



Faculty: Health & Human Services

Department: Education Assistant and Community Support

Course Title: Foundations for Practice

Course Code: EACS 110

Semester, Year, Section: Fall or Spring

Course Start Date: September or January

SAMPLE COURSE OUTLINE

With respectful acknowledgement that Vancouver Island University students, staff, faculty and administration live, work, and play on the traditional territories of Snuneymuxw First Nation, Tla'amin / Sliammon First Nation, and Cowichan Tribes.

COURSE INFORMATION

Course Description

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.

Course Summary

This program includes both theoretical studies and practical applications for working with people who have disabilities, across the life span. The core and specialty courses provide students with the skills and knowledge to work in schools and community. The program is offered with courses rotated.

Course Details

- **Hours/Week:** 3 Hours/Week
- **Credits:** 3
- **Course Duration:** September to December or January to April
- **Time:** TBA
- **Location:** Nanaimo or Powell River Campus
- **Online Location:** VIU Learn <https://learn.viu.ca/d2l/home/143690>
- **Prerequisites:** None

Program Learning Outcomes

Certified Educational Assistants make a difference in the lives of people with special needs so they can have every opportunity to participate fully in our society, and access education and services that allow them to live to their fullest potential. VIU's Education Assistant and Community Support program will get you ready for a rewarding career working with people of all ages who have mental, physical and emotional challenges.

To be eligible for an Education Assistant and Community Support certificate, students must:

- Complete all program requirements within 5 years.
- Achieve a passing grade in the practicum courses; and,
- Achieve a "C" grade in all other EACS courses

Program Learning Outcomes for Health & Human Services (HHS)

1. Engage in the profession and discipline of Health & Human Services (HHS) Programs by utilizing a foundation of caring, health, and healing, and by integrating and applying the theory and practice of HHS within a variety of contexts and diverse populations.
2. Provide safe, competent, compassionate, accountable and ethical care in all contexts and practice environments.
3. Make safe and competent decisions based on knowledge, evidence, multiple ways of knowing, principles of relational practice/therapeutic communication, professional relationships and responsibilities, and person-centered care.
4. Lead current and future professional practice and through partnerships with others influence care at the economic, technological, political, social, environmental, and professional levels.
5. Implement changes that benefit the needs of individuals, families, groups, and populations, advocating for changes to address issues of social justice, health equity, and other disparities.
6. Be self-directed, inquiry focused, critically reflective, and collaborative practitioners dedicated to self-regulation and lifelong learning.
7. As well as discipline specific knowledge, graduates of HHS programs have cultivated skills, literacies and qualities that enable them to be flexible, adaptable, educated citizens, lifelong learners, and leaders in their communities, society and the world:

https://ciel.viu.ca/sites/default/files/overview_of_viu_graduate_attributes.

Course Learning Outcomes

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 as 10 competencies.

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.

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

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 EACS 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.
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 EACS.
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.

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/education/products/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://technology.viu.ca/student-guide>

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

Student Workload

In addition to 3 hours of in-classroom work students should expect 2-6 hours per week of additional work that may include readings, research, studying, and assignment preparation.

ASSESSMENT AND EVALUATION COMPONENTS

Evaluation

Evaluation Item	Details	Due Date	Percentage of Final Grade
1	Current events article		15%
2	Foundation for Practice Glossary		20%
3	Person centered Planning <ul style="list-style-type: none"> a. Person centered plan b. Quality of life Collage 		15% 10%
4	Ethical Analysis		25%
5	Readiness assurance testing- TBD		15%
		Total	100%

VIU Grade Scale: University, Career/Technical, Adult Basic Education Programs

Grade	Percentage (%)	Grade Value	Point Description
A+	90-100	4.33	Excellent
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
CR	N/A	0.00	Course Passed Requirements completed, but not calculated in GPA

Please note the following:

W A grade which can be issued only by Registration when a student officially withdraws from a course. This can only be done during the first five weeks of class (students' responsibility to check calendar for deadline). Instructors can not issue "W" grades.

UW Unofficial Withdrawal – failure to meet the course requirements due to lack of attendance.

LEARNING MATERIALS

Required

All readings will be posted on the EACS 110 VIU Learn site or handed out in class.

COURSE SCHEDULE

To be distributed in class and posted on VIULearn.

POLICIES AND PROCEDURES

Academic Integrity is a central element in learning and forms the foundation of intellectual pursuits in an academic community. All members of the University Community share responsibility for adhering to the academic and ethical principles of the University. This involves honesty in the representation of one's knowledge and learning, and open and accurate acknowledgement in one's academic work of any indebtedness to the work of others. A breach of these standards will be treated seriously and not be tolerated. Students are expected to learn and embrace academic integrity as an essential part of their education.

Academic integrity includes:

- independently producing work submitted under one's own name;
- properly and appropriately referencing all work;
- identifying all collaborators in work;
- completing examinations without giving or receiving assistance, excepting those students requiring assistance due to a documented disability;
- respecting the integrity of examination materials and/or the examination process; and respecting the integrity of computer security systems, software copyrights and file privacy of others.

Academic Misconduct involves any violations of academic integrity which includes dishonesty in assignments, examinations and any other academic performances or endeavors. Academic misconduct includes:

- **Cheating:** Cheating is an act of deception by which students misrepresent that they or others have mastered information for an academic exercise
- **Fabrication:** Fabrication is the intentional use of false information or the falsification of research or other findings with the intent to deceive.
- **Plagiarism:** Plagiarism is the intentional unacknowledged use of someone else's words, ideas or data. When a student submits work for credit that includes other's words, ideas or data the source must be acknowledged and referenced appropriately, using the convention of the discipline of study.
- **Facilitation of Misconduct:** Facilitation of misconduct is helping or attempting to help someone else commit academic misconduct as identified above.
- **Non-attendance:** Non-attendance, where attendance is deemed to be mandatory, is not acceptable. Absences due to personal illness, family illness, death of an immediate family member, religious ceremonies, or sports events in which the student represents Vancouver Island University are allowed and must be approved by the appropriate instructor or coordinator. **Non-attendance must be for valid reasons and not falsified. Some departments have specific attendance requirements, and details of this may be obtained from the instructor, department chair, or program coordinator.**

The full **Academic Integrity Policy and Procedure** can be found at: <https://employees.viu.ca/faculty-help/student-academic-code-conduct>

Standards of Behaviour: Vancouver Island University students are expected to behave in a responsible manner, respectful of the learning environment inside the classroom and throughout the campus. **As students in the Faculty of Health and Human Services, standards of behaviours include professional and ethical suitability.** This policy applies to all Vancouver Island University campus and off-campus locations where Vancouver Island University sponsored activity is occurring.

Students enrolled at Vancouver Island University are expected to meet standards of conduct, which include but are not limited to the following:

- Accepting responsibility for their behaviour on Vancouver Island University property and/or at institutionally sponsored events;
- Complying with University policy and federal, provincial and local laws and/or regulations;
- Respecting the rights of all students and employees to have a positive and safe learning and working environment; and,
- Respecting the property of others.

The policy includes, but is not limited to, the following acts:

- Endangering the safety of any individual
- Violence or threats of violence
- Personal harassment
- Disruption of the learning and work environment
- Theft or Vandalism
- Alcohol and other drug related offences
- Providing false information
- Refusing reasonable requests of authorized employees
- The posting of obscene, libelous and copyright material
- Misuse of the University name

This policy is intended to work in concert with a number of Vancouver Island University policies governing student behaviour. For a full list of these additional policies the **Full Standards of Behaviour** can be found at: <https://services.viu.ca/student-support-and-intervention/student-code-conduct-non-academic>.

Faculty of Health and Humans Services: Social Media Issues

SOCIAL MEDIA USE

Digital Technology as a Learning Tool: Faculty and students within the Faculty of in Health and Human Services (HHS) at VIU have access to a wide variety of digital tools (personal computers; tablets; phones) that can be used as part of the learning and environment. HHS welcomes the use of such devices within the classroom, but they must be used as learning tools. Students found using Social Media Apps such as Facebook, Twitter, and Instagram during class time will be asked to switch off their devices and not allowed to use them for the duration of the lesson. Students who are found to regularly breach this directive will not be allowed to use their digital tools during classroom time. From time to time Faculty may request that you switch off your devices until the end of the session, or until a media break is provided.

SOCIAL MEDIA & AGGRESSIVE BEHAVIOUR

Any social media content posted by a student or group of students that is reasonably considered to be:

- Bullying;
- Harassing;
- Inciting hatred or violence and/or
- Abusive to, or demeaning of others, including H&HS/VIU students, faculty members, or the institution is reported for action under the Academic Code of Conduct Policy #96.01.00
<https://employees.viu.ca/faculty-help/student-academic-code-conduct>

LEARNER SUPPORTS

- Advising Centre (<https://services.viu.ca/advising>)
- Counselling Services (<https://services.viu.ca/counselling>)
- Disability Access Services: Students with a disability who require academic accommodation are encouraged to contact Disability Access Services in Building 200 as soon as possible.
(<https://services.viu.ca/disability-access-services>)
- Elders at VIU (<https://aboriginal.viu.ca/elders-viu>)
- Library (<https://library.viu.ca/>)
- Writing Centre (<https://services.viu.ca/writing-centre>)

RIGHTS AND RESPONSIBILITIES OF STUDENTS

ATTENDANCE and 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.

IMPORTANT CLASS TIMES:

Mandatory Orientation to VIULearn and Course Requirements

Participation in the eLearning Classroom is required at least 3 times each week – beginning, middle, and end. Students should expect to spend 8-10 hours a week working online, completing readings, doing homework, or completing required assignments. This is generally true for all blended programs.

Face to face classes are in Powell River for all students from 9 to 4 pm on _____ and ____, 2020 and again on _____, 2020. Attendance at these classes is mandatory. Students who do not attend will receive a grade of UW.

Participation in the following webinars is also required on the following dates:

_____, 2020 from ___pm to ___ pm

_____, 2020 from ___pm to ___ pm

EACS LATE POLICY

All assignments and presentations must be submitted in order to obtain a grade for this course. It is part of professional practice to submit assignments on time. Any requests for extensions must be in writing three (3) working days prior to the due date. Any assignments received after any due date without at least 3 working days prior negotiation will have marks deducted at a rate of 2% per day.

Any assignment over two weeks late will be accepted for completion but will not be marked. No negotiations will be made the day the assignment is due. Instructor has the right to deny extensions. 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 the instructor.