

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

COURSE OUTLINE

Course Title           Mental Retardation I  
Code No. :             *imC* 102-4  
Program:               Developmental Services Worker  
Semester:             II  
Date:                  January/83  
Author:                Karen Cameron-DeLuco

New

Revision

1

APPROVED

  
Chairperson *uX.*

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Mental Retardation I  
COURSE TITLE

MRC 102-4  
COURSE NUMBER

PART I

Course Description

This course is designed to give the student an understanding of the present-day ^-trends in the treatment of the mentally retarded. The course will familiarize the student with the causation factors related to mental retardation and also present a clear definition of various syndromes of mental retardation. This course will facilitate the prospective D-S.W. learning experiences in the practicum settings.

PART II

Course Goals

Mental Retardation I emphasizes contemporary definitions of mental retardation. Various syndromes, etiologies, and classifications are examined. An in-depth study of the physiological and psychological variables of various types of mental retardation will be studied. An overview of the historical background of the delivery of services to the retarded will be presented in order for the student to comprehend the manner in which present-day treatment has evolved. Causation factors relating to mental retardation will formulate a foundation for future diagnostic procedures.

PART III

Terminal/Behavioural Objectives

- A. To define Mental Retardation according to AAMD,
- B. To increase knowledge in the area of parental attitudes towards mental retardation.
- C- To recall the historical development of the care and services for the mentally retarded.
- D. To examine the contributions made by specific individuals in the 'field of mental retardation.
- E. To identify the etiology, terminology and classification of m.ental retardation.
- F. To discuss preventative trends in the field of mental retardation

Terminal/Behavioural Objectives

- G. To expand the student's awareness of the services and agencies in Sault Ste. Marie who work with the developmentally handi-capped.

PART IV

Syllabus

UNIT 1: INTRODUCTION

Reading Assignment      Gallagher & Kirk: Educating  
Exceptional Children, Chapters 4 & 5  
p. 119

VJKEKS 1                      The Definition and Classification of Mental  
Retardation

- AAMD guidelines; intellectual function and adaptive behaviour
- League of societies rights of the mentally retarded
- Causes of MR, Classification's

Reading Assignment:      Lemeshow;\*      Psychological Section  
p. 119-138

- Educable mentally retarded
- Trainable mentally retarded
- Normalization

WEEKS 5 - 6:                      History of Treatment and Care in Mental Retardation

- Historical overview (a) Ontario (b) International  
(c) Local

Reading Assignment:      Kirk:      p. 5- 8

- Contributors to the field of mental retardation.,  
not in chronological order

1. Itard

- ^WEEKS 5
2. Guggenbuhl
  3. Sequin
  4. Howe
  - 5- Straus
  6. Binet
  7. 'Montessori

UNIT 2: ETIOLOGY AND SYNDROME ~ Physical

WEEKS 7 - 10 : Chromosomal Defects

WEEKS 10-12: Specific Gene Defects

WEEK 13: Endocrine Function Disorders - Cretinism  
Aperts' Syndrome

Retardation Due to Damage by the Physical Environment

- Prenatal, perinatal and postnatal causes
- Cranial Anomalies, p. 48 (Lemeshow)

Reading Assignment: Chapters 3, 4, Sin  
Fotheringham's

Prevention of Mental Retardation

\* A written report summarizing the content of Chapters 3, 4, & 5 will be submitted on or prior to May 8, 1985. No late assignments will be accepted. A contract will be negotiated with the instructor.

WEEK 14: \*\*\*EXA14 #3\*\*\*

WEEK 15: Course and Student's Evaluation

PART V

METHODOLOGY - LECTURE METHOD

Learning will be facilitated by lectures. Subject matter pertaining to the course content will be expounded upon during class discussion. Small group tasks will be assigned. Library readings will be assigned to supplement lectures. Audio-visual materials and handouts will be presented in Unit II. Field trips, seminar discussions and guest speakers will focus on Sault Ste. Marie.

Handbook of Clinical Types in Mental Retardation,  
Seymour Lemeshow, Allyn and Bacon, 1982.

Textbook: Prevention of Mental Retardation, by John B.  
Fotheringham, NIMR, 1976.

PART VI

EVALUATION: TEST #1 = 30 points  
TEST #2 = 30 points  
TEST #3 = 30 points or Fotheringham Report  
Attendance and Participation = 10 points  
TOTAL - 100 points

The course evaluation system can be modified at the discretion of the instructor.

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.

85 - 100 = A

75 - 84 = B

60 - 74 = C

Below 60 = R

"A" - outstanding achievement

"B" - consistently above average achievement

GRAD'ING:

- "C" - satisfactory or acceptable achievement in areas subject to assessment
- "I" - incomplete - course work not\* completed by mid-term assessment but expected to be complete by semester end.  
NOTE: the "I" grade is acceptable at mid-term only. It is NOT an approved grade for end of term reporting and will not be recorded at the end of a semester.
- "R" - Repeat - the student has not achieved the objectives of the course and the course must be repeated.
- X" - a temporary grade that is limited in use to rare instances when no other grade will ensure justice. The "X" grade may not be assigned unless accompanied by a written authorization from the Department Chairman, Time allowed for completing course requirements will not exceed 120 calendar days beyond the end of the semester in which it is assigned, and should only be used at the end of a term. If the final grade for the course is not received in the Admissions & Academic Records Office by the date indicated on the authorization, the "X" will revert to an "R".