

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Cotirse Title: MENTAL RETARDATION II
Code No.: MRC 201-4
Program: DEVELOPMENTAL SERVICES WORKER PROGRAMME
Semester: III
Date: Fall, 1984
Author: Karen Cameron .^C **r.**irT)

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Revision: v

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CALENDAR DESCRIPTION

MENTAL RETARDATION
Course Name

MRC 2 01-4
Course Number

PHILOSOPHY/GOALS:

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 are discussed in relation to developmentally handicapped people.

METHODOLOGY

Learning will be facilitated by: lectures, 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.

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.

EVALUATION:

EXAM I	100 points
EXAM II	90 points
SEMINAR III	100 points
PARTICIPATION	10 points
TOTAL	300 points

Seminar Evaluation:

- Ca) 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 derive at the student's score on a 100-point scale.)

85%	-	100%	A
75%	-	84%	B
60%	-	74%	C

Terminal/Behavioural Objectives:

- 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 service 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.

Terminal/Behavioural Objectives;

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 v/ill 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 report is not handed in to the instructor meeting the above criteria).

SYLLABUS:

Weeks 1 & 2

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

UNIT I: THE HOME AND THE FA-MILY

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)
- Problems in the home
- Unrealized expectations and the development of empathy for parents and siblings

Genetic Counselling:

- What is genetic counselling?

Weeks 3 - 7

UNIT II: DEINSTITUTIONALIZATION

Institutionalization

- What constitutes an institutional environment?
- Factors predisposing to institutionalization
- Problems that occur with institutional change

Weeks 3 - 7

Institutionalization

- staff resistance at three levels (direct care, professional and administrative)

Readings:

" Front-line collapse within institutional settings

Weeks 8 - 12

UNIT III; NORMALIZATION

- Nirge and Wolfensberger
- Factors influencing: (1) Physical Intergration
(2) Social Intergration
- The meaning of normalization in everyday life,
- Age-appropriate and culture-appropriate concepts, facilities and environmental design

Readings:

- An overview of normalization

Weeks 13 & 24

UNIT IV: AREAS OF CONTROVERSY

- Sexuality and marital aspects

Readings:

- Social Attitudes Towards Sexual Expression by the Retarded
- Euthanasia: Who Should Survive?

Week 15

FINAL *EXM*

Student's Evaluation - Course Evaluation