

## **Community Support and Education Assistant Program**

### **CSEA 160 Citizenship & Quality of Life – 3 credits**

**INSTRUCTOR:** Jen Neely  
**CLASS TIME:** Wednesday 8:30 a.m. – 11:20 p.m.  
**CLASSROOM:** WT 101  
**PHONE/ email:** 370 3314 neelyj@camosun.ca  
**OFFICE /HOURS:** WT 221 – as posted and by appointment

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### **COURSE DESCRIPTION**

This course explores both formal and informal supports that enhance the quality of life and citizenship of people with disabilities. Topics include people, relationships and practices that enrich and contribute to full and satisfying lives of people with disabilities.

#### **Learning Outcomes:**

Upon successful completion of this course you will be to:

- 1) Use person centered supports to promote and enhance individuals' quality of life.
  - a) Describe key elements and values associated with person centered plans.
  - b) Apply the principles of person centered planning and supports to practice.
  - c) Describe ways (subjective and objective) in which quality of life is defined and expressed.
  - d) Identify resources that support person centered planning processes.
  - e) Describe the role of the CSEA, family and friends in person centered plans.
- 2) Support individuals to develop and nurture friendships and personal relationships.
  - a) Describe the role and value of family and friends in the lives of children and adults with disabilities.
  - b) Identify and describe ingredients of healthy friendships and relationships for children and adults.
  - c) Explain the ways in which meaningful relationships enhance quality of life.
  - d) Describe the challenges and benefits of supporting individuals to build and sustain relationships.
  - e) Describe the value and importance of intimacy in the lives of adults with disabilities.
- 3) Describe practices and values that support citizenship, community and presence.
  - a) Define and identify practices that support meaningful inclusion a variety of settings.
  - b) Support individuals to be aware of their rights and responsibilities of citizenship.
  - c) Identify resources and supports that can assist people to participate meaningfully in community.
  - d) Identify attitudinal, social and environmental barriers to citizenship rights of people with disabilities.
  - e) Identify select current issues that impact the quality of life of people with disabilities.

**Text:**

1. Hingsburger, Dave. (2000) Power Tools. Diverse City Press.
2. CSEA 160 Course pack, Winter 2008.

**Course Presentation:**

This is an interactive course that uses a variety of teaching/learning strategies, discussions, cooperative learning, group work, videos and guest speakers.

**Assignments and evaluation of learning:**

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| 1. Class participation                          | 10% |
| 2. Guest speaker reflections (2 X 5 marks each) | 10% |
| 3. Person centered plan                         | 20% |
| 4. Book report                                  | 30% |
| 5. Case studies/ application to practice        | 30% |

Your participation will be evaluated based upon:

- constructive and appropriate comments in class
- active and appropriate participation in class discussions and group work
- active and respectful listening
- respectful and considerate behavior toward others
- use of effective conflict resolution skills
- evidence of awareness of own behavior/attitudes
- evidence of ability to provide effective feedback, and receive feedback
- pre class preparation, including reading assigned materials
- arriving at class on time, and consistent attendance
- responsibility and accountability to classmates, instructor.

**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 180. All assignments must be completed in order to students to meet the course requirements.*

**GENERAL CONSIDERATIONS:**

1. It is essential to arrive at class on time and prepared to participate in discussions and activities. Consistent attendance and participation are required.
2. Complete all assignments on time, and submit on the designated due date. In exceptional circumstances, students may request an extension, however that extension must be arranged with the Instructor before the due date. Students who have not pre-arranged extensions will have 1 mark/day deducted from late assignments.
3. All assignments must be typed and double spaced with a cover page that includes the Course Name, Students' Name, Assignment Title and Date.

## CSEA 160 - TOPIC OUTLINE

DATE	TOPIC	PREPARATION
<b>Jan 11</b>	Introduction to Citizenship & Quality of Life	Reading #1
<b>Jan 18</b>	Quality of life – objective & subjective measures	Reading #2  Reading #6
<b>Jan 25</b>	Power, choice and self-determination	<u>Power Tools</u> pp. 1- 14
<b>Jan 29</b>	Person Centered Planning	Reading #3, pp. 31 – 47
<b>Feb 1</b>	Person Centered planning strategies	Reading #4, #5
<b>Feb 8</b>	Friendship & Quality of Life	Reading #9
<b>Feb 15</b>	Family & Quality of Life	Reading #7
<b>Feb 22</b>	Family & Quality of Life con't	
<b>Feb 29</b>	Friendship & Community	Reading #10
<b>Mar 7</b>	Adults with disabilities – personal relationships	Reading #11  Reading #12
<b>Mar 14</b>	Parents with developmental disabilities	
<b>Mar 21</b>	Quality of life: death and dying	Reading #8
<b>Mar 28</b>	Quality of Life/Citizenship: Contemporary issues	
<b>April 4</b>	Case studies/ Integration of learning	