



CAMOSUN COLLEGE
School of Health & Human Services
Community Support and Education Assistant
CSEA 140 – Development & Diversity
Fall 2018

COURSE OUTLINE

The course description is available on the web:
<http://camosun.ca/learn/calendar/current/web/csea.html#CSEA140>

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.

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	Asha Rao		
(b) Office hours	Wednesday 12:30-1:30 or by appointment		
(c) Location	WT 223		
(d) Phone	250-370-3223	Alternative:	Click here to enter text.
(e) E-mail	raoa@camosun.bc.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.
2. apply knowledge of developmental and acquired disabilities to practice with children, youth and adults
3. apply knowledge of common mental and physical health conditions to practice with children, youth and adults.
4. apply knowledge of family life to practice with children, youth and adults.

3. Required Materials

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

T. Trueman (2000). *Stuck in neutral*.

Conversations that Matter – Website sign in: <https://conversationthatmatter.org/presenters/kunc-norman>

4. Course Content and Schedule

Course Presentation:

This interactive course 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 an extension, however, **that extension must be arranged with the instructor prior to the due date and not on the day it is due. Unless negotiated otherwise, late penalties will be applied at 2% per day for all late assignments**

Written assignments must be in Word, Times New Roman, 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. APA style referencing for all assignments unless otherwise indicated. Please save the file name with your first name.

Week of	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	Defining Disability and early intervention Interview discussion Stuck in Neutral-1	Online assigned reading	CTM Reflection
4- Sept. 24	Society and disability – social responses	Online assigned reading	
5-Oct. 1	Family development, life cycle and transitions Families with a member with a disability	Chapter 15	Guest Speaker

6- Oct. 8	Developmental disabilities Stuck in Neutral- 2	Chapter 7	CTM Reflection
7- Oct.15	Introduction to learning disabilities	Chapter 4/5	Quiz
8- Oct. 22	Complex Needs Stuck in Neutral- 3	Chapter 3 and 9	
9- Oct. 29	Autism	Chapter 8	Disability Awareness Presentations CTM Reflection
10 – Nov.5	Fetal Alcohol Spectrum Disorder Stuck in Neutral- 4	POPFAS site http://www.fasdoutreach.ca/	Guest Speakers
11 –Nov. 12	Mental Health and Emotional Behavior disorders	Chapters 6	
12 – Nov.19	Poster Presentations – Group 1		Research paper
13 – Nov.26	Poster Presentations – Group 2		CTM Reflection
14 – Dec. 3	last class closure/review Stuck in Neutral -5		CTM Reflection

5. Basis of Student Assessment (Weighting)

Evaluation of Learning:

CTM Reflections	15%
Stuck in Neutral	15%
Interview	20%
Quiz – in class	10%
Disability Awareness (groups)	10%
Research Assignment/presentation (partners)	30%

A thorough description of each assignment will be provided and discussed in class. Please ensure that you check with this instructor if the assignment is not clear.

*** 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

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.