

## **SCHOOL AND COMMUNITY SUPPORT WORKER PROGRAM**

### **SCSW 120 CITIZENSHIP & HUMAN RIGHTS**

#### **COURSE OUTLINE**

**Section: S17N01**

**Semester: Spring 2017**

**Instructor: Leif Rasmussen**

**Office Hours: TBA**

**Additional office hours available by appointment**

**Office Location: Building 180, Room 511, Nanaimo Campus**

**Office Phone: 250-740-6264**

**E-mail: [Leif.Rasmussen@viu.ca](mailto:Leif.Rasmussen@viu.ca)**

**Class Times: Monday 5:30 – 8:30 pm**

**Class Location: Building 180, Room 340, Nanaimo Campus**

#### **CALENDAR COURSE DESCRIPTION**

An exploration of the historical and contemporary attitudes toward the rights of individuals with disabilities. Students will learn about inclusive educational and support services, community development, and will be able to identify resources and services in their community that promote and support full and meaningful participation of all citizens. (3:0:0)

*Prerequisite: None.*

<b><i>COURSE LEARNING OBJECTIVES</i></b>
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Students will demonstrate understanding of:

1. Historical and contemporary perspectives of human rights and in particular the rights of individuals with disabilities;
2. The influence of changing human rights perspectives on public policy and service development and delivery;
3. Understanding of the importance of relationship building with people with disabilities and their communities;
4. Community development theory as it relates to the educational and support services for individuals with disabilities;
5. 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 CSEA, family and friends in person centered plans.
6. Support individuals to develop and nurture friendships and personal relationships.
  - a. Describe the role and value of family and friends in the lives of children and adults with disabilities.
  - b. Identify and describe ingredients of healthy friendships and relationships for children and adults.
  - c. Explain the ways in which meaningful relationships enhance quality of life.
  - d. Describe the challenges and benefits of supporting individuals to build and sustain relationships.
  - e. Describe the value and importance of intimacy in the lives of adults with disabilities.
7. Describe practices and values that support citizenship, community and presence.
  - a. Define and identify practices that support meaningful inclusion in a variety of settings.
  - b. Support individuals to be aware of their rights and responsibilities of citizenship.
  - c. Identify resources and supports that can assist people to participate meaningfully in community.
  - d. Identify attitudinal, social and environmental barriers to citizenship rights of people with disabilities.
8. Identify select current issues that impact the quality of life of people with disabilities.

**REQUIRED TEXTS**

1. Lord, J. and Hutchison, P. (2007). *Pathways to Inclusion: Building a New story with People and Communities*. Captus Press
2. Hinsburger, D. (2000). *Power tools: Thoughts about power and control in service to people with developmental disabilities*. Diverse City Press

**METHOD OF STUDENT EVALUATION**

Description	Due Date	% of Final Grade
1. Select, research and report – current issue (local, provincial, national) that impacts quality of life of people with disabilities	Jan 30, 2017	30 %
2. Create own person centered lifestyle plan	Apr 3, 2017	25 %
3. Community Resource/Service research project & presentation (brief)	Mar 20-27, 2017	15 %
4. Book reflection report	Apr 10, 2017	20%
5. Self-reflection/participation/attendance Journal: Identify and describe determinants and quality of life issues for self	Apr 10, 2017	10 %
	Total	100 %

**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](http://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/](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.

**Grades will be assigned according to the Vancouver Island University Grade Scale.**

<b>GRADE</b>	<b>PERCENTAGE (%)</b>	<b>GRADE VALUE</b>	<b>DESCRIPTION</b>
A+	90-100	4.33	<b>Excellent</b>
A	85-89	4.00	
A-	80-84	3.67	
B+	76-79	3.33	<b>Good</b>
B	72-75	3.00	
B-	68-71	2.67	
C+	64-67	2.33	<b>Satisfactory</b>
C	60-63	2.00	
C-	55-59	1.67	
D	50-54	1.00	<b>Poor</b>
F	0-49	0.00	<b>Failing work</b> Unsatisfactory performance or failure to meet course requirements.
CR	N/A	0.00	<b>Course passed</b> Requirements completed, but not calculated in GPA.
INC	N/A	0.00	<b>Incomplete</b> 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	<b>Continuing Status</b> 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	<b>Audit</b>
INP	N/A	0.00	<b>In Progress</b>
NGS	N/A	0.00	<b>No Grade Submitted</b> yet; neither Pass nor Fail.