
- [Guidelines for Professional Practice: Students and Faculty](https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf)
(<https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf>)
- [Student Rights and Responsibilities \(5-506\)](https://department.flemingcollege.ca/hr/attachment/269/download)
(<https://department.flemingcollege.ca/hr/attachment/269/download>)

If you will need academic accommodations (for example if you have a learning disability, mental health condition such as anxiety or depression or if you had an IEP in high school), please contact the [Accessible Education Services \(AES\)](https://department.flemingcollege.ca/aes/) department (<https://department.flemingcollege.ca/aes/>) to meet with a counsellor.

Alternate accessible formats of learning resources and materials will be provided, on request.

Program Standards

The **Ministry of Colleges and Universities** oversees the development and the review of standards for programs of instruction. The **Ministry of Labour Training and Skills Development** oversees the development and the review of standards for programs of instruction for Apprenticeship training in the province of Ontario. Each college is required to ensure that its programs and program delivery are consistent with these standards, and must assist students to achieve these essential outcomes.

This course contributes to Program Standards as defined by the [Ministry of Colleges and Universities](#) (MCU). Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- **Vocational standards** (the vocationally specific learning outcomes which apply to the program of instruction in question);
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and
- **General education requirement** (the requirement for general education in postsecondary programs of instruction that contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; and, the society in which they live and work).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program. For further information on the standards for your program, follow the MCU link (www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/).

Detail Plan

Term: 2025 Fall

Program Co-ordinator or Equivalent: Alexis Rischke-Peddle - Alexis.Rischke-Peddle@flamingcollege.ca

Jenny Andrus - Jenny.Andrus@flamingcollege.ca

Dean (or Chair): Lisa Fenn - Lisa.Fenn@flamingcollege.ca

Learning Plan

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Week 1/ 3 hrs	Lecture will be live on Webex Seminar will be In-person/face to face unless in the Monday and Tuesday sections due to the holiday and college orientation LECTURE: Defining Counselling, the Helping Process, Engagement Strategies, and Microskills (a recording will also be posted) SEMINAR: Introduction to Counselling Interventions I Reading: 8th Edition - Choices Text by Shebib - Chapter 3 pp. 88-104	1, 2, 3, 4	
Week 2/ 3 hrs	Lecture will be live on Webex Seminar will be in-person/face to face LECTURE: Self-Awareness for Becoming a Professional SEMINAR: Part 1 of Practicing Engagement Strategies to Create a Positive First Meeting Reading: 8th Edition - Choices Text by Shebib - Chapter 1 pp. 8-13 and 27-38; Chapter 3 pp. 107-109	1, 2, 3, 4	
Week 3/ 3 hrs	Lecture will be live on Webex Seminar will be in-person/face to face LECTURE: Engagement Phase and the Person-Centred Approach SEMINAR: Part 2 of Practicing Engagement Strategies to Create a Positive First Meeting Reading: 8th Edition - Choices Text by Shebib - Chapter 3 pp. 99-100 and 104 - 122; Chapter 4 pp. 126-148; Chapter 7 pp. 227-258; Chapter 5 pp. 156-182	1, 2, 3, 4	
Week 4/ 3 hrs	Lecture will be live on Webex Seminar will be in-person LECTURE: Assessment Phase and the Ecological Model SEMINAR: Microskills - Invitational Skills - Practicing Encouragers, Door Openers, and Open and Closed Questions AND Review of the Process Recording Assignment and choosing due dates Reading: 8th Edition - Choices Text by Shebib - Chapter 3 pp. 101-103 and 109-112; Chapter 6 pp. 191-226	1, 2, 3, 4	Counselling Skills Practice Assignment #1 (choose 2 worth 15% each)

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Week 5/ 3 hrs	Lecture will be live on Webex Seminar will be in-person LECTURE: Microskills - Paraphrasing and Reflection of Feelings SEMINAR: Microskills - Reflection Skills - Practicing Paraphrasing and Reflection of Feelings Reading: 8th Edition - Choices Text by Shebib - Chapter 3 p. 100; Chapter 5 pp. 182- 183; Chapter 7 pp. 227-258	1, 2, 3, 4	Counselling Skills Practice Assignment #2 (choose 2 worth 15% each)
Week 6/ 3 hrs	Lecture will be live on Webex Seminar will be in-person/face to face LECTURE: Microskills - Reflection Skills - Reflection of Meaning SEMINAR: Microskills - Reflection Skills - Practicing Reflection of Meaning Reading: 8th Edition - Choices Text by Shebib - Chapter 2 pp. 44-62	1, 2, 3, 4	Counselling Skills Practice Assignment #3 (choose 2 worth 15% each)
Week 7/ 3 hrs	Lecture will be live on Webex Seminar will be in-person/face-to- face unless in Monday section due to the holiday LECTURE: Engagement Strategies - Cultural Intelligence and Strengths- Based Approach SEMINAR: Microskills - Reflection Skills - Introducing Summarization, Review of the Process Recording Assignment Requirements AND Engagement and Practice Check-In Requirements Reading: 8th Edition - Choices Text by Shebib - Chapter 8 pp. 265-268; Chapter 2 pp. 63-85; Chapter 3 pp. 96-103	1, 2, 3, 4	Counselling Skills Practice Assignment #4 (choose 2 worth 15% each) Essential Employability Skills and Practice #1 (worth 5%)
Week 8/0 hrs	INDEPENDENT READING WEEK It is recommended that students catch up on their reading and also begin to organize their Process Recording Assignment.		
Week 9/ 3 hrs	Lecture will be live on Webex Seminar will be in-person/face-to- face LECTURE: Engagement Strategies - Self-Disclosure and Self-Involving Statements SEMINAR: Engagement Strategies and Microskills - Practicing Strengths-Based Approach and Summarization Reading: 8th Edition - Choices Text Shebib - Chapter 3 p. 101; Chapter 4 pp. 143-148; Chapter 3 pp. 96-103; Chapter 5 pp. 184-188	1, 2, 3, 4	Process Recording Assignment (worth 30%) - Mandatory submission and completion to pass the course
Week 10/ 3 hrs	Lecture will be live on Webex Seminar will be in-person/face to face LECTURE: Contracting Phase and Microskills - Solutions Skills SEMINAR: Microskills - Solution Skills - Practicing Giving Information and Brainstorming Reading: 8th Edition - Choices Text by Shebib - Chapter 3 pp. 103, pp. 112-113, pp. 117-118; Chapter 4 pp. 133-141	1, 2, 3, 4	Process Recording Assignment (worth 30%) - Mandatory submission and completion to pass the course

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Week 11/ 3 hrs	Lecture will be live on Webex Seminar will be in-person/face to face LECTURE: Contracting Phase and Microskills - Goal-Setting and Planning SEMINAR: Microskills - Practicing How to Facilitate Goal Planning Reading: 8th Edition - Choices Text by Shebib - Chapter 4 pp. 133-141; Chapter 8 pp. 294-303	1, 2, 3, 4	Process Recording Assignment (worth 30%) - Mandatory submission and completion to pass the course
Week 12/ 3 hrs	Lecture will be live on Webex Seminar will be in-person/face to face LECTURE: Working Phase and Microskills and Engagement Strategies - Challenging Skills - Giving Feedback, Immediacy, and Confrontation SEMINAR: Microskills and Engagement Strategies - Challenging Skills - Practicing Immediacy and Confrontation Reading: 8th Edition - Choices Text by Shebib - Chapter 3 pp. 103-104 and pp.112-113; Chapter 9 pp. 310-323	1, 2, 3, 4	Process Recording Assignment (worth 30%) - Mandatory submission and completion to pass the course
Week 13/ 3 hrs	Lecture will be live on Webex Seminar will be in-person/face to face LECTURE: Working Phase and Microskills - Change Skills SEMINAR: Microskills - Practicing Change Skills Reading: 8th Edition - Choices Text by Shebib - Chapter 3 pp. 103-104; Chapter 8 pp. 268-308	1, 2, 3, 4	Process Recording Assignment (worth 30%) - Mandatory submission and completion to pass the course
Week 14/ 3 hrs	Lecture will be live on Webex Seminar will be in-person/face to face LECTURE: Ending Phase and Microskills: Anticipating and Addressing Transitions SEMINAR: Ending Phase and Microskills: Practicing Transition Planning, Review of Engagement and Practice Self-Analysis Requirements, Review of Student Expectations about the Final Exam Reading: 8th Edition - Choices Text by Shebib - Chapter 3 pp. 114-121; Chapter 4 pp. 148-153; Chapter 6 pp. 220-224	1, 2, 3, 4	Essential Employability Skills and Practice #2 (worth 10%)
Week 15/ 3 hrs	NO LECTURE Seminar will be in-person/face to face SEMINAR: Seminar time will be used to complete the Final Exam in-class	1, 2, 3, 4	Final Exam (worth 25%)

Assessment Requirements

Assessment Task	Date/Weeks	Course Learning Outcome	Percentage
<p>Students will be evaluated on their demonstrated application of counselling skills through a combination of creating short-recorded videos of themselves as a worker in mock scenarios and completing writing exercises for 2 assignments of their choosing from Weeks 4 to 7. The written portion of the assignments will be subjected to TurnItIn. Students submit their video and written work into the D2L drop box by Sunday at midnight of the assigned due date. Please also note that students who are re-taking the course must choose a different assignment from any they submitted previously. In the event the same work (video and/or written portion) is submitted again by the same student or another student, it will be considered a violation of Fleming's Academic Integrity policy and sanctions may be administered.</p>	<p>Counselling Skills Practice Assignment #'s 1, 2, 3, and 4 (choose 2 worth 15% each for a total of 30%) Weeks 4-7 (students submit 2 assignments of their choosing in the corresponding drop box on D2L on the assigned due date)</p>	<p>1, 2, 3, 4</p>	<p>30%</p>
<p>Demonstration of professionalism and willingness to practice live are essential. Students will be evaluated in seminar on their demonstrated level and quality of engagement, and skills and practice through discussions, writing exercises, and mock client scenarios between Weeks 1-7. Students will complete and submit one self-evaluation of their practice and engagement in the course for the period of Weeks 1-7 in the drop box on Sunday by midnight of Week 7.</p>	<p>Essential Employability Skills and Practice #1 (worth 5%) Sunday at the end of Week 7</p>	<p>1, 2, 3, 4</p>	<p>5%</p>

Assessment Task	Date/Weeks	Course Learning Outcome	Percentage
<p>Part A: Students will perform and record a minimum 5-minute to a maximum 10-minute unscripted counselling video. Students will choose a person to play their client, a setting outside of class and conduct a first-time counselling meeting. Students will record the counselling meeting with their own device, and then submit it for evaluation and feedback. Part B: Students will analyze their skills and experience of completing their counselling meeting where they played the worker. Students are expected to answer questions on areas of strengths and areas where they are still developing their engagement strategies and microskills. They will also write about what factors most influenced the application of their counselling skills in the video. This is a mandatory assignment that all students must complete fully and submit to pass the course. This assignment will be subjected to TurnItIn. Students submit Part A and Part B together on Sunday by midnight in the D2L drop box for the week chosen and assigned.</p>	<p>Process Recording Assignment (2 parts - Part A is 15% and Part B is 15% - worth 30% in total) Mandatory Completion and Submission Weeks 9-13 (students choose their own due date between Sunday of Week 9 and Sunday of Week 13; the choosing of due dates will be completed in the Week 4 seminar)</p>	<p>1, 2, 3, 4</p>	<p>30%</p>
<p>Demonstration of professionalism and willingness to practice live are essential. Students will be evaluated in seminar on their demonstrated level and quality of engagement, and skills and practice through discussions, writing exercises, and mock client scenarios between Weeks 9-14. Students will complete and submit one self-evaluation of their practice and engagement in the course for the period of Weeks 9-14 in the drop box on Sunday by midnight of Week 14.</p>	<p>Essential Employability Skills and Practice #2 (worth 10%) Sunday at the end of Week 14</p>	<p>1, 2, 3, 4</p>	<p>10%</p>
<p>Students will complete a multiple-choice final exam that includes material from all lectures and seminars presented and practiced between Weeks 1 and 14. Students will complete the exam in-person in Week 15 in the classroom they attend for their regular weekly seminar section time. No study aids will be permitted for use during the final exam.</p>	<p>Final Exam (worth 25%) During the in-person regular seminar section time in Week 15</p>	<p>1, 2, 3, 4</p>	<p>25%</p>

This course conforms with the attendance and assignment policies of the Fleming Social Service Worker Program, Mental Health and Addiction Worker Program, and School of Health and Community Services. In addition, if students are repeating this course, they must submit original work from the current semester and not previous assignments that were evaluated when they took the course before.

As a culminating task, the Process Recording Assignment is a mandatory assessment. This means must be fully completed and submitted by each student in order to pass the course regardless of their mark prior to its evaluation. Although, the textbook will enhance your learning and be a good resource to use for building your professional library, it is recommended and not required for this course.

Shebib, B. (2023). Choices: Interviewing and counselling skills for Canadians (8th ed.). North York, ON: Pearson Canada.

Artificial Intelligence (AI) Statement

NO USE. Use of generative AI tools (like ChatGPT) is not permitted in this course.

It is the responsibility of students to maintain a history of records and supporting documentation to demonstrate their efforts in all academic submissions, even if submission of these is not part of the final academic deliverable.

Turnitin Statement

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com in support of academic integrity. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

If students choose to opt out of using the software, they must inform their faculty member at the time of the assignment, of their refusal and meet with the faculty to discuss their options. For further information on the use of Turnitin, please refer to the [Operating Procedure 2-201E](https://department.flemingcollege.ca/hr/attachment/10233/download) (<https://department.flemingcollege.ca/hr/attachment/10233/download>)

Exemption Contact

Kirstin Parry, SSW Coordinator (kirstin.parry@flemingcollege.ca)

Jenny Andrus, MHAW and Dual Pathway Coordinator (jenny.andrus@flemingcollege.ca)

Prior Learning and Assessment and Recognition (PLAR)

PLAR uses tools to help learners reflect on, identify, articulate, and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms. PLAR options include authentic assessment activities designed by faculty that may include challenge exams, portfolio presentations, interviews, and written assignments. Learners may also be encouraged and

supported to design an individual documentation package that would meet the learning requirements of the course. Any student who wishes to have any prior learning acquired through life and work experience assessed, so as to translate it into a college credit, may initiate the process by applying through the Registrar's office. For more information please click on the following link: <http://flemingcollege.ca/admissions/prior-learning-assessment-and-recognition>

Course Specific Policies and Procedures

It is the responsibility of the student to retain this course outline for future reference. Course outlines may be required to support applications for advanced standing and credit transfer to other educational institutions, portfolio development, PLAR and accreditation with professional associations.

Synchronous sessions may be recorded. As a result, your image, voice, name, personal views and opinions, and course work may be collected under legal authority of section 2 of the Ontario Colleges of Applied Arts and Technology Act, 2002. This information will be used for the purpose of supporting student learning. Any questions about this collection can be directed to the Privacy and Policy Officer at freedomofinformation@flemingcollege.ca or by mail to 599 Brealey Drive, Peterborough, ON K9J 7B1.

Evaluation Components: (assignments, quizzes, tests, presentation, labs, and reports)

1.All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided as per the Class Absence Operating Procedure (2-205). The procedure can be found at <https://mycampus.flemingcollege.ca/group/portal/resources> .

- If there is a concern or question about the marking of a test or assignment, the student must contact the faculty within one week of the release of the grade with evidence (textbook, reputable website, lecture notes) to provide rationale for their position.
- Allowances will only be considered if the communication (email or voicemail) to the faculty occurs **before** the scheduled test/assignment. In the case of a missed test, failure to inform faculty before the test will result in a mark of 0. Rescheduled test must be written within three school days from the originally scheduled date. When long term illness or other extreme circumstance makes it impossible for the test to be taken within three days, the situation will be dealt with on an individual basis
- Late assignments will be penalized 10% a day for the first three days. On the fourth day, the assignment will be graded as a zero.
- Courses may contain specific assessments that require successful completion in order to demonstrate accomplishment of the learning outcomes for the course. These will be specifically detailed on each course outline.

2.Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

3.All tests (and assignments) will be marked and the mark earned will be returned to the student, and entered in the gradebook within two weeks of writing.

- Test questions may or may not be returned to the students, however, faculty will take up the test materials/concepts highlighting areas of strengths and weakness identified in the student responses. This can be done online or in class.

4.Students have the responsibility to support academic honesty and integrity. Please see Section 6 of the Academic Regulations (2-201) for policy surrounding Academic Integrity. This document can be found on the student portal in the resources section <https://mycampus.flemingcollege.ca/group/portal/resources/academicregulationspolicy> .

5.Electronic communication and data devices may be utilized for the purposes of classroom based work such as note-taking and research only.

6.The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

7.Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building and transfer credits.

Student Engagement

- Students and faculty are expected to interact in a professional and positive manner. This includes: being respectful, setting high expectations and standards, demonstrating professionalism, being engaged, staying connected and communicating effectively and being consistent. See the Student Rights and Responsibilities Policy for further clarity.
- For adult learners in post-secondary education, the college cannot stipulate that attendance is mandatory (except for testing purposes), however, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses however, focus almost exclusively on demonstrated skill based applied learning practice. Attendance in these classes is therefore highly recommended. Early in the semester, individual faculty will provide specific attendance expectations for these courses. If classes/labs are missed, for these courses, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for acquiring missed classroom work including handouts and assignments.
- Students who are late for class are a disruption to their classmates and have a negative impact on the learning environment. Your faculty will share his/her late policies early in the semester. For reasons relating to classroom management and or laboratory safety, late students may be refused entry.
- In an effort to promote optimal engagement, electronic communication devices, except those approved by Learning Support Services and the professor must be turned off/silenced for the duration of the class. Electronic communication devices may be utilized for the purposes of classroom based work such as note-taking and research only. The use of ear buds connected to a source of music is similarly prohibited during class.
- The faculty reserves the right to modify the course sequence in this outline to better meet the needs of the student group and to facilitate learning.

- Students are encouraged to keep the course outline and marked materials until the final course mark is received at the end of the semester and/or for the purposes of portfolio building.
- Students have a responsibility to support academic honesty and integrity. Please refer to the Academic Regulations (section 6.0) for further description of these policies