

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

COURSE OUTLINE

Course Title: DEVELOPMENTALLY HANDICAPPED II

Code No.: DSW 201-4

Program: DEVELOPMENTAL SERVICES WORKER (D.S.W.)

Semester: THIRD

Date: SEPTEMBER, 1987

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New: \_\_\_\_\_ Revision: X

APPROVED: *N. Koch* N. KOCH  
Chairperson Date



**PHILOSOPHY/GOALS:**

This course is designed to give students 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 D.S.W. students view the influences in the community and the services available to meet these needs. This environmental awareness will facilitate students' ability to improve the quality of living for the developmentally handicapped in his/her environment.

This course will study the relationship of the retarded in his/her family, peers and community and his/her position to these at various levels of development. The social relationship of the developmentally handicapped individual to the community will be examined along with current issues related to the field of the developmentally handicapped.

**TERMINAL/BEHAVIOURAL OBJECTIVES:**

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



SYLLABUS:

The D.S.W. Commitment and Philosophy - a self assessment on the individual student's goals and future.

P.K.U. -- Galactosemia, Cretinism

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

- Rosen's five stages
- how families react to the crisis of retardation
- parental relief program (Sault Ste. Marie Association for the Mentally Retarded)
- family functions and as a system
- parental concerns
- unrealized expectations and the development of empathy for parents and siblings

Genetic Counselling

- STRESS WORKSHOP

Unit II: DE-INSTITUTIONALIZATION - 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

Unit III - NORMALIZATION

- 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

- Sexual and Marital Aspects
- Gerontology
- Alzheimer's Disease
- Prevention

Readings

"Social Attitudes Towards Sexual Expression by the Retarded"

"Euthanasia: Who Should Survive?"

FINAL EXAM - student evaluation, course evaluation.

\*\* A half-day workshop to discuss current legislation will be announced.

METHODOLOGY:

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

EVALUATION:

Students are expected:

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/PAPER | 85 points        |
| PARTICIPATION     | <u>15 points</u> |
| TOTAL             | 300 POINTS       |

- 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 groups 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 awarded upon completion of all the course requirements, in accordance with the grading policy of Sault College.

|   |   |       |   |      |
|---|---|-------|---|------|
| A | = | 90    | - | 100% |
| A | = | 90    | - | 89%  |
| B | = | 70    | - | 79%  |
| C | = | 60    | - | 69%  |
| R | = | below |   | 60%  |