

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: MENTAL RETARDATION II  
Code No.: MRC 201-4  
Program: Developmental Services Worker  
Semester: III  
Date: September, 1985  
Author: Karen Cameron-DeLuco

New

Revision:

APPROVED

*N Koch*  
Chairperson

*aug* 'S^5  
Date

PHI! 0S0PHY/G0AL5:

This course is designed to give the student an understanding of the mentally retarded in relation to today's society. With the trends of normalization and the focus on the needs of the mentally retarded, it is important that the D.S.W. student view the influences in the community and the services available to meet these needs. This environmental awareness will facilitate the student's ability to improve the quality of living for the developmentally handicapped in his environment.

This course will study the relationship of the retarded in his family, peers and community and his position to these at various levels of development. Content will include sociological influences affecting the mentally retarded. The principles of normalization, institutionalization, the rights and laws, and comprehensive services will be investigated. Present day areas of controversy dealing with marriage and euthanasia will be discussed in relation to developmentally handicapped people.

METHODOLOGY :

Learning will be facilitated by lecture, class discussions, films, reading assignments, guest speakers in the relevant areas and the student's individual seminars. The student is responsible for all of the above for assessment. Additional material may be added during the course.

TEXT

Justice, for S. rim R: -fi^Discuss! Qn Book on Law! on People, wiiiLriental Handioan  
by Harvy Savage, N.I.h.R., 1983

EVALUATION:

1. To maintain regular attendance.
2. To complete assigned reading and research and be prepared to discuss in class.
3. To participate actively and fully in class activities.
4. To become actively involved in individual and group presentations.

EXAM I	100 points
EXAM II	100 points
SEMINAR III	85 points
PARTICIPATION	15 points
TOTAL	300 points

Seminar Evaluation:

- a) Was the topic thoroughly researched and well covered? (60 points)
  - b) Was the material presented in a logical and well-organized manner? (15 points)
  - c) Did the seminar promote group discussion and participation? (15 points)
  - d) Were audio-visual materials, handouts, or guest speakers utilized? (10 points)
- Total - 100 points

A grade of A, B, C, or R will be given upon completion of the course in agreement with the marking policy of Sault College. (Divide the total number of points by three to arrive at the student's score on a 100 point scale.)

85% -	100% A
75% -	65% B
60% -	70% C

## TFRMINAI/BEHAVIORAL OaJECTIVES:

- a) The students will develop an understanding of the needs of the mentally retarded person and his family.
- b) The students will be able to compare traditional institutional services to developmental models.
- c) The students will be able to identify problems that occur with institutional change.
- d) The students will be able to analyze the normalization process.
- e) The students will have an orientation to the laws which affect the developmentally handicapped.
- f) The students will be able to discuss both the myths and society's attitude toward sexuality and mental retardation.
- g) The students will plan and present a seminar to the class.

### Seminar Assignment:

The student is to select a topic dealing with the mentally retarded person in today's society. He/she may choose an area from the list discussed in class or one that has been approved by the instructor. At least three valid and current resources must be utilized in gathering the information. A typewritten report of not less than two pages, summarizing the "class period" seminar, must be submitted on or prior to the day of the presentation, individual dates will be assigned during the second week of school. Additional readings and/or student viewings of audio-visual materials may be assigned during the course at the discretion of the instructor. (The seminar mark will be reduced by 10% if the outline and report are not handed in to the instructor, meeting the above criteria.) The instructor will meet with the student to approve the outline and content of the seminar.

## SYLLABUS:

### Weeks 1 and 2:

The DSW, Commitment and Philosophy - a self assessment on the individual student's goals and future.

### Unit I: THE HOME AND THE FAMILY - The Family Living with the Retarded Child

- Rosen's five stages •
- how families react to the crisis of retardation
- parental relief program (SauU Ste. Marie Association for the Mentally Retarded)
- problems in the home
- unrealized expectations and the development of empathy for parents and siblings

### Genetic Counseling

- what is genetic counseling?

### Weeks 5 - 7

### Unit II: DEINSTITUTIONALIZATION - Institutionalization

- what constitutes an institutional environment?
- factors predisposing to institutionalization
- problems that occur with institutional change
- staff resistance at three levels (direct care, professional, administrative)

### Readings

"Front-line Collapse and Burnout" within Institutional Settings

### Unitni-MQRtJAUZffiffi

- Nirge and Wolfensberger
- Factors influencing: 1) physical integration; 2) social integration
- the meaning of normalization in everyday life
- age-appropriate and culture-appropriate concepts, facilities, and environmental design

#### Readings

An overview of normalization.

### Unit IV: AREAS OF CONTROVERSY

- sexuality and marital aspects
- aging

#### Readings

Social Attitudes Towards Sexual Expression by the Retarded

Euthanasia: Who Should Survive?

### Week 15

FINAL EXAM - students evaluation, course evaluation.

*\*^ /1 half day workshop to discuss Bill 77 via A.D.t.R.S. will be announced.*