

July 26, 1976

COURSE OUTLINE

The Multi-Handicapped (MRC 207)

GENERAL PHILOSOPHY

This course is designed to give the student an understanding of the unique needs in assessing and programming for the adult retarded individual with additional handicapping conditions to achieve maximum independence in social, vocational, and community-living skills.

COURSE GOALS

The general objectives or learning goals of this course are:

1. to offer instruction and definition of evaluation, adjustment training, and readiness.
2. to develop an understanding of work evaluation, work adjustment training, and job readiness procedures.
3. to assign the student the responsibility for researching and developing a self-made assessment scale which can be utilized in the rehabilitation process.
4. to develop an understanding of the normalization process in community and vocational readiness.
5. to examine special considerations for unique physical disabilities in community and vocational readiness services.

TERMINAL BEHAVIOURAL OBJECTIVES;

On successful completion of this course the student must be able to do the following:

1. discuss theories of evaluation, adjustment training, and readiness
2. practice methods of work evaluation, work adjustment training, and job readiness.
3. develop a self-made assessment for an analyzed occupation or skill
4. recognize and discuss the normalization process in vocational rehabilitation
5. apply assessment techniques in developing programs for the disabled in community and vocational readiness services.

SYLLABUS:

Week 1	Introduction to course Overview from course outline
Week 2	Definitions, goals, and objectives in evaluation *Read: "Definitions, Objectives & Goals" by Roberts Explanation of course project Development of Work samples 1. selection 2. analysis Job Analysis
Week 3	*Job analysis due Observation Skills in a vocational setting *Read: "Scientific Observation in Work Evaluation" "Critical Vocational Behaviour"
Week 4	Writing Behavioural Objectives Behavioural Analysis Reports *Purpose of work sample due Discussion of "Empirically Derived Factors of Work Samples"
Week 5	Referrals and interviews for client screening - use of forms The initial development of a counselling relationship *Read: "Intake Process-Interview" "Significance of Evaluee-Evaluation Relationship" *Empirically derived factors due
Week 6	Techniques and Purposes of Work Adjustment training Norming *Diagram of layout and list for ordering parts *Instructions due
Week 7	Scoring sheet and *Observation sheet due Validity and reliability
Week 8	Mid Term Exam
Week 9	Rough manual due V [^] . Merrifield School (Peter Clarke (Marianne Daly * (Physiotherapist Field Trip (Speech Therapist
Week 10	A tour of the workshops Soogoma Field Trip Ability Center
Week 11	General Hospital Recreation Coordinator at CSB Field Trip
Week 12	Don Shuskowich - Adult Occupational Centre Lou Cundari from Voc. Rehab. Coordination of Rehab. Services In Class

- Week 13 Salisbury House
 Hearing Impaired Classroom
- Week 14 Presentations of Work Samples
- Week 15 Final Exam

METHODOLOGY;

1. Lectures: which will explain theories and procedures
2. Assigned Readings: on reserve at the library
3. Hand-in Assignments: which assembled will constitute research for the course project
4. Course project: which will be a completed assessment tool and manual readied for practical use.
5. Role playing: in areas of interview and client relationships
6. Audio-visual presentations: as appropriate
7. Guest speakers: from community services
8. Community visitation: of services for the handicapped
9. Class discussion: in analysis of course subject matter

EVALUATION:

Quizzes: At the completion of subject matter in weeks 2, 4, 1, 10, 13 worth 10 points each for a possible accumulation of 50 points

Mid Term: Comprehensive from beginning of term = 25 points

Final: Comprehensive for entirety of course = 25 points

Term Project: As handed in one section at a time and in it's entirety will be on a pass/fail basis at the discretion of the instructor.

Maximum Points = 100

Assigned project is a requirement.

80% - 100% = A
70% - 79% = B
60% - 69% =C

The "I" grade is intended for students who, in the opinion of the instructor, can benefit from the "make-up" period of instruction.

The "R" grade is given to any student who, in the opinion of the instructor, cannot benefit from the "make-up" period of instruction.