



CAMOSUN COLLEGE

School of Health and Human Services (HHS)
Department: Community, Family & Child Studies
Education Assistant & Community Support



[Camosun.ca/hhs-handbook](http://camosun.ca/hhs-handbook)

CSEA 115 Current Practice Issues Summer 2019

COURSE OUTLINE

The course description is available on the web:
<http://camosun.ca/learn/calendar/current/web/csea.html#csea115>

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

- (a) **Instructor** Mary Harber
- (b) **Office hours** 8:30-9:30
- (c) **Location** WT 223
- (d) **Phone** [Click or tap here to enter text.](#) **Alternative:** [Click or tap here to enter text.](#)
- (e) **E-mail** harberm@camosun.bc.ca
- (f) **Website** [Click or tap here to enter text.](#)

2. Course Description & Intended Learning Outcomes

Students will examine select trends and developments in the field of disability, affecting the quality of life of children, youth and adults. Contemporary issues related to disability rights, advocacy, indigenous practice and inclusive education are examined through a social justice lens. Students build upon and apply theory and concepts acquired in previous Community Support and Education Assistant courses as this relates to practice in both the education system and community settings

Upon successful completion of this course, the student will be able to:

- a) critically analyze current and emerging trends in the field of disabilities and the impact of these on the lives of children, adults and families.
- b) identify and describe the roles and influence of community resources and networks in responding to significant trends and issues, and use this knowledge to inform practice as a CSEA.
- c) articulate and apply advocacy skills and community lobby methods as a means of supporting change and developing a best practice framework for the field.

3. Required Materials

Readings will be provided through D2L.

4. Course Content and Schedule

WEEK	DATE	TOPIC	PREPARATION
1.	May 6,2019	Introduction to course Choosing groups/topics brainstorm <i>(not a full class due to the final class being after the conference)</i> <i>Class Schedule – Friday classes will be from... 1:15-3:15 pm</i>	Course outline
2.	May 10, 2019	Housing Guest Speaker- Catriona Johnson	refer to D2L for required readings
3.	May 13, 2019	Creativity in Practice/Research Group?	refer to D2L for required readings
4.	May 17, 2019	Conference Orientation - Mental Health and Disability	refer to D2L for required readings
5.	May 20	MAY LONG WEEKEND NO CLASS	
6.	May 23.24 .25 Inclusion BC Conference	All students will attend the conference and do one volunteer shift	
7.	May 27	Video Presentations on Research– final class	

5. Basis of Student Assessment (Weighting)

ASSIGNMENTS	VALUE %	DUE DATE
Research Article Summaries (Group mark)	25	May 17, 2019
Info/Fact Sheet (Group Mark)	25	May 27,2019
Video Presentation (Group Mark)	20	May 27,2019
Conference attendance and Volunteering	15	May 23, 24 and 25th
Conference reflection	15	June 4,2019

NOTE: ALL assignments must be submitted through D2L using proper APA formatting including a title page and a reference page.

ASSIGNMENT DETAILS

Group Research Assignment: 25%

Due Date: May 17, 2019

1) summarize the topic of choice and why it is an important and current issue. 5-7 sentences

- 2) choose 4 references/resources from multiple sources- online articles, websites books (no text books)
- 3) cite them with APA formatting
- 4) provide a 3-4 sentence summary of each article and how it pertains to your topic

FORMAT

- o Summary of topic of choice and why this is an important issue in the field
- o Article title and APA Reference
- o Summary of key themes in the article
- o How does this relate to you current issues and why is this important

Evaluation Criteria

- Maximum 5 pages NOT including title page and reference page
- Must be in APA style referencing
- Written in complete sentences, clarity, organization, flow of ideas, spelling and grammar
- Articles are from a scholarly source

2) GROUP WORK- FACT/INFORMATION SHEET- 25 %

Due: May 27, 2019

Purpose

Since this course provides an opportunity to explore current issues in the field, you are able to explore a topic in depth. Groups will research, develop and share an information sheet pertaining to the topic and will have this available during the video presentation and submitted online for others to download. You will need to go beyond the information in your textbooks and will need to use the Camosun College Library, and other resources to complete your research. You will include the research articles from your group research assignment.

Outline for Fact sheet – 4 pages MAX

- 1) What is the issue?
- 2) Why is this an important issue and why did you choose it/what moves you?
- 3) Who is involved with this issue?
- 4) Where and when is it happening or not happening?
- 5) IMPORTANT FACTS to consider such as: pros and cons, different perspectives on the issue
- 6) How is this important for the work of a CSEA 1) as a professional 2) supporting dignity and quality of life?
- 7) Other information you want to share

Evaluation Criteria

- 4 PAGES MAX- Title page, 2 pages of content, 1 page references
- Organization, format, grammar, clarity and flow of thought.
- APA referencing of information sources
- Clarity and conciseness of fact sheet
- succinct overview of issue
- Accuracy, currency, completeness and relevance of information for CSEA practitioners
- Ability to address issues of inclusion, quality of life, dignity
- Creativity in presentation

4) In-Class Video Presentation- 20%

Due Date: May 27 in class

This is a Research Video event. You will need to address the information and advocacy from your fact sheet in video format – you can use different scenarios – ie: could be an interview panel, a talk show, a news show, and advocacy promotional event – be as creative as you want!!!! Video will be 5 minutes long.

In this video you must answer these questions...

- 1) What is the issue
- 2) Why is this important to individuals, community and society as a whole
- 3) What is the role of a CSEA practitioner
- 4) What would you do to advocate for change...what would or could this look like?
- 5) Where to get more information

Evaluation Criteria

- Creativity and clarity of how material is presented
- Professional representation of information. Addresses all the areas of the information sheet criteria
- Clearly addresses the topic in relation to the role of the CSEA
- Ability to answer questions after the video...

5) Conference Reflection 15%

Based on your attendance at the Inclusion BC Conference reflect on two sessions that you attended and answer the following questions:
Name your two sessions and why you chose these?

For each session reflection:

- 6) What did you think before about this issue?
- 7) What was new information?
- 8) Why do you think this is important in the field of disabilities?
- 9) How might you use this in practice?
- 10) What would you like to learn more about (what curiosities did it inspire?)

Evaluation Criteria

- Ability to succinctly summarize key themes
- Ability to reflect not just describe what you heard/learned - what did it mean to you – using your voice
- Ensuring that you discuss what it means to practice – bigger picture thinking
- Writing – clarity and organization – grammar, sentence structure etc

6. Grading System

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

7. Recommended Materials to Assist Students to Succeed Throughout the Course

[Click or tap here to enter text.](#)

8. College Supports, Services and Policies

Immediate, Urgent, or Emergency Support



If you or someone you know requires immediate, urgent, or emergency support (e.g., illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts:

<http://camosun.ca/about/mental-health/emergency.html> or
<http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, centre for accessibility, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit Student Services at <http://camosun.ca/services/>

College Policies

Policies are available on the College website at <http://camosun.ca/about/policies/>

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies.

Education and academic policies include, but are not limited to, [Academic Progress](#), [Admission](#), [Course Withdrawals](#), [Student Appeals](#), Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, and Student Penalties and Fines.

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 website.

A. GRADING SYSTEMS

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf#page=2>

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.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf#page=4> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.