



CAMOSUN COLLEGE



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

CSEA 110 Community Living Foundations Fall 2020

COURSE OUTLINE

The course description is available on the web:
<http://camosun.ca/learn/calendar/current/web/csea.html#csea110>

Camosun College will continue to follow the guidance of the Provincial Health Officer, the B.C. Government and WorkSafeBC, and as such may revise the delivery of courses. Courses with an approved face-to-face component may need to move to online or remote delivery if necessary.

The COVID-19 pandemic has presented many challenges, and Camosun College is committed to helping you safely complete your education. Following guidelines from the Provincial Health Officer, WorkSafeBC and the BC Government to ensure the health and wellbeing of students and employees, Camosun College is providing you with every possible protection to keep you safe including COVID Training for students and employees, health checks, infection control protocols including sanitization of spaces, PPE and ensuring physical distancing. Please refer to: <http://camosun.ca/covid19/faq/covid-faqs-students.html>

However, if you're at all uncomfortable being on campus, please share your concerns with your Instructor and if needed, alternatives will be discussed.

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** Catriona Johnson, MSc.
- (b) **Office hours** Wednesdays, 4:30 – 6:30 pm or by appointment
- (c) **Location** D2L Course Home/Collaborate
- (d) **Phone** 250-886-3708 **Alternative:** Text messages
- (e) **E-mail** johnsonc@camosun.bc.ca

This class will meet weekly on Fridays from 9:30-10:50 am in Collaborate (D2L).

2. Course Description & Intended Learning Outcomes

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.

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

- a) describe models of disability and the implications of these models on practice in community and educational settings.
- b) 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.

- c) describe personal and professional practices that are respectful and supportive of individual, family and group diversity.

3. Required Materials

On-line resources will be made available on D2L. In addition, students are required to register for Conversations That Matter at <https://conversationsthatmatter.org/>. There is a fee to register.

4. Course Content and Schedule

The course will include readings, guest presentations, videos, experiential learning, lectures and discussions, group work and community resources and supports.

Date & Topic	Key Areas of Learning	Preparation & Activities
Meeting & Orientation September 11	<ul style="list-style-type: none"> • Introductions • A Tour of D2L 	
Week 1 September 14-20 Sept 18: 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 September 21-27 Sept 25: 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 September 28-October 4 Oct 2: 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 October 5-11 Oct 9: 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 • Important Person in Disability Rights Poster Due (Oct 9)
Week 5 October 12-18 Oct 16: 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
Week 6 October 19-25 Oct 23: '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 October 26-November 1 Oct 30: 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 8 November 2-8 Nov 6: 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
Week 9 November 9-15 Nov 13: 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 • Interview Reports and Presentations Due (Nov 13)
Week 11 November 16-22 Nov 20: 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 November 23-29 Nov 27: 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 November 30-December 6 Dec 4: 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
Week 14 December 7-11 Dec 11: 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 • Media and Disability Paper Due (Dec 11) • All 3 Personal Reflection Papers must be submitted/completed by December 11.

****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.

5. Basis of Student Assessment (Weighting)

ASSESSMENT	WEIGHT FOR COURSE
ASSIGNMENT #1: Disability Rights Leader Poster - Due: October 9, 2020	15%
ASSIGNMENT #2: CSEA 110 Community Resources Interview, Report and Presentation - Due: November 13, 2020	25%
ASSIGNMENT #3: Media and Disability Paper - Due: December 11, 2020	25%
ASSIGNMENT #4: Engagement and Reflections - Due: Ongoing with all completed by December 11, 2020	35%
Class engagement (20%); 3 Personal Reflections (15%)	
Total	100%

Evaluation of participation includes:

- Pre-class preparation, including reading assigned materials
- Consistent attendance
- Constructive and appropriate comments in class
- Active and respectful listening
- Respectful and considerate behavior towards others
- Co-operation in team and group work in and out of class
- Awareness of own behavior/attitudes
- 3 short reflection pieces

6. Grading System

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

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

It is important to attend class (in Collaborate on D2L), arrive on time and participate in the discussions and activities. The instructor will begin the class on time. Your ability to thoughtfully participate in the class will be greatly facilitated by doing the pre-readings **prior** to class.

All projects, papers and other learning activities are expected to be on-time. If an assignment is late, **5% per day that it is late will be deducted** from your mark for that assignment. In exceptional circumstances, students can request an extension, but this must be arranged and approved by the instructor in writing (email is best) at least one full day before the assignment is due.

All assignments are submitted through D2L and must be typed 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
- Paper to be saved as a Word File with your name and not simply the course number.

C is the minimum grade for successful completion of CSEA 110. All assignments must be completed in order for students to complete 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 grade assignments and presentations.

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.