



**CAMOSUN COLLEGE**  
*School of Health & Human Services*  
*Department of Community, Family & Child Studies*

**CFCS 210**  
**Diversity Across the Lifespan**  
**Fall 2012**

**COURSE OUTLINE**

**The calendar description is available on the web @**

<http://camosun.ca/learn/calendar/current/web/cfcs.html#CFCS210>

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.

*Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

**1. Instructor Information**

<b>(a) Instructor</b>	Mary Harber	
<b>(b) Office hours</b>	TBA	
<b>(c) Location</b>	WT 223	
<b>(d) Phone</b>	370-3223	<b>Alternative:</b> _____
<b>(e) E-mail</b>	harberm@camosun.ca	
<b>(f) Website</b>	_____	

**2. Intended Learning Outcomes**

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

1. Demonstrate practices and values that support inclusion and meaningful participation in daily life activities.
2. Demonstrate knowledge of select health conditions, acquired and developmental disabilities in practice situations.
3. Demonstrate knowledge of various mental health conditions and the impact on individuals and families.

**3. Required Materials**

CFCS 210 Course Pack

**4. Course Content and Schedule**

**Course Presentation**

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

Please arrive at class on time and be prepared to participate in discussions and activities. Classes are planned as a continuum for building the skill and knowledge required to meet the competencies for CFCS Graduates. Students are required to contact the instructor in advance if they are unable to attend classes.

\*This schedule is subject to change depending upon class needs.

<b>Week</b>	<b>Topic</b>	<b>Student Preparation</b>
Week 1 <b>Sept 7</b>	Introduction to course and key concepts	All readings from CFCS 210 Coursepack
Week 2 <b>Sept 14</b>	Setting the stage	<ul style="list-style-type: none"> <li>• Course Pack Reading 1 and 2</li> <li>• The AAID FAQ on Intellectual Disability. Retrieve from: <a href="http://www.aamr.org/">http://www.aamr.org/</a></li> </ul>
Week 3 <b>Sept 21</b>	Developmental disabilities – Causes, diagnosis, assessment	<ul style="list-style-type: none"> <li>• Course Pack Reading 3 and 4</li> <li>• Fetal Alcohol Spectrum Disorder (FASD) Prevention: Canadian Perspectives: FASD Booklet. Retrieve from: <a href="http://www.phac-aspc.gc.ca/">http://www.phac-aspc.gc.ca/</a></li> </ul>
Week 4 <b>Sept 28</b>	After the diagnosis	<ul style="list-style-type: none"> <li>• Snow, K. (2006). Identity Theft: Revolutionary Common Sense. Retrieve from: <a href="http://www.disabilityisnatural.com">http://www.disabilityisnatural.com</a></li> <li>• Kingsley, E.P. Welcome to Holland. Retrieve from: <a href="http://www.our-kids.org/Archives/Holland.html">http://www.our-kids.org/Archives/Holland.html</a></li> </ul>
Week 5 <b>Oct 5</b>	Learning disabilities	<ul style="list-style-type: none"> <li>• Course Pack Reading 5</li> </ul> <p><b>Inclusion Project Due</b></p>
Week 6 <b>Oct 12</b>	Mental health	<ul style="list-style-type: none"> <li>• Canadian Mental Health Association. My life: It's cool to talk about it. Retrieve from: <a href="http://www.acsmmontreal.qc.ca/files/pdf/publications/MyLifeltsCool.pdf">http://www.acsmmontreal.qc.ca/files/pdf/publications/MyLifeltsCool.pdf</a></li> <li>• BC Partners for Mental Health and Addictions Information. Mental Disorders Fact Sheet. Retrieve from: <a href="http://www.heretohelp.bc.ca/publications/factsheets/mental-disorders">http://www.heretohelp.bc.ca/publications/factsheets/mental-disorders</a></li> </ul>
Week 7 <b>Oct 19</b>	Mental health conditions	<ul style="list-style-type: none"> <li>• Hamid-Balma, S. (2005). Suicide 101. Visions Journal, 2 (7), 6-7. Retrieve from: <a href="http://www.heretohelp.bc.ca/publications/visions">http://www.heretohelp.bc.ca/publications/visions</a></li> </ul>
Week 8 <b>Oct 26</b>	Mental health interventions and supports	<b>Biographical Interview assignment Due</b>
Week 9 <b>Nov 2</b>	Acquired Brain Injury	<ul style="list-style-type: none"> <li>• British Columbia Ministry of Education Special Programs Branch.(2001). What is acquired brain injury? In <u>Teaching students with acquired brain injury</u>. Retrieve from: <a href="http://www.bced.gov.bc.ca/specialed/docs/moe_abi_resource_rb0116.pdf">http://www.bced.gov.bc.ca/specialed/docs/moe_abi_resource_rb0116.pdf</a></li> <li>• Heart and Stroke Foundation. (2012). What is a stroke? Retrieve from <a href="http://www.heartandstroke.ca">www.heartandstroke.ca</a></li> </ul>

Week 10 Nov 9	Autism Spectrum Disorder	<ul style="list-style-type: none"> <li>• Course Pack Reading 6</li> <li>• British Columbia Ministry of Education Special Programs Branch.(2000) . What is autism? In <u>Teaching students with autism</u>. Retrieve from: <a href="http://www.bced.gov.bc.ca/specialed/docs/autism.pdf">http://www.bced.gov.bc.ca/specialed/docs/autism.pdf</a></li> </ul>
Week 11 Nov 16	Practices that support inclusion & meaningful participation	<ul style="list-style-type: none"> <li>• Asante, S. What is inclusion? Retrieve from: <a href="http://www.inclusion.com">www.inclusion.com</a></li> <li>• Pearpoint, J. &amp; Forest, M. Inclusion: It's all about change! Retrieve from: <a href="http://www.inclusion.com">www.inclusion.com</a></li> <li>• O'Brien, J., Forest, M., Pearpoint, J. Asante, S. &amp; Snow, J. The ethics of inclusion: Three common delusions. Retrieve from: <a href="http://www.inclusion.com">www.inclusion.com</a></li> </ul>
Week 12 Nov 23	Student presentations	
Week 13 Nov 30	Student presentations	
Week 14 Dec 7	Integration of Learning	

## 5. Basis of Student Assessment (Weighting)

- |   |                         |     |
|---|-------------------------|-----|
| 1. Inclusion project                          | Due Date: October 5/12  | 20% |
| 2. Biographical Interview                     | Due Date: October 26/12 | 30% |
| 3. Resource Package and In-Class Presentation |                         |     |
|   | Due Date: TBA           | 40% |
| 4. Participation                              |                         | 10% |

**Note: Assignment details will be provided for each assignment during the first class**

Evaluation of participation includes:

- Active and respectful participation in classes
- Regular attendance
- Adequate preparation for classes (completing assigned readings & assignments)
- Contributions to small group and large group discussions
- Respectful behavior toward classmates and instructor
- Awareness of own behavior and its effect on others

## Assignment Submissions

Written assignments must be submitted as a Word or Open Office document via D2L. File names should include your name for easy reference. Written assignments must be typed and double spaced and follow APA guidelines. Pay particular attention to page numbering and headers, line spacing, font and font size, the citation of source material, and cover page format.

Spelling, grammar and presentation of the material will be taken into consideration when assignments are graded.

All assignments are to be submitted on designated due dates. In exceptional circumstances, students may arrange with the instructor for an extension of an assignment **BEFORE** the due date. **Marks will be deducted for assignments/projects if prior arrangements have not been made with the instructor.**

### Academic Integrity

The Department of Community, Family & Child Studies is committed to promoting 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 Academic Honesty 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 Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>

## 6. Grading System - Standard Grading System (GPA)

The following two grading systems are used at Camosun College.

- Standard Grading System (GPA)
- Competency Based Grading System

### 1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

### 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND 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/policies.html>