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

*CSEA 140*
*Development and Diversity*
*Fall 2014*

# 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.

*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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|---|---|
| **Instructor:** | Mary Harber |
| **Office Location:** | WT 223 |
| **Office Hours:** | **One hour before class and upon request** |
| **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. 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

Smith, T. E. C. (2011). *Teaching students with special needs in inclusive settings.* Toronto: Pearson Canada.

## 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**:

- Please arrive at class on time and be prepared to participate in discussions and activities.
- 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.**
- 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 |
|------|-------|------------------|-------------|
| 1 – Sept 3 | Introduction to course  - overview | | |
| 2 – Sept 10 | Growth and Development ( theories and research) | Online assigned reading = posted to D2L | |
| 3 - Sept 17 | Society and disability – social responses | Online assigned reading | |
| 4 – Sept 24 | Defining Disability and early intervention | Online assigned reading | |
| 5 – Oct 1 | Family development, life cycle and transitions Families with a member with a disability | Chapter 15 | **Learning Summary 1 Due** |
| 6 – Oct 8 | Developmental Disabilities Review of learning | Chapter 7 | |
| 7 – Oct 15 | **Quiz** Open topic | | **QUIZ** |

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|---|---|---|---|
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| 8 – Oct 22 | Learning Disabilities/Emotional Behavior disorders | Chapters 5 and 6 | |
| 9 – Oct 29 | Autism | Chapter 8 | |
| 10 – Nov 5 | Fetal Alcohol Spectrum Disorder | POPFAS site http://www.fasdoutreach.ca/ | **Learning Summary 2 due** |
| 11 – Nov 12 | Language, speech, physical, health and multiple disabilities | Chapter 3 and 9 | |
| 12 – Nov 19 | Open topic | | |
| 13 – Nov 26 | Poster Presentations – split class | | **Research paper due on date of poster presentation** |
| 14- Dec 3 | last class closure/review | | |

## 5. Basis of Student Assessment (Weighting)

<u>**Evaluation of Learning**</u>:

1. Learning summaries (15% each)            30%
2. Quiz – in class                                30%
3. Research Assignment/presentation      40%

*\* 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.*

## 6. Grading System

☒ Standard Grading System (GPA)

☐ Competency Based Grading System

**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. |

## 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*