



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

*CFCS 210*  
*Diversity Across the Lifespan*  
*Fall 2014*

**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.

*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.*

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**1. Instructor Information**

**Instructor:** Mary Harber  
**Office Location:** WT 223  
**Office Hours:** TBA  
**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**

CFCS 210 Custom Edition Text

**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 5</b>	Introduction to course and key concepts	<ul style="list-style-type: none"> <li>CFCS 210 Course text</li> </ul>
Week 2 <b>Sept 12</b>	Setting the stage	<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>Culture of Disability – D2L article</li> </ul>
Week 3 <b>Sept 19</b>	Developmental disabilities – Causes, diagnosis, assessment	D2L article posted on early intervention
Week 4 <b>Sept 26</b>	Mental health  <b>In class written assessment</b>	<ul style="list-style-type: none"> <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 5 <b>Oct 3</b>	Mental health conditions	<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> </ul>
Week 6 <b>Oct 10</b>	Assessment and Referral	<ul style="list-style-type: none"> <li>Chapter 2</li> <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> <p><b>Movie Character Assignment Due</b></p>
Week 7 <b>Oct 17</b>	Mental health interventions and supports	<ul style="list-style-type: none"> <li>Chapter 3 – guest speaker</li> </ul>
Week 8 <b>Oct 24</b>	Practices that support inclusion & meaningful participation	<ul style="list-style-type: none"> <li>Chapter 6</li> <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 9 <b>Oct. 31</b>	Acquired Brain Injury and FASD	<ul style="list-style-type: none"> <li>Chapter 5</li> <li>FASD <a href="http://www.phac-aspc.gc.ca/hp-ps/dca-dea/prog-ini/fasd-etcaf/index-eng.php">http://www.phac-aspc.gc.ca/hp-ps/dca-dea/prog-ini/fasd-etcaf/index-eng.php</a></li> </ul> <p><b>Inclusion Assignment Due</b></p>
Week 10 <b>Nov 7</b>	Autism Spectrum Disorder	<ul style="list-style-type: none"> <li>Chapter 5</li> <li>D2L article</li> </ul>

Week 11 Nov 14	Learning disabilities	• Chapter 4
Week 12 Nov 21	Student poster presentations and resource package	
Week 13 Nov 28	Open topic....TBA	
Week 14 Dec 5	Integration of Learning and Community activism	

## 5. Basis of Student Assessment (Weighting)

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|---|-----|
| 1. In class written assessment              | 20% |
| 2. Movie review                             | 25% |
| 3. Inclusion Plan for character in movie    | 30% |
| 4. Resource Package and Poster Presentation | 25% |

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

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 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>*