



CFCS 210
Diversity Across the Lifespan
Tuesdays 9:30- 12:20 pm
Fall 2017

COURSE OUTLINE

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.

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

Instructor: Mary Harber
Office Location: WT 223
Office Hours: Tuesdays 8:30-9:30 or by appointment ☺
Phone: 250-370-3223
Email: harberm@camosun.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

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/Assignments
Week 1 Sept 5	Welcome and Introduction to Course	<ul style="list-style-type: none"> CFCS 210 outline
Week 2 Sept 12	Context of Disability <i>Book Club Groups(form and choose book)</i>	<ul style="list-style-type: none"> Snow, K. (2006). Identity Theft: Revolutionary Common Sense. Brown (2002). Disability Culture. Buntinx & Schalock. (2010). Models of Disability.
Week 3 Sept 19	Mental Health Overview	<ul style="list-style-type: none"> Evolving Definitions of Mental Illness and Wellness https://www.cdc.gov/pcd/issues/2010/jan/pdf/09_0124.pdf Here to Help. Mental Illness. http://www.heretohelp.bc.ca/publications/factsheets/mental-disorders <p>Article Review Due</p>
Week 4 Sept 26	Mental Health Conditions <i>Book Club Groups</i>	<ul style="list-style-type: none"> Mental Health Commission of Canada. (2012). Changing Directions, Changing Lives. Read Executive Summary. Ministry of Health. Mental Health Guide. Read pages 1-16.
Week 5 Oct 3		In-class Written Assessment PSA preparation

<p>Week 6 Oct 10</p>	<p>Assessment and Referral Mental health interventions and supports</p> <p>PSA Presentations</p>	<ul style="list-style-type: none"> • Centre for Addictions and Mental Health. (2006). Navigating Screening. • • BC Partners. (2005). Visions Journal Vol. 2(7). Choose 1 article from Volume. • Ministry of Health. Harm Reduction. Read pages 1-12. • Psychosocial rehabilitation: https://www.psyrehab.ca/pages/principles-of-psr
<p>Week 7 Oct 17</p>	<p>Inclusion & meaningful participation</p> <p>Book club groups</p>	<ul style="list-style-type: none"> • Pearpoint & Forest. Partnership. • Forest & Pearpoint. Inclusion. • Snow. Creating Community. • Shalock, Robert • Quality of Life Overview : http://www.communitylivingbc.ca/projects/quality-of-life/what-is-quality-of-life/
<p>Week 8 Oct 24</p>	<p>Developmental disabilities – Causes, diagnosis, assessment</p>	<ul style="list-style-type: none"> • Australasian Physicians. (2013). Early Intervention for Children with Developmental Disabilities. • MCFD. (2009). Early Intervention Therapy Program Guidelines.
<p>Week 9 Oct 31</p>	<p>Acquired Brain Injury and FASD</p> <p>Poster/ Presentation Topic Sign-up</p>	<ul style="list-style-type: none"> • Public Health Canada. (2005). FASD. • Ministry of Education. (2001). Acquired Brain Injury. <p>Book Club Report Due</p>
<p>Week 10 Nov 07</p>	<p>Autism Spectrum Disorder</p>	<ul style="list-style-type: none"> • American Psychiatric Association. ASD Fact Sheet • Bretani. (2013). Autism Overview • Ministry of Education. Autism. Chapter 1.
<p>Week 11 Nov 14</p>	<p>Inclusion Planning – MAPS/PATHS In the Field</p>	<ul style="list-style-type: none"> • Case Studies In class
<p>Week 12 Nov 21</p>	<p>Learning disabilities</p>	<ul style="list-style-type: none"> • Association on Intellectual Disabilities. Intellectual Disabilities • National Centre for Learning Disabilities. State of Learning Disabilities.
<p>Week 13 Nov 28</p>	<p>Open topic</p>	<p>Inclusion Plan Due</p>
<p>Week 14 Dec 5</p>	<p>Integration of Learning</p>	<p>Poster Presentations</p>

		All groups – gallery walk and 5 minute overview for each poster
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Note: This schedule is subject to change.

5. Basis of Student Assessment (Weighting)

1. Article Review	15%
2. In class mental health PSA	5 %
3. In-Class Written Assessment	20%
4. Book Club Project - group	20 %
5. Inclusion Plan - individual	25%
6. Poster and Presentation	15%

Assignment Descriptions

Article Review

Due: September 19, 2017

15%

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 3, 2017

20%

This written assessment, to be completed during class on week 5, 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 and class content from weeks 1-4.

Public Service Announcement – Mental Health Issues – October 10, 2017

5%

This is an in class activity. Students will have an opportunity to use the class to explore mental health issues and using their creativity create and present a PSA to the class in order to raise awareness of a particular disorder.



Book Club Report

Due: October 31, 2017

20%

This assignment requires students, as a group to read a book (chosen from the provided list) and to meet three times during the semester to hold a 'book club ' meeting'. In this meeting participants will analyze the book with provided questions. Each meeting, one person will take notes and the group will submit a final overview paper based on these questions and reflection. Students will submit a 5 page (double-spaced) paper on this book which interprets and analyzes the chosen book using concepts and articles in class.

Inclusion Plan

Due: November 28, 2017

25%

As a continuation of the book review assignment, the inclusion plan requires that each individual student create a plan of inclusion, care, or service provision for the main character. 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. You will write this paper from the lens of a practitioner in the field.

Poster Presentation In-class Presentations – December 5, 2017 15%

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 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 5-8 minutes and students should be ready to answer questions related to the poster presentation.

Note: Additional Assignment details will be provided for each assignment during class
*** C is the minimum grade for successful completion of CFCS 210. All assignments must be completed in order to students to meet the course requirements.**

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 **must 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.

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.

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>