

EDUCATION ASSISTANT AND COMMUNITY SUPPORT PROGRAM

EACS 110 FOUNDATIONS FOR PRACTICE

SAMPLE COURSE OUTLINE

Section:

Semester:

Instructor:

Office Hours: By appointment

Office Location: TBA with confirmed appointment

Office Phone: Provide best phone number. Provide any instructor preferred communication methods. i.e. texting instructions, secondary phone number, etc. .

E-mail:

Class Times:

Class Location:

COURSE DESCRIPTION

EACS 110 Foundations for Practice

An introduction to working in school and community settings supporting individuals with disabilities of all ages. Values, attitudes, historical/contemporary issues and trends, ethics and ethical decision making, and professional practice will be explored. Additionally, human rights, full citizenship, quality of life theory and person centered planning will be examined.

(3:0:0)

Prerequisite: None.

COURSE LEARNING OBJECTIVES

The EACS 110 Foundations for Practice learning objectives are based on the important Knowledge Areas in the sector. These Knowledge areas have been clearly articulated; many of these areas will be addressed in this course.

On successful completion of this course, students will be able to:

1. Define core roles and responsibilities in the community living sector and in schools including the Education Assistant and Community Support Worker role in understanding and protecting human rights and contributing to the broader social justice movement.
2. Describe contemporary issues and trends related to disability and the provision of services to persons with disabilities.
3. 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 Education Assistant or Community Support Worker, family and friends in person centered plans
4. Consider the influence of lifespan stages when planning and providing support services and when making decisions with individuals with disabilities.
5. Examine historical and current perspectives on disability and the impact on service delivery. Act responsibly and make ethical decisions using effective problem solving skills by:
 - √ Identifying ethical issues related to work as a SCSW practitioner.
 - √ Applying an effective problem solving process to ethical issues.
 - √ Assessing the effectiveness of one's own ethical decision making process.
6. Identify the professional and legal obligations and responsibilities that inform practise by specifically:
 - √ Recognizing abuse and responding to abuse and neglect for children and adults with disabilities in keeping with the Child, Family and Community Service Act (RSBC) Chapter 46, Section 13.
 - √ Adhering to confidentiality requirements.
 - √ Identifying and responding appropriately to conflicts of interest.
 - √ Demonstrating professional standards in written and expressive communications.

Knowledge Areas

Inclusion, Human Rights, and Citizenship
 Human Growth and Development
 Human Behaviour and Relationships
 Communication
 Diversity / Disability
 Advocacy
 Personal and Professional Health and Wellness
 Teaching, Learning, and Support Strategies
 Critical Thinking and Analysis, Ethical Decision Making
 Community and Community Development
 Sector-Related Law and Social Policy
 Self-Awareness
 Reflective Practice; Ability to Connect Theory to Practice
 Personal and Professional Ethics
 Information Technology

7. Examine the impact of attitudes, values and beliefs (personal belief systems) on professional practice by developing and presenting a personal philosophy for professional practise as an SCSW.
8. Use the Practitioner's Triangle as a tool to initiate a reflective practise that incorporates continuous learning with increased awareness of the impact of values, beliefs, and attitudes on one's own behaviour.

REQUIRED TEXTS

Online readings as assigned by Instructor

REQUIRED RESOURCES

Students are required to subscribe to "Conversations that Matter" in order to watch video recorded interviews. These interviews are an integral part of the course. A one year subscription is \$20. A credit card is required. If a student does not have a credit card, he/she should contact the instructor for assistance. Here is the link to subscribe to this required resource. <http://conversationthatmatter.org/>

METHOD OF STUDENT EVALUATION

	Description	Due Date	% of Final Grade
1.	Participation: Specifically, demonstrations of ethical practice, personal philosophy of professional practice, and understanding of legal obligations and responsibilities.		30%
2.	Essay – Personal Reflection on Values, Beliefs and Attitudes and Human Service Practice		15%
3.	SCSW Roles and Responsibilities Poster		10%
4.	Quality of Life Collage		10%
5.	Person-centered Plan Assignment		20%
6.	Foundations for Practice Concept Map		15%
		Total	100 %

Students are expected to review the following policy with respect to grade appeals:
<http://www.viu.ca/calendar/GeneralInformation/generalregulations.asp>

GENERAL REGULATIONS AND STUDENT CONDUCT

Students are expected to review and adhere to the General Regulations and Student Conduct Code (Policy 32.05): <http://www.viu.ca/calendar/GeneralInformation/generalregulations.asp>

Students are expected to review and adhere to the *Faculty of Health and Human Services* Policies and Procedures listed here: <https://www2.viu.ca/hhs/HHSPoliciesandProcedures.asp>

ACADEMIC INTEGRITY

Academic integrity is to be maintained at all times. There are five values that underpin academic integrity (these are also consistent with professional standards): honesty, trust, fairness, respect, and responsibility. Please read through the Student Academic Code of Conduct policy (www.viu.ca/policies) to ensure that you are familiar with our university's expectations. Any violations of the academic code of conduct will be taken seriously and acted upon according to this policy.

CLASS FORMAT AND ASSIGNMENTS

An interactive approach is used. Students are expected to come to class prepared. This includes completing required reading prior to class so that you are ready for class participation and completion of assignments.

EXPECTATIONS FOR WRITTEN WORK

Students are expected to submit work that is generated by a word processor. Please use Microsoft Word for all electronic submissions. Microsoft office is available to students for free. Follow the instructions at this link. <https://www.microsoft.com/en-ca/web/i-want-office/> A VIU email address is required to access free Microsoft office. VIU does not provide student emails but can provide you with a virtual email address for this purpose. Learn more here.

<https://www2.viu.ca/technology/students/email.asp>

Students are expected to use APA format and style and to demonstrate grammar and spelling at a first year university level.

HANDLING OF STUDENT WORK

1. Students are responsible for retaining a copy of all submitted work and for submitting all assignments by their due date.
2. All assignments are to be submitted to the Assignment dropbox located in the VIULearn (D2L) course shell unless other arrangements are made by the instructor. *See late submission consequences.*
3. Every effort will be made to return assignments to students within two weeks.
4. Students can make an appointment with their instructor to review and discuss their assignments or course grade.
5. Final grades will be submitted to the student and located in their online student record prior to the VIU deadline.

LATE SUBMISSION OF ASSIGNMENTS AND MISSED TESTS:

All assignments are to be submitted by the due date and all tests are to be written on the date specified. In online environments some quizzes will have a date range. Quizzes must be completed by the end date/time. If extenuating circumstances arise such as illness or emergency and assignment submission by the due date will not be possible, or completion of tests not possible on the scheduled date, please discuss this with the instructor **prior to** the date the assignment is due or test scheduled. A new submission date and/or a make-up test may be scheduled at the discretion of the instructor.

Penalties for Late Submission of Assignments

1. Up to and including three calendar days past deadline, deduct 1/2 letter grade (e.g., B to B-).
2. Four to seven calendar days past deadline, deduct one full letter grade (e.g. B to C+).

Any assignment more than seven calendar days late may not be accepted. If accepted, the late penalty will be determined by the instructor.

STUDENT SUPPORTS

1. Vancouver Island University Calendar: <http://www.viu.ca/calendar/>
2. VIU Learning Matters: <https://learningmatters.viu.ca/>
3. The VIU Writing Center provides support to students so that you can write effectively. Help is available face to face AND online. Here is the link to book a 25 minute appointment with an experienced writing tutor. <http://sites.viu.ca/writingcentre/>. The Powell River Campus Writing Center also provides face to face support on a drop in or appointment basis. <http://www.pr.viu.ca/writingcentre/index.asp>
4. Student Affairs Department: <https://www2.viu.ca/student-services/>
5. Vancouver Island University student information: <https://www.viu.ca/students>
6. Online APA style referencing sites provided through the VIU Library: <http://libguides.viu.ca/c.php?g=188863&p=1247242>
7. **VIULearn/D2L learning management system:** <https://d2l.viu.ca/> Log in using same user name and password that you use to access your VIU student record.

ATTENDANCE/PARTICIPATION

Attendance and participation in classes and seminars is mandatory. Students are required to contact the instructor in advance if they are unable to attend classes. If a student misses more than three classes, the instructor may assign a UW grade OR for blended classes if a student misses the mandatory face to face classes and/or participates in less than 70% of the online content the instructor may assign a UW grade.

GRADES**Grades will be assigned according to the Vancouver Island University GRADE SCALE.***Note: Effective September 1, 2010 VIU converted to a 4.33 grade scale.***Grade Scale Table
Effective September 1, 2010**

Grade	Percentage (%)	Grade Value	Point Description
A+	90-100	4.33	Excellent (First Class Standing)
A	85-89	4.00	
A-	80-84	3.67	
B+	76-79	3.33	Good
B	72-75	3.00	
B-	68-71	2.67	
C+	64-67	2.33	Satisfactory
C	60-63	2.00	
C-	55-59	1.67	
D	50-54	1.00	Poor
F	0-49	0.00	Failing work Unsatisfactory performance or failure to meet course requirements.
UW	N/A	0.00	Unofficial Withdrawal Course not completed due to unofficial withdrawal. Calculated as a "0" in the GPA.
CR	N/A	0.00	Course passed Requirements completed, but not calculated in GPA.
INC	N/A	0.00	Incomplete If course requirements are not completed after 90 days from the course end date, the "INC" grade will automatically become an "F" grade.
CS	N/A	0.00	Continuing Status In good standing. Course is delivered over 2 terms, separated by a break. Final mark to be issued at end of 2nd term.
AUD	N/A	0.00	Audit
INP	N/A	0.00	In Progress In good standing. Student must re-enrol within one year.
NGS	N/A	0.00	No Grade Submitted yet; neither Pass nor Fail.