

COMMUNITY, FAMILY AND CHILD STUDIES 210

Diversity Across the Lifespan (3 credits)

Instructor: Chris Jenkins
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Office: Fisher Building, Room 314F
Office hours: By appointment
Class time: Mondays 1:30 – 4:20 PM, September 12 – December 5, 2011
(No class on October 10)
Classroom: WT 103

In this course students examine acquired and developmental disabilities and selected health conditions that can occur through the lifespan. Topics include aging, mental health issues and specific disabilities. Students will be introduced to resources and support strategies that support inclusion and participation in home and community.

Learning Outcomes:

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

- 1. Demonstrate knowledge of select health conditions, acquired and developmental disabilities in practice situations.**
 - a) Identify and describe common mental and physical health conditions, acquired and developmental disabilities.
 - b) Define and describe key characteristics of specific disabilities and conditions.
 - c) Describe physical, social and environmental factors that can affect the health, ability, and support needs of children and adults.

- 2. Use appropriate community resources and supports to meet the needs of individuals.**
 - a) Identify community resources available to children, youth and adults with diverse needs and abilities.
 - b) Describe some common adaptations used by individuals who experience mobility, access or communication challenges.
 - c) Describe the role of the CFCS worker in supporting individual needs and priorities.

- 3. Demonstrate practices and values that support inclusion and meaningful participation in daily life activities.**
 - a) Describe own values and beliefs about diversity.
 - b) Identify and describe inclusive practices in home, school, work and community settings.
 - c) Use positive and valuing strategies to enhance inclusion and participation.
 - d) Identify social and environmental barriers to inclusion and meaningful participation.

Texts & Materials:

- 1) CFCS 210 Coursepack (2011)
- 2) Batshaw, Mark. (2001). **When your child has a disability**. Paul H. Brookes.

Evaluation of Learning:

Students will be evaluated on the basis of:

1. Quiz	10%
2. Media Review Fact Sheet	20%
3. Fact Sheet	20%
4. Case Study and Resources Assignment	30%
5. Group Presentation	20%

Grading:

Grades will be assigned as follows:

A+	90 - 100	B-	70 - 72
A	85 - 89	C+	65 - 69
A-	80 - 84	C	60 - 64
B+	77 - 79	D	50 - 59
B	73 - 76	F	0 - 49

Course Presentation:

This is an interactive course that uses a variety of teaching/learning strategies, lectures, discussion, co-operative learning, and guest speakers.

General Considerations:

1. Please arrive at class on time and be prepared to participate in discussions and activities.
2. All assignments are to be submitted on the designated due date. In exceptional circumstances, students may request an extension, however, that extension must be arranged with the instructor **prior** to the due date.
3. The written report must be typed, double spaced and submitted with a cover page that includes the course name, assignment title, your name and the date of submission. Spelling, grammar and presentation of the material will be taken into consideration.

LEARNING SUPPORTS & SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

<http://www.camosun.bc.ca/policies/E-2.5.pdf>

ACADEMIC INTEGRITY

The School of HHS is committed to competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of these guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the section in the Student Handbook titled "Plagiarism: Definition and Consequences".

Camosun College's Plagiarism: Definition and Consequences Policy (E-2.5.1)

<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.1.pdf>

CFCS 210 Diversity Across the Lifespan Schedule of Topics

Schedule may vary according to availability of resources

Week	Topic	Student Preparation	Assignments
Week 1 Sept 12	Introduction to course and key concepts		
Week 2 Sept 19	A Brief History of Disability	Disability Social History Project. Disability history timeline. http://www.disabilityhistory.org/timeline_new.html Image Archive on the American Eugenics Movement website http://www.eugenicsarchive.org/eugenics/	Fact Sheet Assignment Distributed
Week 3 Sept 26	Barriers to Inclusion and Meaningful Participation	British Film Institute website Introduction, Ways of Thinking About Disability, Defying the Stereotypes http://www.bfi.org.uk/education/teaching/disability/ ICF Online Tutorial Lessons 1 & 2 http://www.cw.bc.ca/onlinecourses/sample/InternationalClass/interclass2_main_p001.htm	Media Review Assignment Distributed In-class Quiz
Week 4 Oct 3	Inclusion Value-based Practice	O'Brien, J. (1989). What's worth working for? Responsive Systems Associates. http://thechp.syr.ed.u/whatsw.pdf Reading # 1, # 2, #3 (CFCS 210 coursepack)	
Week 5 Oct 10	Thanksgiving –College closed	NO CLASS	
Week 6 Oct 17	Parents and Families	Reading #4, #5 (CFCS 210 coursepack) Brown, I. (2009) The Boy In The Moon http://v1.theglobeandmail.com/boyinthemoon/	Media Review Due
Week 7 Oct 24	Community Resources	Readings Distributed in Class	Fact Sheet Assignment Due Resources Assignment Distributed

Week 8 Oct 31	Introduction to Developmental Disability Down Syndrome, Autism Spectrum Disorders	Reading #6, # 7 (CFCS 210 coursepack) Batshaw Ch. 3, 14, 15, 16, 23, 25	Group Presentation Guidelines Distributed
Week 9 Nov 7	Physical Disabilities Cerebral Palsy, Spina Bifida and Muscular Dystrophy	Batshaw Ch. 17, 19	
Week 10 Nov 14	Brain Injury Learning Disabilities	Readings distributed in class Batshaw Ch. 25	
Week 11 Nov 21	Childhood Mental Health Disorders	Reading # 8 (CFCS 210 coursepack) Batshaw Ch. 24 BC Partners for Mental Health and Addictions Information. <u>Mental disorders fact sheets.</u> http://www.heretohelp.bc.ca/publications/fact_sheets	
Week 12 Nov 28	Ageing and related Disorders	BC Partners for Mental Health and Addictions Information. <u>Alzheimer's disease and other forms of dementia.</u> http://www.heretohelp.bc.ca/publications/fact_sheets/alzheimers Alzheimer's Association (2006). <u>Alzheimer's disease and related dementias fact sheet.</u> http://www.alz.org/alzheimers_disease_what_is_alzheimers.asp	
Week 13 Dec 5	Group Presentations		In-class Presentation