

PROGMM: MENTAL RETARDATION COUNSELLOR

COURSE TITLE: Mental Retardation II

COURSE NUMBER: MRC 201

INSTRUCTOR: Karen Cameron

Part I

Course Philosophy

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 M.R.C. 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.

Part II

Course Goals

This course will study the relationship of the retarded to 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.

Part III

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.

Part IVSyllabus

Week 1 and 2

Unit 1: THE HOME AND THE FAMILY

The Family living with the retarded child

- Rosen's Five Stages
- How families react to the crisis of retardation
- Problems in the home
- Unrealized expectations and the development of empathy for parents and siblings

Genetic Counselling

- What is genetic counselling?
- Services in Ontario

Week 3-7

Unit 11: THE RETARDED IN HIS ENVIRONMENT

A. Maslow's Hierarchy of Needs related to the Mentally Retarded

B. INSTITUTIONALIZATION

What constitutes an institutional environment?

Factors predisposing to institutionalization

Problems that occur with institutional change - Staff Resistance at three levels (Client Care, Professional and Administrative)

Readings: Staffing Issues in Residential Services

I^dterm Exam - 'Week 8-12

UrJ-t HI: Mormalization

- Noxn^alizacion acccrding to (a) Nirje and (b) Volfensberger
- Factors influencing (1) Physical Integration
(2) Social Integration
- The nieaning of normalization in everyday life
- Age- appropriate and culture - appropriate concepts, facilities and en-
vironmental design.

Headings

- a) Normalization
- b) Goals of Integration
- c) Planning Principles
- d) Architecture
- e) Ccsmunity Resistance

- The laws and the mentally retarded - Rights or Priviledges?

feek 13-14

UrJ-t *ISIX* Areas of Ccntrcversv

- Sexuality and Marital Aspects

Readings: Social Attitudes Towards Sexual E>^ressicn by the Retarded

- Euthanasia: \^iO Should Sur^d-ve?

V7eek 15

Final Exam - Student's Evaluation - Course Eval^iation

SEMINAR A-SSIG^:~iEOT

The student is to select a topic dealing with 'd)e mentally retarded person in tcday's society. He/she may choose an area frar. the list discussed in class or one that has been approved by the instructor. At least th-ree valid and current resources must be utilized in gathering the information. *^A Type written report of not less than t>'0 pages, summarizing the "Class Perica' seminar, must be s^Limitted on or prior to the day of presentaticn. Individual dates will be assigned during the second wee!^ of school.

Part V

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,

Textbook: Presidential Services: Community Housing, Options for Handicapped People. Published by the National Institute on Mental Retardation

Part VI

Evaluation

M2DTER! ESIM	100 points
FibJPiL £XMd	100 points
SD432TAK	100 points
TOTiyii	300 points

Serdnar Evalioation

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

Total: 100 points

A grade of A, B, C, I, 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 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.