



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

*CFCS 210*  
*Diversity Across the Lifespan*  
*Fall 2015*

## **COURSE OUTLINE**

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### **Description:**

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 strategies that support inclusion and participation in home and community.

✦ *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.*

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### **1. Instructor Information**

**Instructor:** Scott Kouri  
**Office Location:** Fisher 314F  
**Office Hours:** By Appointment  
**Phone:** 250-370-3129  
**Email:** kouris@camosun.bc.ca

### **2. Intended Learning Outcomes**

Upon successful 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**

Assigned Readings/Activities – in course syllabus

### **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.

Week	Topic	Student Preparation
<b>Week 1 – Sept 10</b>	Introduction to course and key concepts	<ul style="list-style-type: none"> <li>• CFCS 210 outline</li> </ul>
<b>Week 2 – Sept 17</b>	Setting the stage	<ul style="list-style-type: none"> <li>• Snow, K. (2006). Identity Theft: Revolutionary Common Sense.</li> <li>• Brown (2002). Disability Culture.</li> <li>• Buntinx &amp; Schalock. (2010). Models of Disability.</li> </ul>
<b>Week 3 – Sept 24</b>	Mental health <b>Article Review</b>	<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/MyLifeItsCool.pdf">http://www.acsmmontreal.qc.ca/files/pdf/publications/MyLifeItsCool.pdf</a></li> <li>• Here to Help. Mental Illness. <a href="http://www.heretohelp.bc.ca/publications/factsheets/mental-disorders">http://www.heretohelp.bc.ca/publications/factsheets/mental-disorders</a></li> </ul>
<b>Week 4 – October 1</b>	Mental health conditions <b>In-class Written Assessment</b> <b>Movie/Book Review Sign-Up</b>	<ul style="list-style-type: none"> <li>• Mental Health Commission of Canada. (2012). Changing Directions, Changing Lives. <b>Read Executive Summary.</b></li> <li>• American Psychiatric Association. DSM V Table of Contents</li> <li>• Ministry of Health. Mental Health Guide. <b>Read pages 1-16.</b></li> </ul>
<b>Week 5 – October 8</b>	Assessment and Referral	<ul style="list-style-type: none"> <li>• Centre for Addictions and Mental Health. (2006). Navigating Screening.</li> <li>• National Institute on Alcohol. DSM 4 to 5.</li> </ul>
<b>Week 6 – October 15</b>	Mental health interventions and supports	<ul style="list-style-type: none"> <li>• Here to Help. (2014). Eating Disorders.</li> <li>• BC Partners. (2005). Visions Journal Vol. 2(7). <b>Choose 1 article from Volume.</b></li> <li>• Ministry of Health. Harm Reduction. <b>Read pages 1-12.</b></li> </ul>
<b>Week 7 – October 22</b>	Practices that support inclusion & meaningful participation <b>Movie/Book Review</b>	<ul style="list-style-type: none"> <li>• Pearpoint &amp; Forest. Partnership.</li> <li>• Forest &amp; Pearpoint. Inclusion.</li> <li>• Snow. Creating Community.</li> <li>• O'Brien. (1987). Quality of Life and Inclusion. <b>Excerpt.</b></li> </ul>
<b>Week 8 – October 29</b>	Developmental disabilities – Causes, diagnosis, assessment <b>Create Presentation Groups</b>	<ul style="list-style-type: none"> <li>• Australasian Physicians. (2013). Early Intervention for Children with Developmental Disabilities.</li> <li>• MCFD. (2009). Early Intervention Therapy Program Guidelines.</li> </ul>

<b>Week 9 – November 5</b>	Acquired Brain Injury and FASD <b><i>Presentation Topic Sign-up</i></b>	<ul style="list-style-type: none"> <li>Public Health Canada. (2005). FASD.</li> <li>Ministry of Education. (2001). Acquired Brain Injury.</li> </ul>
<b>Week 10 – November 12</b>	Autism Spectrum Disorder <b><i>Inclusion Plan</i></b>	<ul style="list-style-type: none"> <li>American Psychiatric Association. ASD Fact Sheet</li> <li>Bretani. (2013). Autism Overview</li> <li>Ministry of Education. Autism. <b>Chapter 1.</b></li> </ul>
<b>Week 11 – November 19</b>	Learning disabilities	<ul style="list-style-type: none"> <li>Association on Intellectual Disabilities. Intellectual Disabilities</li> <li>National Centre for Learning Disabilities. State of Learning Disabilities.</li> </ul>
<b>Week 12 – November 26</b>	<b><i>Poster Presentations</i></b> Group 1	
<b>Week 13 – December 3</b>	<b><i>Poster Presentations</i></b> Group 2	
<b>Week 14 – December 10</b>	Integration of Learning	

**Note: This schedule is subject to change.**

## **5. Basis of Student Assessment (Weighting)**

- |                                |     |
|--------------------------------|-----|
| 1. Article Review              | 10% |
| 2. In-Class Written Assessment | 20% |
| 3. Movie Review                | 20% |
| 4. Inclusion Plan              | 25% |
| 5. Poster Presentation         | 25% |

### **Assignment Descriptions**

#### **Article Review Due 12:00pm September 24<sup>th</sup> 10%**

This assignment provides students with an opportunity to critically engage with a course reading from weeks 2 or 3. Students will submit a 1-2 page (double-spaced) critical review of a course reading including: (1) a brief summary of the article's main point; (2) an evaluation of the article's strengths and weaknesses; and (3) a brief response or personal reflection.

#### **In-class Written Assessment Completed during class October 1<sup>st</sup> 20%**

This written assessment, to be completed during class on week 4, will evaluate student learning through a series of true/false, multiple choice, and short answer questions. Questions for the assessment will be drawn from readings from weeks 1-4.

#### **Movie/Book Review Due 12:00pm October 22<sup>nd</sup> 20%**

This assignment requires students to analyze either a book or movie related to diversity, inclusion, and disability. Students will submit a 5 page (double-spaced) paper which interprets and analyzes the chosen book or movie using concepts and articles surveyed in the first half of the class. Book and movie sign-up will be completed on October 1<sup>st</sup>.

**Inclusion Plan****Due 12:00pm November 12****25%**

As a continuation of the movie/book review assignment, the inclusion plan requires that students create a plan of inclusion, care, or service provision. Students will submit a 5 page (double-spaced) paper which uses course concepts and articles to substantiate an inclusion plan for a character in the book or movie.

**Poster Presentation****In-class Presentations Nov. 26 & Dec. 3****25%**

This assignment provides students with an opportunity to work in groups and focus on a topic of interest. Prepare, in small groups of 2-3 students, a poster and short presentation related to one disability or disorder. Posters should be large and contain significant information about the condition and strategies for inclusion. Presentations are to be 10 minutes and student should be ready to answer questions related to the poster presentation.

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

**Required 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. Extensions may require supporting documentation. **Marks will be deducted for late assignments/projects if prior arrangements have not been made with the instructor at the rate of 3% per day.**

## 6. Grading System

☒ Standard Grading System (GPA)

☐ Competency Based Grading System

### 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

## 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, through Student Services or on the College website at [www.camosun.ca](http://www.camosun.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, Enrolment Services, and on the College website at [www.camosun.ca/about/policies/policies.html](http://www.camosun.ca/about/policies/policies.html).

*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>*