



**Faculty:** Health & Human Services

**Department:** Education Assistant and Community Support

**Course Title:** Challenging Conditions

**Course Code:** EACS 170

**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 overview of a wide variety of challenging conditions encountered while engaged in community and school support work. Topics will include etiology of disabilities and current intervention and supports; challenging conditions of environments; personal experiences of living with different disabling conditions; inquiry techniques; and understanding community resources.

#### **Course Details**

- **Hours/Week:** Seminar Hours/Week: 3
- **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 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.

#### **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](https://ciel.viu.ca/sites/default/files/overview_of_viu_graduate_attributes).

## **Course Learning Outcomes**

The EACS 170 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. Obtain an overview of challenging conditions that are likely to be encountered in community support and school support work including: autism spectrum disorder, fetal alcohol spectrum disorder, intellectual developmental disabilities, physical disabilities, neurological disorders, learning disabilities, etc.
2. Gain an understanding of the history, etiology, and current issues in relation to a wide variety of disabling conditions.
3. Identify physical, economic, social, and cultural, barriers to the acquisition of skills and full access to schools and communities.
4. Understand challenging conditions as they arise and are experienced at different stages of human development.
5. Create and maintain a resource database on challenging conditions and effective management, treatment and/or therapy and support strategies.
6. Gain an understanding of the personal issues involved in living with certain disabilities.
7. Develop an appreciation for the environmental, cultural, and attitudinal barriers that exacerbates living with a disability.
8. Explore current trends and specific support issues in scientific areas such as neurology and genetics that affect the disability sector.
9. Build independent research and study skills. Develop technology skills required to use library and other academic data bases.
10. Develop personal resource networks in the community living field and in K-12 school sector.

## **COURSE OVERVIEW**

### **Module 1: Disabling Conditions**

Topic1: Disability Models

Topic 2: Dimensions of Impairment and Disability

Topic 3: Human Development, Impairment, and Disability

### **Module 2: Living with a Disability**

Topic 1: Barriers to Inclusive Communities

Topic 2: Creating Inclusive Communities

### **Module 3: Research and Study Skills**

Topic 1: Personal resource Networks

Topic 2: Resource data base

### **Module 4: Current Issues**

Topic 1: Medical and Health

Topic 2: Community Living

Topic 3: Family and Relationships

## **ASSESSMENT AND EVALUATION COMPONENTS**

### **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.

### **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.

### Method of Student Evaluation

**PLEASE SEE THE RUBRICS ON THE COURSE WEBSITE FOR DETAILS ON THE ASSIGNMENTS. NOT FOLLOWING THE RUBRIC CAN RESULT IN A SIGNIFICANTLY LOWER GRADE IF COMPONENTS ARE MISSING.**

	Description	Due Date	% of Final Grade
1.	<b>In-Class or Online Learning Activities</b> Students will explore, refine, and contribute to course content through in-class or online learning activities.	On-going	10%
2.	<b>Annotated Bibliography &amp; Media Presentation</b> Students will locate six different academic sources related to a disabling condition and write an annotation of each source, including the complete bibliographic citation. The students will create a video presentation of their findings using a media platform and present it to the class.	Due upon presentation	30% (15% each)
3.	<b>Research Paper</b> Students will write an eight-page APA formatted research paper on a challenging condition. Students will use books, journal articles, and social media.		25 %
4.	<b>Resource Network</b> Students will create a resource network of programs and services in the community living field or K-12 school sector. The resource network will be created using an infographic.		20 %
5.	<b>Reflection</b> Students will write a post or submit an audio or video recording in the class VIULearn site reflecting on their learning. The postings will be a focused on a question or statement related to class content. Students will respond to each other's postings.	On-going	15 %
		<b>Total</b>	<b>100 %</b>

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

Grade	Percentage (%)	Grade Value	Point Description
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

**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

All readings will be posted on the EACS 170 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

### LATE SUBMISSION OF ASSIGNMENTS AND MISSED TESTS

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 by the instructor.