



CAMOSUN COLLEGE

School of Health and Human Services (HHS)
Department: Community, Family & Child Studies

CFCS 210 Diversity Across the Lifespan
Fall 2019

COURSE OUTLINE

The course description is available on the web:
<http://camosun.ca/learn/calendar/current/web/cfcs.html#cfcs210>

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

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|------------------|-----------------------|---------------------|
| (a) Instructor | Joan Astren | |
| (b) Office hours | By appointment | |
| (c) Location | Class CHW 340 | |
| (d) Phone | TBD | Alternative: |
| (e) E-mail | astrenj@camosun.bc.ca | |
| (f) Website | NA | |

2. Course Description & Intended Learning Outcomes

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.

Upon successful completion, the student will be able to:

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

3. Required Materials

Assigned Readings/Activities

4. Course Content and Schedule

Course Presentation

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

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	<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 Book Club time	<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
Week 4 - Sept. 26	Mental Health Conditions	<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. <p>Article Review Due 15%</p>
Week 5- Oct. 3	Astren Review Mental Health/Disability Awareness Prep	In - Class Written Assessment 20%
Week 6- Oct.10	Assessment and Referral Mental health interventions and supports Presentations Book Club Time 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). 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>Presentations 5%</p>

Week 7- Oct. 17	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. 24	Developmental disabilities – Causes, diagnosis, assessment Book Club Time	<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. 31	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. <p>Book Club Report Due 25%</p>
Week 10- Nov. 7	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. 14	Inclusion Planning – MAPS/PATHS In the Field	<ul style="list-style-type: none"> •
Week 12- Nov. 21	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. 28	Open topic	Inclusion Plan Due 20%
Week 14- Dec. 5	Integration of Learning	<p>Presentations</p> <p>All groups – gallery walk and 5 minute overview for each poster</p> <p>Poster Presentations 15%</p>

Schedule is subject to change

5. Basis of Student Assessment (Weighting)

1. Article Review	15%
2. Assessment	20%
3. Mental Health/Disability Awareness Presentation	5 %
4. Book Club	25 %
5. Inclusion Plan	20%
6. Poster 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. 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

7. Recommended Materials to Assist Students to Succeed Throughout the Course

8. College Supports, Services and Policies

Immediate, Urgent, or Emergency Support



If you or someone you know requires immediate, urgent, or emergency support (e.g., illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts:

<http://camosun.ca/about/mental-health/emergency.html> or
<http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, centre for accessibility, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit Student Services at <http://camosun.ca/services/>

College Policies

Policies are available on the College website at <http://camosun.ca/about/policies/>

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies.

Education and academic policies include, but are not limited to, [Academic Progress](#), [Admission](#), [Course Withdrawals](#), [Student Appeals](#), Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, and Student Penalties and Fines.

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 website.

A. GRADING SYSTEMS

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf#page=2>

The following two grading systems are used at Camosun College:

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.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf#page=4> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.