



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

CSEA 160
Citizenship & Quality of Life
Winter 2015

COURSE OUTLINE

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.

⚡ *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 Hours: TBA
Location: Fisher 334 Tuesday 8:30-11:20am
Phone: 250-370-3314
Email: neelyj@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.

Text:

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

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. Article Review	25%
2. Case studies/ application to practice	30%
3. Guest speaker/movie reflections (3 X 5 marks each)	15%
4. Person centered plan	30%

Your participation is important in this program and it is expected that students will act in accordance with the following;

- 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
- awareness of own behavior/attitudes
- 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.

Assignment Submissions

Written assignments must be submitted as a Word or Open Office document via D2L. File names should include your name for easy reference. Written assignments must be typed and double spaced and follow APA guidelines. Pay particular attention to page numbering and headers, line spacing, font and font size, the citation of source material, and cover page format.

Spelling, grammar and presentation of the material will be taken into consideration when assignments are graded.

All assignments are to be submitted on designated due dates. In exceptional circumstances, students may arrange with the instructor for an extension of an assignment **BEFORE** the due date. **Marks will be deducted(3% per day) for assignments/projects if prior arrangements have not been made with the instructor.**

CSEA 160 - TOPIC OUTLINE

DATE	TOPIC	PREPARATION
Jan 6	Introduction to Citizenship & Quality of Life	
Jan 13	Quality of life – objective & subjective measures	Chapter #1 and #2
Jan 20	Power, choice and self-determination	Chapter #3
Jan 27	Person Centered Planning	Chapter #8
Feb 3	Person Centered planning strategies	Chapter #6 and resources
Feb 10	Essence of Community	Chapter #4
Feb 17	Power and quality of life	Chapter #5
Feb 24	Social Networks	Chapter #9
Mar 3	Self Help	Chapter #10
Mar 10	Adults with disabilities – personal relationships	assigned reading
Mar 17	Parents with developmental disabilities	assigned reading
March 24	Quality of life: death and dying	assigned reading
March 31	Leadership and Citizenship	Chapter #11 and Chapter #12
April 7	Last Class – integration of concepts	

Grading:

** C is the minimum grade for successful completion of CSEA 180. All assignments must be completed in order for 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.

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

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, 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>