



Department of Community, Family & Child Studies
Community Support & Education Assistant Program
CSEA 140 - Development & Diversity
(3) credits

Instructor: Chris Jenkins

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Office hours: To be arranged

Date: September 12- December 5, 2011

Class time: Mondays 8:30 pm -11:20

Location: Wilna Thomas Building

Room: 101

Course Description:

This course introduces students to typical growth and development through the lifespan. Building on that knowledge, students explore the causes and characteristics of select developmental and acquired disabilities and of common health and physical conditions that can affect the quality of life of children and adults with disabilities and their families.

Learning Outcomes:

Upon successful completion of this course, you will be able to:

- 1) Apply knowledge of typical growth and development to practice with children, youth and adults.**
 - a) Describe typical growth and development patterns through the lifespan
 - b) Identify key cognitive, social and physical stages of development
 - c) Use a developmental perspective as a framework for understanding growth and development.
- 2) Apply knowledge of developmental and acquired disabilities to practice with children, youth and adults**
 - a) Define developmental and acquired disabilities, and distinguish the differences between these.
 - b) Describe causes and characteristics of common developmental and acquired disabilities
 - c) Describe characteristics of autism and other sensory/communication disorders.
- 3) Apply knowledge of common mental and physical health conditions to practice with children, youth and adults.**
 - a) Define and describe common mental health conditions that occur through the lifespan
 - b) Describe physical, social and environmental factors that can affect the mental health and support needs of children and adults.

- c) Identify specialized resources that can support children, youth and adults with mental and physical health conditions.
- d) Describe the effects of a change in ability or health status on individuals, their families, and friends.

4) Apply knowledge of the family life cycle to practice with children, youth and adults.

- a) Describe the family life cycle, typical family structures and roles.
- b) Describe the possible responses of family members to a diagnosis of disability.
- c) Identify the challenges and opportunities experienced by families who have a member with a disability.
- d) Be familiar with both formal and informal family supports available to families through the lifespan.

Texts & Materials:

- 1) Batshaw, Mark. (2001). **When your child has a disability.** Paul H. Brookes.
- 2) CSEA 140 Coursepack (2010)

Grading:

Grades will be assigned as follows:

A+	90 - 100	B-	70 - 72
A	85 - 89	C+	65 - 69
A-	80 - 84	C	60 - 64
B+	77 - 79	D	50 - 59
B	73 - 76	F	0 - 49

** C is the minimum grade for successful completion of CSEA 140. All assignments must be completed in order to students to meet the course requirements.*

Course Presentation:

This is an interactive course that uses a variety of teaching/learning strategies, lectures, large group discussion, paired discussion and quiet reflection.

General Considerations:

- 1. Please arrive at class on time and be prepared to participate in discussions and activities.
- 2. Complete all projects, papers and other learning activities on time. All assignments are to be submitted on the designated due date. In exceptional circumstances, students may request and extension, however, that extension must be arranged with the instructor **prior** to the due date and not on the day it is due.
- 3. Written assignments must be typed, double spaced and submitted with a cover page that includes the course name, assignment title, and your name and the date of submission. Spelling, grammar and presentation of the material will be taken into consideration.

LEARNING SUPPORTS & 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, Student Services or the College web site at <http://www.camosun.bc.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, Registration, and on the College web site in the Policy Section. <http://www.camosun.bc.ca/policies/E-2.5.pdf>

ACADEMIC INTEGRITY

The School of HHS is committed to 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 these 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.

Camosun College's Plagiarism: Definition and Consequences Policy (E-2.5.1)

<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.1.pdf>

Evaluation of Learning:

1. Research Assignment	40%
2. Quiz	30%
3. Reading summaries	20%
4. Participation	10%