



.LEGE

Health and Human Services  
Community Family and Child Studies

CSEA 160X01- Citizenship and Quality of Life  
Winter 2021  
Wednesdays 9:00-11:50 am

## COURSE OUTLINE

The calendar description is available on the web @ \_\_\_\_\_

Students will explore both formal and informal supports that enhance the quality of life and citizenship of people with disabilities. Culture, diversity, and family dynamics are explored as they relate to relationships and practices that enrich and contribute to full and satisfying lives of people with disabilities.

*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	Wednesdays 12:00 – 1:00 pm and to be arranged via email
(c) Location	online
(d) Phone	Alternative: _____
(e) E-mail	harberm@camosun.bc.ca
(f) Website	_____

### 2. Intended Learning Outcomes

- Upon successful completion of this course, you will be able to:
- a) apply person-directed supports to promote and enhance individuals’ quality of life.
  - b) support individuals to develop and nurture friendships and personal relationships.
  - c) describe practices and values that support citizenship, community and presence.

### 3. Required Materials

Lord, J., Hutchison, P. (2017) Pathways to inclusion: Building a new story with people and communities. Captus Press. ON

### 4. Course Content and Schedule

<b>Module/Week</b>	<b>Topic for Modules</b>	<b>Assignments and Readings</b>
Week #1 January 13 <sup>th</sup>	Introduction to Citizenship & Quality of Life	overview of outline and course content
Week #2 January 20 <sup>th</sup>	Citizenship	Chapter #1 Jenny Morris Article
Week #3 January 27 <sup>th</sup>	Quality of life	Chapters #2 Schalock article (posted in D2L)
Week #4 February 3 <sup>rd</sup>	Power, choice and self-determination	Chapter #3 and #5 <b>Photo Essay Due</b>
Week #5 February 10 <sup>th</sup>	Person Centered Planning	Chapter #8
Week #6 February 17 <sup>th</sup>	<b>Reading Break</b>	
Week #7 February 24 <sup>th</sup>	Person Centered Planning strategies	Chapter #6 and Handouts
Week #8 March 3 <sup>rd</sup>	Essence of Community	Chapter #4

Week #9 March 10 <sup>th</sup>	Social Networks and Self-Help	Chapter #9 and #10 <b>Case Studies Due</b>
Week #10 March 17 <sup>th</sup>	Adults with disabilities – personal relationships	Handouts/Assigned Reading
Week #11 March 24 <sup>th</sup>	Parenting, Families, and Disabilities	Handouts/Assigned Reading
Week #12 March 31 <sup>st</sup>	Transition and Employment	Handouts/Assigned Reading
Week #13 April 7 <sup>th</sup>	Leadership and Citizenship	Chapter #11 & #12 <b>PATH Project due</b>
#14 April 14 <sup>th</sup>	Last Class – Integration of Concepts	

## 5. Basis of Student Assessment (Weighting)

This is an interactive course that uses a variety of teaching/learning strategies, discussions, cooperative learning, group work, videos and guest speakers.

Assignment details will be posted on D2L for each assignment.

Assignments are due at midnight on the due date – if late you will lose 5% per day unless you have made **prior arrangements** with the instructor. All assignments are in Times New Roman 12 font with a title page. Please save all documents with your name in the title for identification.

### Assignments and evaluation of learning:

- |                                       |     |
|---------------------------------------|-----|
| 1. Photo Essay                        | 20% |
| 2. Reflection posts for class (10x2%) | 20% |

3. Case studies 30%
4. Person centered plan 30%

## 6. Grading System

*(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)*

*(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)*

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

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

Familiarity with D2L, computer knowledge, library and journal research ability and understanding of APA writing style.

## 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, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College 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. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

## A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

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://camosun.ca/about/policies/index.html> 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.