



## **CSEA 110 - Community Living Foundations**

**Fall 2011**

**INSTRUCTOR:** Jen Neely  
**CLASS TIME/LOCATION:** Monday 12:30p.m. – 3:20 p.m. WT 101  
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**OFFICE HOURS:** As posted and by appointment

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### **COURSE DESCRIPTION:**

In this course, students are introduced to a social model of disability and to key social justice issues that impact the disability community. Values, principles and practices associated with community living philosophy are explored, as are community resources that promote equality and inclusion.

### **LEARNING OUTCOMES:**

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

- 1) Describe a social model of disability and the implications of this model for practice.
  - a) Define and distinguish between a social model and a medical model of disability.
  - b) Describe the evolution of a social model of disability.
  - c) Identify the values, beliefs and attitudes associated with a social model of disability.
  - d) Identify practices that contribute to or detract from a social model of support.
- 2) Use knowledge of community living values and philosophy to identify practices that promote full and equal citizenship for people with disabilities.
  - a) Define and describe issues of social justice, inclusion and advocacy.
  - b) Identify provincial, federal and international legislation that protects the rights of citizens with disabilities
  - c) Identify and describe groups and organizations that promote social justice and community living for people with disabilities.
  - d) Describe the skills, knowledge and supports required for effective advocacy.
- 3) Describe personal and professional practices that are respectful and supportive of individual, family and group diversity.
  - a) Describe and discuss the spectrum of individual, family, cultural, and social diversity that exists in our community.
  - b) Recognize the influence of personal experiences, values, and beliefs on attitudes about diversity.
  - c) Discuss individual and institutional responses to people and groups who are devalued or marginalized.
  - d) Describe community resources that promote inclusion and equality for children, adults, and families.

**TEXT:**

1. CSEA 110 Community Living Foundations coursepack. (2008)

**COURSE PRESENTATION INCLUDES:**

Readings, guest presentations, videos, experiential learning, lecture/discussions, group work, community resources and supports.

**ASSIGNMENTS AND EVALUATION OF LEARNING:**

- |    |  |     |
|----|--|-----|
| 1. | Learning journals (10 journal entries) | 30% |
| 2. | Disability and the media               | 30% |
| 3. | Organization Interviews/Presentations  | 30% |
| 4. | Participation                          | 10% |

**Evaluation of participation includes:**

- 👍 pre-class preparation, including reading assigned materials
- 👍 consistent attendance
- 👍 constructive and appropriate comments in class
- 👍 active participation in class discussions
- 👍 active and respectful listening
- 👍 respectful and considerate behavior toward others
- 👍 co-operation in team and group projects
- 👍 awareness of own behavior / attitudes

**GRADING:**

Grades will be assigned as follows:

A+	90 - 100	B-	70 - 72
A	85 - 89	C+	65 - 69
A-	80 - 84	C	60 - 64
B+	77 - 79	D	50 - 59
B	73 - 76	F	0 - 49

*\* C is the minimum grade for successful completion of CSEA 110. All assignments must be completed in order to students to meet the course requirements.*

**ACADEMIC INTEGRITY:**

The School of HHS is committed to competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of these guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty.

Camosun College's Plagiarism: Definition and Consequences Policy (E-2.5.1)

<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.1.pdf>

**GENERAL CONSIDERATIONS:**

1. It is essential to arrive on time. The instructor will begin the class on time. Consistent attendance and participation are very important.
2. Come to every class prepared to participate in discussions and activities.
3. Complete all projects, papers and other learning activities on time. All assignments are to be submitted on the designated due dates. In exceptional circumstances, students may request an extension, however, that extension must be arranged with the instructor before the due date.
4. All assignments must be typed and double spaced with a cover page that includes:
  - Course name
  - Assignment title
  - Your name and date
  - Spelling, grammar and presentation of material will be taken into consideration.