

Community Support and Education Assistant Program

CSEA 160 Citizenship & Quality of Life – 3 credits

INSTRUCTOR: Catriona Johnson, MS
CLASS TIME: Tuesdays, 8:30 am – 11:20 am, Jan.10 - Apr.11
CLASSROOM: Fisher Bldg, Room 200
PHONE/ email: (250) 886-3708 (cell/text); johnsonc@camosun.bc.ca
OFFICE /HOURS: Following class or by arrangement

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. Lord, John & Hutchison, Peggy. (2011) Pathways to Inclusion: Building a New Story with People and Communities. 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. Class participation	10%
2. Article Review	20%
3. Person centered plan	30%
4. Guest Speaker Reflections (2 x 5 marks each)	10%
5. Case studies/ application to practice	30%

**As an alternative to the article review assignment and a class participation grade (total 30%), students may participate in the Voice UP! Project organized by instructor Mary Harber. Participation in this project entails a short weekly meeting in which you will discuss issues related to oppression and social justice and begin to explore these issues in your own lives and in the lives of students on this campus. The project will explore racism, ableism, sexism, homophobia and other forms of oppression. The project group will use interactive methods to unpack these issues and work together as a group to develop a final presentation.

Class Participation**Value: 10%**

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.

Assignment: Article Review**Due: February 10, 2017****Value: 20%****Length: 4-5 pages**

The purpose of this assignment is for students to gain insight into the research on disability and community/education services as it pertains to the role of the Community Support and Education Assistant in the lives of people with disabilities. Please refer to professional journals or a chapter from a book that is written about the lives of people with disabilities. Websites, magazine articles, etc will not be accepted. Articles should be peer-reviewed and book chapters should be academic in nature. If you aren't sure if the article is research-based, please check with me.

Submit a 4-5 page typed (double spaced) review addressing at a minimum, these points:

1. Describe the nature of the article (summary) and what you believe is the author's purpose in writing the article.
2. Describe key values and beliefs that the author expresses about power, self-determination, and/or quality of life issues (i.e. If not explicitly stated, what is assumed about these issues?). Identify and describe your own values and beliefs about these issues.
3. Discuss 3 ideas that challenged or extended your thinking and explain the impact of these ideas on your perceptions of quality of life and disability.
4. Explain the relevance of this article to your learning and understanding of issues of power, disability and practice as a CSEA.

Consideration will be given to:

- ✓ The clarity, flow and organization of thoughts and ideas
- ✓ Evidence of thought and effort
- ✓ Evidence of an understanding of the materials read
- ✓ Overall presentation of the material (grammar, spelling, referencing, etc.)

Case Studies/application to practice

Due: March 14, 2017

Value: 30%

See end of syllabus for assignment.

Person Centered Planning Assignment

Due: April 11, 2016

Value: 30%

In this assignment you are asked to develop a person centered plan for yourself or an individual from the community with a developmental disability using one of the person-centered planning tools discussed in class. A person centered plan can be a powerful way to analyze your current lifestyle and to envision your life in the future.

Your person centered plan is a personal and private document and will only be viewed by the instructor, unless you choose to share it with others.

OPTION A:

Develop a person centered plan for yourself using one of the person centered planning tools discussed in class. Your plan should address:

- A description of your future lifestyle addressing key areas of your life (e.g. home, family, friendships, work, social life, community and so on), incorporating concepts from Person centered planning course readings and materials.
- A description in detail of 5 of your most important goals, incorporating concepts from Person centered planning readings and materials.
- A creative expression of your plan for the future (through art, music, etc.)
- Any combination of the above.

- It will help you to involve people close to you in your reflections and deliberations.
- Use course materials on person-centered planning (MAPS, PATHS, etc.) to guide you in the process

OPTION B:

Interview a person with a developmental disability who is either in the community or in a high school setting – (person must be 18 years or older) and gather enough information in order to develop a mock person centered plan based on the information that you have gathered. You will also have to complete a consent form to hand in with your project (Please ask instructor for a consent form).

- A description of their future lifestyle vision-addressing key areas of your life (e.g. home, family, friendships, work, social life, community and so on), incorporating concepts from person centered planning course readings and materials.
- A description in detail of 5 of their most important goals, incorporating concepts from person centered planning readings and materials.
- A creative expression of the plan for the future (through art, music, etc.)
- Any combination of the above.
- It will help you to involve not only the person but possibly family members and/or paid caregivers in your reflections and deliberations.
- Use course materials on person-centered planning (MAPS, PATHS, etc.) to guide you in the process.

Assignment will be graded based upon:

- Your ability to express your person centered plan (written or artistic) in a way which enables the reader to clearly understand the vision/plan/goals.
- Incorporation of course materials/content into assignment
- Demonstration of knowledge of person centered planning processes
- The presentation of the written material (grammar, legibility)
- Evidence of thought and effort put into the assignment.

Guest Speaker Reflections

Due: Based on Choice of Speakers (both papers must be handed in by April 11, 2017)

Value: 2 Reflection Papers each worth 5%

Length: 2-3 pages

The purpose of this assignment is for you to reflect on your own learning from guest speakers. To do this you will write a short paper on your personal reflections on the course which can be organized in relations to the following points:

- A summary of the speaker's or speakers' main points
- How you see these points aligning with the course themes
- Any new ideas and information (any "aha" or surprising moments of learning)
- Old assumptions or beliefs altered or challenged by the speaker and discussions
- Your thoughts on how you might apply some of the points raised.

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 160. 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.

CSEA 160 - TOPIC OUTLINE

DATE	TOPIC	PREPARATION
Jan 10	Introduction to Citizenship & Quality of Life	
Jan 17	Quality of life – objective & subjective measures	Chapter #1 and #2
Jan 24	Power, choice and self-determination	Chapter #3
Jan 31	Person Centered Planning	Chapter #8
Feb 7	Person Centered Planning strategies Article Review Due Friday February 10	Chapter #6 and Handouts
Feb 14 (No Class)		
Feb 21	Essence of Community	Chapter #4
Feb 28	Power & Quality of Life	Chapter #5
March 7	Social Networks and Self-Help	Chapter #9 and #10 <i>Speaker(s): Wendy-Sue Andrew and Heather Bergink, Lifetime Networks</i>
March 14	Adults with disabilities – personal relationships Case Studies Due Tuesday March 14	Handouts/Assigned Reading
March 21	Parenting, Families, and Disabilities	Handouts/Assigned Reading <i>Speaker(s): Family Panel</i>
March 28	Transition and Employment	Handouts/Assigned Reading
April 4	Leadership and Citizenship	Chapter #11 & #12 <i>Speaker(s): Mary Chiappetta, SD61, and Mike Jensen, Community Living Victoria (To Be Confirmed)</i>
April 11	Last Class – Integration of Concepts Person Centered Plan Due Tuesday April 11	

CSEA 160

Article Review Sample Paragraphs

Introduction

Individuals with disabilities face many challenges in the fight towards more independent living. This paper reviews the article written by Rebecca Bond and Jenni Hurst titled “How Adults With Learning Disabilities View Living Independently” (Bond & Hurst, 2009). This review will look at what the authors’ intent was in writing the article. It will discuss the key values and beliefs expressed by the author regarding power, self-determination and quality of life, as well as my own values and beliefs on these issues. This paper will discuss three challenges that face society in the movement towards more inclusion and independent living for individuals with disabilities. Finally, this review will discuss the relevance of the article to our learning and understanding of issues of power, disability, and practice as a CSEA.

Body paragraph

I found that the beliefs and values expressed by Bond and Hurst coincided with my own. I believe that any individual, no matter what their differences, should have the power and the right to make decisions about their life. Individuals with disabilities should be encouraged to utilize their autonomy and be given the proper support to do so. An important part of reaching that goal is ‘Social Inclusion.’ Lord and Hutchison (2011) noted how in many cases individuals with disabilities are “in the community, not of the community” (p.22). This statement is very important. Though we may physically see people with disabilities out and about in the community, often they are not actively

participating in ways that encourage their independence and own interests. Proper support for each individual needs to be given for them to learn skills that will help them participate in their community. This could be a more concrete skill in a certain activity or social skills that aid them in navigating a social setting.

Conclusion

This article by Bond and Hurst is very relevant to what I have learned about power, disability and practice as a CSEA student. Our learning in class has expressed the importance of always keeping the best interest of the individual we are supporting in mind. It is our job to advocate for what is needed to increase their independence and quality of life. As the participants in this article expressed their wishes to have more independence, choice and control in their lives, Bond and Hurst concluded that the “ways in which people can be helped to achieve these wishes include; improving support to enable increased social inclusion for people, getting the levels of support right for the individuals, raising awareness of vulnerability and increasing choice and autonomy for people” (p. 291). This conclusion reiterates the key ideas we have learned, and goals to keep in mind when supporting individuals with disabilities. The information presented in this article gives light to the challenges facing the issue of independent living for individuals with disabilities, and the changes that must come.

CSEA 160
Case Study Assignment

Instructions:

Part A (10 marks)

Develop a “Quality of Life” survey – questions that will help determine what factors contribute to a person’s quality of life.

Using the following case study, develop a quality of life survey. Be as complete as possible in your answers providing a summary of the rationale behind your survey questions.

Quality of Life Case Study

Marilyn is a 30 year old woman with a developmental disability who has recently moved into a staffed group home in Victoria. Until 3 months ago, Marilyn lived with a paid companion in an apartment in Calgary and filled her days with volunteer work at the local community living association and the hospital. She was active in many committees as a self-advocate and also enjoyed time with cousins, nieces and nephews.

Marilyn’s mother died recently and she decided to move to Victoria to be closer to her father. Marilyn moved into the group home with 3 other people because that was the only residential option available to her.

Marilyn is a quiet person, who is always cheerful and who willingly participates in any suggested activity. She is very agreeable and never seems to complain. Although her vocabulary is limited, she is able to express herself effectively.

You are a community support worker at the home and it is important that Marilyn be happy and satisfied in her new home and new community.

As a staff member who has taken on the key responsibility for Marilyn, you have been asked to develop a quality of life survey for Marilyn – a list of questions that will help to determine what is important to Marilyn’s quality of life.

Part B (10 marks)

Instructions: Select 2 of the 6 case study questions. Be as complete as possible in your answer. (show me what you know!)

1. Harry is a 46 year old man with a developmental disability who was helped by a community agency to get a job in a warehouse. He lives in a small affordable basement suite. The agency has met its goals to support Harry residentially and at work and he is able to live and work independently with few outside supports. However this is not the life Harry wants to lead and he doesn’t enjoy or value his job, isn’t motivated to do well and doesn’t get along with his co-workers. He’d prefer not to work and would rather live on his disability pension income and would also like to live with other people. He would

like to have a close relationship with someone.

- a) What things add quality to Harry's life?
- b) What things detract from his quality of life?
- c) To what degree are others responsible for Harry's quality of life?
- d) How would you support Harry as a CSEA?

2. Joey is 7 years old and has a chromosomal disorder that affects his intellectual ability and his ability to communicate effectively with words. He attends an integrated classroom and all of his school work is modified. Joey doesn't have any friendships at school and other children find it difficult to understand him. He communicates his frustrations through his behavior – he hits and will scream and bite his hand when he is upset or doesn't want to do something. Joey walks and runs and frequently falls because he isn't very stable or coordinated.

Joey's parents, his older brother, aunts and uncles and grandparents all love and care about him. He is included in all family activities and his parents are deeply committed to ensuring that he has the same opportunities as any other 7 year old boy.

Summer is coming and Joey's parents want him to attend a day camp run by the local parks and recreation center.

- a) What things add quality to Joey's life?
- b) What things detract from his quality of life?
- c) Do members of Joey's family help or hinder his quality of life?
- d) How do Joey's disabilities affect his quality of life?
- e) How would you support Joey? His family?

3. Lily is 53 and has lived in New Heights group home for 20 years. Prior to that she lived in a large institution. Lily has cerebral palsy and an intellectual disability. She uses a simple communication board that is attached to the tray on her wheelchair. She requires assistance in all aspects of daily living and spends her days doing recreational and social activities with the others who live in the home. Lily was recently diagnosed with a progressive type of cancer and her doctor and specialists have discussed options for treatment with Lily's family and support workers. What they know is that without treatment the disease will progress and Lily will experience pain and discomfort and ultimately, death. The pain can be managed with medication. The recommended treatment for this type of cancer is chemotherapy. It will not cure Lily, but it may prolong her life by 6 months however, the side effects include nausea, weight loss, hair loss, headaches and other physical symptoms. Medications can help to deal with some of these side effects.

Lily's family have included the support staff in a discussion of her medical treatment. The choices are to begin chemotherapy or to forgo chemotherapy.

- a) What are the possible impacts of either choice on Lily's quality of life?

- b) Who will be affected by the decision?
- c) Who do you believe should make the decision about treatment and why?
- d) What can you (as a support worker) do to enhance Lily's quality of life whichever decision is made?
- e) What supports or resources will you need throughout this situation?

4. Judy is a quiet, shy 6 year old. She attends Rocky Raccoon Elementary School, and is in an integrated Grade 1 classroom. All of the students seem to like Judy, but Judy rarely chooses to interact with her classmates. Judy watches the other children closely, but when she is invited to join in any games or activities, she puts her thumb in her mouth, and shakes her head 'no'. She enjoys all of her class work and is very happy when she can use the computer to play games. Most of the activities Judy prefers to do are solitary.

Judy's family is most concerned that she is spending too much time isolated from others, and they want her to benefit from being around children who do not have disabilities. Judy's speech is delayed, and her family and teachers believe that her language skills will improve significantly if she spends more time with other children. Judy hasn't developed any friendships at school, because she is spending so much time alone.

You are the Community Support Worker who works with Judy at school, and a member of Judy's team. Other team members include:

- Judy's parents
- Classroom teacher
- Special education consultant

The team asks you to work with them to develop a strategy that will increase and enhance Judy's inclusion in the classroom and at school.

- How much inclusion is present in Judy's current situation at school?
- What recommendations would you make to the team to enhance Judy's inclusion in the classroom and the school?
- Be specific in your recommendations and include issues related to school, the EA, the classroom and support for the family and in community.

In order to work in the school setting and create an 'inclusive' experience – is there other information you feel you might need? If so what is it and why would it be important to help create this plan?

5. Jerry used to live in an institution. When it was first suggested that Jerry should move out of the institution and into the community, many people were concerned. Jerry does not have a method of communicating that is clearly or easily understood by people who do not know him well. He communicates by gesturing and pointing. Jerry has many health concerns. He is diabetic, and is considered to be medically "fragile".

Last year Jerry moved into a home run by a local agency. Four people live in Jerry's home. All used to live in an institution. The agency's staff work in shifts to support the

people who live in the house. When Jerry first moved into the home, he began to attend a day program. The program was designed to teach community and life skills. Two of Jerry's roommates also attend this program, and all three of them are transported there in a van operated by the agency.

The program is run in the basement of a local church. At this program, Jerry works on skills as shaking hands with others, choosing something he might want to buy, and learning how to brush his teeth. At the end of the day, the agency van picks up the people and takes them back to their house. Recently the day program staff suggested that Jerry had learned enough skills to be ready to move to another of the agency's programs where he could learn some pre-vocational skills and work on simulated tasks to develop vocational skills. Sometimes in the evenings Jerry participates in recreational activities. He seems to like bowling, so on Wednesday nights he goes to a bowling league. The local bowling alley reserves Wednesdays for the "special" bowling league. About thirty people with disabilities participate regularly. Jerry seems to enjoy being outdoors, so on Sundays, Jerry he goes for walks in the park with group home staff and his roommates.

1. How much community participation exists in Jerry's life? Describe any changes or recommendations that would increase his meaningful inclusion in the community.
 2. Who do you think should be consulted or considered about the changes you are proposing?
 3. In order to work in the community setting and create an 'inclusive' experience – is there other information you feel you might need? If so what is it and why would it be important to help create this plan?
6. Sandra is a 19-year-old young woman who has a developmental disability and has just left high school. At her high school she was included in all of her classes using a modified curriculum and differentiated instruction. She was a member of the school's basketball team, occasionally playing in games, but most of the time participating in practice, assisting her coach with time-keeping, drills, managing equipment, and generally supporting her team. In addition to her school-related activities, Sandra took a dance class each week with a group of young women with disabilities.

When planning for her transition out of high school, Sandra and her parents wanted to focus on finding a job. They opted to use Individualized Funding (IF) so that they would have more control over her supports and have chosen to receive Direct-Funded IF meaning that all planning and coordination of supports must be conducted by the family and her support workers. Two months have gone by since Sandra left school and they have just hired you to support Sandra for 15 hours per week. During the last 2 months, apart from a brief family vacation to the Rockies, Sandra has been at home watching TV, playing video games, and using Facebook on the computer. She is sullen and her mother tells you she has gained weight over the last few months.

- What did Sandra experience in high school that made her feel like a citizen of her community and how could you assist her in gaining back that feeling?
- Given Sandra's goals and interests, what would add to her quality of life?

- What are some ways that you could most effectively plan for and use the 15 hours of support per week?
- How would you know Sandra feels like a citizen?

Part C – (5 marks)

In this course, we have discussed many issues and topics related to the quality of life of children and adults with developmental disabilities. Based on your experience, what quality of life issue/topic do you think is a priority in our community? Why? What is your role (as a citizen of this community and as a CSEA) in addressing this issue?

Writing and Clarity – **(5 marks)** for clear writing, organization, supported ideas and reference to course content