



CAMOSUN COLLEGE
School of Health & Human Services
Community, Family & Child Studies

CSEA 110
Community Living Foundations
Fall 2014

COURSE OUTLINE

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.

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.

1. Instructor Information

Instructor: Jen Neely
Office Location: WT 221
Office Hours: **as posted**
Phone: 250-370-3314
Email: neelyj@camosun.ca

2. Intended 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.

3. Required Materials

- On-line resources will be made available on D2L

4. Course Content and Schedule

- Readings
- Guest presentations
- Videos
- Experiential learning
- Lecture/discussions
- Group work
- Community resources and supports

5. Basis of Student Assessment (Weighting)

Assignments

1. Competency Evaluation Documents (mid-term and final)	30%
2. "Two Chairs" presentation and report	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
- timely submission of assignments

Notes:

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 at least 1 day 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, APA formatting and presentation of material will be taken into consideration.
5. ***C is the minimum grade for successful completion of CSEA 110. All assignments must be completed in order for students to meet the course requirements. The grade for participation cannot be used to bring your grade up to a C; the C must be the average of all graded assignments/presentations.***

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

The following two grading systems are used at Camosun College:

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

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes.

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

7. 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, through Student Services or on the College website at www.camosun.ca.

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, Enrolment Services, and on the College website at www.camosun.ca/about/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>