



**CSEA 160**  
**Citizenship & Quality of Life**  
**Winter 2014**

**COURSE OUTLINE**

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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.

*Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

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**1. Instructor Information**

**Instructor:** Mary Harber  
**Office Hours:**  
**Location:** WT223  
**Phone:** 250-370-3223  
**Email:** harberm@camosun.bc.ca

**2. Intended 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.

### 3. Required Materials

**Textbook:** Lord, J., Hutchison, P. (2011). Pathways to inclusion: Building a new story with people and communities. Concord Ontario: Captus Press

### 4. Course Content and Schedule

#### 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:

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

## CSEA 160 - TOPIC OUTLINE

DATE	TOPIC	PREPARATION
<b>Jan 8</b>	Introduction to Citizenship & Quality of Life	
<b>Jan 15</b>	Quality of life – objective & subjective measures	Chapter #1 and #2
<b>Jan 22</b>	Power, choice and self-determination	Chapter #3
<b>Jan 29</b>	Person Centered Planning	Chapter #8
<b>Feb 5</b>	Person Centered planning strategies	Chapter #6 and Handouts
<b>Feb 12</b>	Essence of Community	Chapter #4
<b>Feb 19</b>	Power and quality of life	Chapter #5
<b>Feb 26</b>	Social Networks	Chapter #9
<b>Mar 5</b>	Self Help	Chapter #10
<b>Mar 12</b>	Adults with disabilities – personal relationships	Handouts /assigned reading
<b>Mar 19</b>	Parents with developmental disabilities	Handout and assigned reading
<b>March 26</b>	Quality of life: death and dying	Handout and assigned reading
<b>April 2</b>	Leadership and Citizenship	Chapter #11 and Chapter #12
<b>April 9</b>	Last Class – integration of concepts	

### 5. Basis of Student Assessment (Weighting)

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 .5 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.

## 6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

### 1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

## 4. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.  
<http://www.camosun.bc.ca/policies/policies.html>

*The Department of Community, Family & Child Studies is committed to promoting 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 Academic Honesty 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. Before you begin your assignments, review the Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>*