

## Course Outline

TITLE OF COURSE: [ulti-Handicapped COURSE ^iUMBER: MRC 207  
PROGRAMME: Mental Retardation Counsellor Programme  
INSTRUCTOR: Gerry Page  
DATE: September 1980

### Purpose:

The course will enhance the student's understanding of self and society's attitudes towards the multiply-handicapped. It will also provide the students with specific theory and techniques concerned with the care of multiply-handicapped children and adults. A variety of multiple handicaps will be studied in detail in order to assist students in identifying psychological and physiological needs of the multi-handicapped.

### Behavioural Objectives:

After completing the course each student should be able to

- 1) Distinguish between a disability and a handicap
- 2) Identify different types of handicaps and disabilities
- 3) Assess the needs of a multiply-handicapped person
- 4) Demonstrate knowledge of safety requirements for specific multiply-handicapped persons
- 5) The student will be able to recognize and apply (under professional supervision) certain therapies and techniques
- 6) The student will have a basic understanding of multiply-handicapped care in an institution versus community settings
- 7) Demonstrate the use of specific tools that are significant to the multiply-handicapped
- 8) Recognize and deal with certain stereotyped behaviours characteristic to the M.R. multiply-handicapped

### Methodology:

Approximately 50% of this course will be theory presentation, the remaining 50% will be experiential. If maximum learning is to occur students must take the responsibility of being prepared for, and willing to participate in classes.

Learning Resources:

Required Text: Teaching Individuals with Physical and Multiple Disabilities  
 Authors: J. L. B'igg and ?K, O'Donnell

The instructor will use a variety of films and lecture materials during the third semester. Role-playing shall provide an integrated part of the learning process. Practical as well as theoretical approaches shall be used in both third and fourth semester.

During the fourth semester students will receive lectures from guest speakers in the fields of Physiotherapy, Occupational Therapy, Speech, Hearing, and Music Therapy. The major emphasis of practical training will come during the fourth semester.

## Syllabus:

- Week I: Introduction to the Course  
 Overview from Course Outline  
 Assignment Dates and Deadlines
- WEEK II: Introduction to Disabilities and Handicaps  
 General Types of Disabilities and Handicaps, Causes  
 Chronic vs. Acute Care
- WEEK III: Physical Disabilities con't  
 Classifications and Assessments
- WEEK IV: Prevention  
 Motor Development  
 Diseases Associated with Disabilities
- WEEK V: Blind M.R. - Blind-Deaf M.R.  
 Treatment Programmes (Blind Mobility)
- WEEK VI: Safety Aspects
- WEEK VII: Cerebral Palsy  
 Control and Care  
 Lifting Techniques
- WEEK VIII: Mid-Term Exam
- WEEK IX: Wheelchair Lecture  
 - Types and Uses  
 - Safety  
 - Lifts (demonstration)

Syllabus continued...

- WEEK X: Wheelchair Lifting Techniques (Practical)
- Pivot Method
  - Two-man Lift
  - Forward Transfer
- WEEK XI: Student Presentations
- WEEK XII: Student Presentations
- WEEK XIII: Hearing Impaired  
Programming for Hearing Impaired
- WEEK XIV: Review
- WEEK XV: Final Exam

Evaluation:

- Quizzes: At the completion of subject matter in weeks 2, 4, 7, 10, and 13 short quizzing will be given at the beginning of each of the following classes; i.e., tests to be given 3, 5, 8, 11, 14 week = 25% of final mark.
- Mid-Term: Comprehensive from beginning of the term = 25% of final mark.
- Final: . Comprehensive for entirety of course = 25% of final mark.
- Term Project *Ei* Students will be required to write an essay based on treatment and care of a physically disabled child or adult. Students will present their essays to the class. = 25% of final mark.
- Presenta-  
tion:  
Further details will be given during the second week.

## Seminar Evaluation

- (a) Was the topic thoroughly researched and v/ell covered? (60 points)
- (b) Was the material presented in a logical and v/ell 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, I, or R will be given upon completion of the course in agreement v/ith the marking policy of Sault College. (Divide the total number of points by three to derive the student's score on a 100-point scale.)

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.