



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

CSEA 140
Development & Diversity
Fall 2012

COURSE OUTLINE

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. |
Description is available on the web @
<http://camosun.ca/learn/calendar/current/web/csea.html>

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

(a) Instructor	Mary Harber
(b) Office hours	TBA
(c) Location	WT 223
(d) Phone	250-370-3223 Alternative:
(e) E-mail	Harberm@camosun.ca

2. Intended 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.

3. Required Materials

(a) Texts; Anastasiow N., Coleman M.R., Gallagher J., Kirk S. (2012) **Educating Exceptional Children** (13 Ed). Wadsworth


4. Course Content and Schedule

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 an 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.

Week	Topic	Student Readings	Assignments
Sept 10	Introduction to course - overview		
Sept 17	Growth and Development (theories and research)	Research and group activity	
Sept 24	Defining Disability and early intervention	Chapter #3	
Oct 1	Society and disability – social responses	Chapter #2	
Oct 8	Thanksgiving – no class 		
Oct 15	Family development, life cycle and transitions Families with a member with a disability	Chapter #1	Learning summary#1

Oct 22	Quiz Developmental disabilities	Chapter #6	Quiz
Oct 29	Learning Disabilities/Emotional Behavior disorders	Chapter #7 and chapter #4	
Nov 5	Autism and FASD	Chapter #5 - handouts	Learning summary#2
Nov 12	Language, speech, physical, health and multiple disabilities	Chapter #8, Chapter #12	
Nov 19	Presentations		Research paper due on date of presentation
Nov 26	Presentations		
Dec 3	Presentations – final class closure		

5. Basis of Student Assessment (Weighting)

Evaluation of Learning:

- | | |
|-------------------------------------|-----|
| 1. Research Assignment/presentation | 40% |
| 2. Quiz | 30% |
| 3. Learning summaries (10% each) | 20% |
| 4. Participation | 10% |

6. Grading System <http://www.camosun.bc.ca/policies/policies.php>

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

** 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.*

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, 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/policies.html>

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>

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>