



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

CFCS 210
Diversity Across the Lifespan
Fridays 9:30-12:20 WT 103
Fall 2018

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.

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: Asha Rao

Office Location: WT 223

Office Hours: Wednesdays 12:30-1:30 or by appointment ☺

Phone: 250-370-3223

Email: raoa@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 and on D2L
 Book Club book- to be determined in class

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.3	Welcome and Introduction to Course Book talk - Groups	<ul style="list-style-type: none"> ● CFCS 210 outline
Week 2 Sept. 10	Context of Disability	<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. 17	Mental Health Overview Book Club	<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 <ul style="list-style-type: none"> ● Article Review Due

Week 4 Sept.24	Mental Health Conditions Guest Speaker?	<ul style="list-style-type: none"> ● Mental Health Commission of Canada. (2012). Changing Directions, Changing Lives. <i>Read Executive Summary.</i> ● Ministry of Health. Mental Health Guide. Read pages 1-16. ●
Week 5 Oct.1	Awareness Prep Presentations Sign up	In-class Written Assessment
Week 6 Oct.8	Assessment and Referral Mental health interventions and supports Awareness Presentations Book Club Presentations Sign up	<ul style="list-style-type: none"> ● Centre for Addictions and Mental Health. (2006). Navigating Screening. ● ● BC Partners. (2005). Visions Journal Vol. 2(7). <i>Choose 1 article from Volume.</i> ● Ministry of Health. Harm Reduction. <i>Read pages 1-12.</i> ● Psychosocial rehabilitation: https://www.psyrehab.ca/pages/principles-of-psr
Week 7 Oct 15	Inclusion & meaningful participation Research in library	<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/
Week 8 Oct.22	Developmental disabilities – Causes, diagnosis, assessment Book Club Time Guest Speaker	<ul style="list-style-type: none"> ● Australasian Physicians. (2013). Early Intervention for Children with Developmental Disabilities. ● MCFD. (2009). Early Intervention Therapy Program Guidelines.

Week 9 Oct.29	Acquired Brain Injury and FASD Book Club Debrief	<ul style="list-style-type: none"> ● Public Health Canada. (2005). FASD. ● Ministry of Education. (2001). Acquired Brain Injury. Book Club Report Due
Week 10 Nov.5	Autism Spectrum Disorder	<ul style="list-style-type: none"> ● American Psychiatric Association. ASD Fact Sheet ● Bretani. (2013). Autism Overview ● Ministry of Education. Autism. Chapter 1.
Week 11 Nov.12	Inclusion Planning – MAPS/PATHS In the Field	<ul style="list-style-type: none"> ●
Week 12 Nov.19	Learning disabilities	<ul style="list-style-type: none"> ● Association on Intellectual Disabilities. Intellectual Disabilities National Centre for Learning Disabilities. State of Learning Disabilities.
Week 13 Nov.26	Open topic	<i>Inclusion Plan Due</i>
Week 14 Dec.3	Integration of Learning	<i>Presentations</i> All groups – gallery walk and 5 minute overview for each poster

Note: This schedule is subject to change.

5. Basis of Student Assessment (Weighting)

1. Article Review	15%
2. Mental Health/Disability Awareness Presentation	10%
3. Assessment	10%
4. Book Club or Podcast Project	25%
5. Inclusion Plan -	25%
6. Poster or Prezi Presentation	15%

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 unless otherwise stated. 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>