



ORIGINAL COURSE IMPLEMENTATION DATE: January 1990
REVISED COURSE IMPLEMENTATION DATE: January 2019
COURSE TO BE REVIEWED (six years after UEC approval): June 2024
Course outline form version: 10/27/2017

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: HSER 190		Number of Credits: 3 Course credit policy (105)															
Course Full Title: Introduction to Community and School Support Course Short Title: Intro Community & School Support <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
Faculty: Faculty of Professional Studies		Department (or program if no department): School of SWHS															
Calendar Description: Introduces students to current service provisions within schools and community for people who have diverse abilities. Topics include the history of community living, transitioning from school to community, person-centred planning, and the intersection of professional ethics and personal values.																	
Prerequisites (or NONE):		Admission to the School and Community Support Worker certificate or Social Service Worker diploma program.															
Corequisites (if applicable, or NONE):																	
Pre/corequisites (if applicable, or NONE):																	
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: SSSW 190 Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Special Topics This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i> If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>(The specific topic will be recorded when offered.)</i>															
Typical Structure of Instructional Hours <table border="1"><tr><td>Lecture/seminar hours</td><td>30</td></tr><tr><td>Tutorials/workshops</td><td>15</td></tr><tr><td>Supervised laboratory hours</td><td></td></tr><tr><td>Experiential (field experience, practicum, internship, etc.)</td><td></td></tr><tr><td>Supervised online activities</td><td></td></tr><tr><td>Other contact hours:</td><td></td></tr><tr><td>Total hours</td><td>45</td></tr></table>		Lecture/seminar hours	30	Tutorials/workshops	15	Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		Total hours	45	Transfer Credit Transfer credit already exists: (See bctransferguide.ca .) <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Submit revised outline for rearticulation: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>	
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		Grading System <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit															
		Expected Frequency of Course Offerings: Annually <i>(Every semester, Fall only, annually, every other Fall, etc.)</i>															
Department / Program Head or Director: Margaret Coombes		Date approved: March 16, 2018															
Faculty Council approval		Date approved: May 4, 2018															
Dean/Associate VP: Tracy Ryder-Glass		Date approved: May 4, 2018															
Campus-Wide Consultation (CWC)		Date of posting: June 8, 2018															
Undergraduate Education Committee (UEC) approval		Date of meeting: June 15, 2018															

Learning Outcomes:

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

1. Describe the history of community living and disability (normalization, social-role valorization, dignity of risk, self-determination, person-centred approaches)
2. Review current service provision (self-advocacy, individual empowerment, personalized supports)
3. Examine personal values, attitudes, and person-centred language
4. Articulate the impact of colonization on Indigenous people with a disability
5. Describe the expansion of human rights and disability issues
6. Explore ethical expectations of Community and School Support Workers
7. Identify the different services available to people with disabilities (CLBC, Inclusion BC)
8. Describe services available to diverse students within inclusive schools
9. Examine the process of transitioning from youth to adulthood
10. Describe the process of person-centred planning (MAPS, PATH, Essential Life Planning)
11. Explain how to build social support networks
12. Compare and contrast positive behaviour support and behaviourism
13. Describe the diversity of parental responses to the birth of a child with a disability, including the impact on family members

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)
Lectures, seminars, presentations, guest lecturers, and multimedia.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.				
2. Stanfield, S.	Getting to community	<input checked="" type="checkbox"/>	Spectrum Publishing	
3. Johannes, A. (Ed).	From institutions to individuals	<input checked="" type="checkbox"/>	Spectrum Publishing	
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

Required Additional Supplies and Materials (*Software, hardware, tools, specialized clothing, etc.*)**Typical Evaluation Methods and Weighting**

Final exam:	25%	Assignments:	20%	Field experience:	%	Portfolio:	%
Midterm exam:	25%	Project:	%	Comparison Paper:	%	Attendance/Participation:	10%
Quizzes/tests:	%	Class Presentations:	20%	Book Review:	%	Total:	100%

Details (if necessary):**Typical Course Content and Topics**

1. The history of community living and disability (normalization, social-role valorization, dignity of risk, self-determination, person-centred approaches)
2. Current service provisions (self-advocacy, individual empowerment, personalized supports)
3. The impact of personal values, attitudes, and person-centred language
4. The impact of colonization on Indigenous people with a disability
5. Human rights and disability
6. Ethical expectations of Community and School Support Workers
7. Services available to people with disabilities (CLBC, Inclusion BC)
8. Services available to diverse students within inclusive schools
9. The process of transitioning from youth to adulthood
10. The process of person-centred planning (MAPS, PATH, Essential Life Planning)
11. Building social support networks
12. Positive behaviour support and behaviourism
13. Parental responses to the birth of a child with a disability, including the impact on family members