



School of Health and Human Services/Community, Family & Child
Studies/Education Assistant & Community Support
Camosun College

Course Syllabus

CSEA 110 – Community Living Foundations

Course Delivery Mode: Online

Course Duration: May 4, 2020 – August 8, 2020

Instructor Name: Catriona Johnson, MSc.

Phone: 250-886-3708 (cell)

Office Hours: Wednesdays, 5-8 pm, or by appointment

Contact preferences: Please use email or texts if possible. I will try to reply to questions as soon as possible however may not respond immediately or on weekends.

Office: NA

Email: johnsonc@camosun.bc.ca

TERRITORIAL ACKNOWLEDGEMENT

Camosun College campuses are located on the traditional territories of the Lekwungen and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

COURSE DESCRIPTION

In this course, students are introduced to models of disability and to key social justice issues. Values, principles and practices associated with community living and inclusive education philosophy are explored, as are community resources that promote equality and citizenship.

COURSE LEARNING OUTCOMES

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

- describe models of disability and the implications of these models on practice in community and educational settings.
- use knowledge of values and philosophy of the community living movement to identify practices that promote full and equal citizenship for people with disabilities in community and educational settings.
- describe personal and professional practices that are respectful and supportive of individual, family and group diversity.

REQUIRED MATERIALS

- On-line resources will be made available on D2L.

RECOMMENDED INFORMATION FOR STUDENT SUCCESS

- Doing the required preparation will increase your success in the course.
- Ask questions if you are unsure of or don't understand something.
- If something happens and you will be late submitting an assignment, let the instructor know at least a week in advance.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION/ACTIVITY/ASSESSMENTS

Date & Topic	Key Areas of Learning	Preparation & Activities
Week 1 May 4-10 Building Community in Our Classroom	<ul style="list-style-type: none"> • Getting to know each other • Laying the foundations • Creating class guidelines • Outline, Topic Outline and Assignments review 	<ul style="list-style-type: none"> • Materials posted to D2L
Week 2 May 11-17 Social Justice	<ul style="list-style-type: none"> • Social Justice Framework • Oppression/Marginalization • Language • Values and Beliefs • Critical Thinking 	<ul style="list-style-type: none"> • Materials posted to D2L
Week 3 May 18-24 Perspectives on Disability: Models of Support	<ul style="list-style-type: none"> • Historic Attitudes • Medical Model • Normalization/Social Role Valorization • Social Model • Self-Determination • Interdependence 	<ul style="list-style-type: none"> • Materials posted to D2L
Week 4 May 25-31 Human Rights & Citizenship	<ul style="list-style-type: none"> • History of Disability Rights • Charter of Rights and Freedoms • Convention on Rights of Persons with Disabilities • Provincial Human Rights (BC) • Dignity of Risk/Safeguards • Introduction to key rights Issues 	<ul style="list-style-type: none"> • Materials posted to D2L
Week 5 June 1-7 Education: From Church Basements to Inclusive Classrooms	<ul style="list-style-type: none"> • History of Special Education • Assessment, Labelling and Categorization • Segregated education • Mainstreaming • Inclusive education • Promising Practices 	<ul style="list-style-type: none"> • Materials posted to D2L • Interview Reports and Presentations Due (June 7)
Week 6 June 8-14 'Historical' Perspective on Disability: Eugenics	<ul style="list-style-type: none"> • Ableism • History of Eugenics (Pre-1900s) • Eugenics Movement • WWII • Research • Healthcare access/Bodily integrity • Human Genomics 	<ul style="list-style-type: none"> • Materials posted to D2L
Week 7 June 15-21 READING BREAK	<ul style="list-style-type: none"> • No class 	<ul style="list-style-type: none"> • Catch up, do assignments, take care of yourself
Week 8 June 22-28 Daily Life: From Sheltered Workshops to Integrated Employment	<ul style="list-style-type: none"> • Institutions • Family Life • Sheltered Workshops • Day Programs • Employment • L.I.F.E.-based Services 	<ul style="list-style-type: none"> • Materials posted to D2L

Week 9 June 29-July 5 Housing: From Institutions to Independent Living	<ul style="list-style-type: none"> • Institutions • Group Homes • Shared Living • Supported Living • Home ownership • Inclusive Housing Research • Welcoming communities 	<ul style="list-style-type: none"> • Materials posted to D2L • Important Person in Disability Rights Poster Due (July 5)
Week 10 July 6-12 Media and Representation	<ul style="list-style-type: none"> • Importance of representation • Historic reflections • Themes in current day media • Role of Social Media 	<ul style="list-style-type: none"> • Materials posted to D2L
Week 11 July 13-19 Honoring Diversity	<ul style="list-style-type: none"> • Neurodiversity • Gender/LGBTQ+/Culture/Indigeneity/Class • Intersectionality 	<ul style="list-style-type: none"> • Materials posted to D2L
Week 12 July 20-26 Practices that support equity and diversity	<ul style="list-style-type: none"> • Practice change • Leadership and participation • Evidence-based practice • User-Driven Design & Participant Direction • Developmental Evaluation • Reflective Practice/Action Learning Groups 	<ul style="list-style-type: none"> • Materials posted to D2L
Week 13 July 27-Aug 2 Effective advocacy in the human services	<ul style="list-style-type: none"> • Family Movement • Self-Advocacy Movement • Professional Advocacy (Allies) • Advocacy Tools • Partnerships and Coalitions • Advocating at work • Advocacy Organizations 	<ul style="list-style-type: none"> • Materials posted to D2L • Media and Disability Paper Due (August 2)
Week 14 Aug 3-Aug 9 Self-Advocacy Wrap-up and Review	<ul style="list-style-type: none"> • History of Self-Advocacy Movement • Key Organizations and Issues • Self-Advocate Video Panel • Future of the Community Living Movement • Wrap-Up • Course Evaluation 	<ul style="list-style-type: none"> • Materials posted to D2L • All 3 Personal Reflection Papers and final comments on class' discussion must be submitted/ completed by August 9th.

****ALL COURSE DATES ARE FOR THE COURSE DURATION****

The schedule above should be seen as a guide; changes may occur to better achieve course learning outcomes.

OVERVIEW OF ASSESSMENTS, GRADE DISTRIBUTION, AND DUE DATES

ASSESSMENT	WEIGHT FOR COURSE
ASSIGNMENT #1: CSEA 110 Community Resources Interview and Presentation - Due: June 7, 2020	25%
ASSIGNMENT #2: Disability Rights Leader Poster - Due: July 5, 2020	15%
ASSIGNMENT #3: Media and Disability Paper - Due: August 2, 2020	25%
ASSIGNMENT #4: Engagement and Reflections - Due: Ongoing with all completed by August 9, 2020	35%
Class engagement (20%); 3 Personal Reflections (15%)	
Total	100%

Detailed information regarding assignments is in the “Assignments” folder of the course in D2L.

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 110. All assignments must be completed in order for students to meet the course requirements.*

If you have a concern about a grade you have received for an assessment, please come and see me as soon as possible. If you wish to dispute a final grade you have received, please refer to the [Grade Appeal Policy](#) first and read through the Supporting Document outlining the dispute and appeals processes.

SUPPORTS AND SERVICES FOR STUDENTS

All of us need a support system. The faculty and staff at Camosun encourage students to seek out supports if they are needed.

If you feel comfortable, please get in touch with me or the Chair/Program Leader if you need some support or guidance. We may be able to offer you help or refer you to others who may be able to help.

You are also welcome to seek help from the various supports and services at Camosun College. The College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/services/>.

If you have an urgent mental health concern please contact Counselling. Urgent counselling sessions are available daily at both campuses during business hours. If however you have an emergency or need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

SUPPORTS/SERVICES	WEBSITE/LOCATION
Academic Advising	http://camosun.ca/services/academic-advising/
Counselling	http://camosun.ca/services/counselling-centre/index.html
Centre for Accessible Learning	http://camosun.ca/services/accessible-learning/
Eyē? Sqā'lewen (Centre for Indigenous Education & Community Connections)	http://camosun.ca/learn/school/indigenous-education-community-connections/
Financial Aid and Awards	http://camosun.ca/services/financial-aid/
Help Centres (Math/English/Science)	http://camosun.ca/services/help-centres/
Writing Centre	http://camosun.ca/services/writing-centre/
Learning Skills	http://camosun.ca/services/writing-centre/learning-skills.html
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/services/student-support/
Ombuds	http://camosun.ca/about/ombudsman/
Registration	http://camosun.ca/services/registration/
Technology Support	http://camosun.ca/services/its/contact.html
D2L Support	desupport@camosun.ca

STATEMENTS: POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Below are some College policies that are relevant to student learning. Students have a responsibility to uphold the values and principles of College policy and abide by their respective procedures, requirements, and standards.

PROCEDURES, REQUIREMENTS, AND STANDARDS

[List any applicable rules that may be applicable to course such expectations for handing in assignments on time, expectations for attendance in class, expectations for in-class use of technology, etc.]

COLLEGE-WIDE POLICIES

Inclusive Learning Statement and Accommodations

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me.

Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

Academic Accommodations for Students with Disabilities

The College is also committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, anxiety, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs and create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate accommodations you need without disclosing your diagnosis or condition to course instructors. If you need to request academic accommodations, you can contact CAL at: accessible@camosun.ca or by phone at 250-370-3312 (Lansdowne) or 250-370-4049 (Interurban). Visit <http://camosun.ca/services/accessible-learning/> for more information.

Course Withdrawal Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Medical/Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Student Code of Conduct (Academic and Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Conduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.