

MENTAL RETARDATION COUNSELLOR PROGRAM

COURSE TITLE: Mental Retardation: I

COURSE NUMBER MRC 102

INSTRUCTOR: K. CAMERON

PART I

Course Philosophy

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 MRC 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.
- F. To identify the etiology, terminology and classification of mental retardation.

PART III, Terminal/Behavioural Objectives . . .

6. To discuss preventative trends in the field of mental retardation «

PART IV

Syllabus

UNIT 1: INTRODUCTION

Reading Assignment: fi Gallagher & Kirk: Educating Exceptional Children, Chapters 4 & 5, p. 103-35, 135-79.

WEEK 1: The Definition and Classification of Mental Retardation

- Behavioural and medical indices
- AAMD guidelines; intellectual function and adaptive behaviour

WEEK 2: - League of societies rights of the mentally retarded

- Causes of MR
- Educable mentally retarded
- Trainable mentally retarded and provisions
- How parents can help in a program for trainables

WEEKS 3

and 4 History of Treatment and Care in Mental Retardation

- Historical overview (a) Ontario
(b) International
- Contributors to the field of mental retardation
...not in chronological order

1. Itard
2. Guggenbuhl
3. Seguin
4. Howe
5. Straus
6. Binet
7. Montessori

UNIT 2: ETIOLOGY AND SYNDROME - (Physical)

WEEKS 5, 6, & 7 Chromosomal Defects

- I. Down's Syndrome
 - History and incidence
 - Genetic basis and etiology
 - Symptomatology

- II. Turner's Syndrome

NOTE: MIDTERM EXAM

III. Klinefelter's Syndrome

WEEKS 8 - Specific Gene Defects
11

- Tuberous sclerosis
- Neurofibromatosis - Von'Recklinghausen's Disease
- Carbohydrate disorders
- Galactosemia
- Phenylketonuria
- Wilson's Disease
- Tay Sachs Disease
- Hurler's Disease

NOTE: EXm #2

WEEK 12 Endocrine Function Disorders - Cretinism
Retardation Due to Damage by the Physical Environment
- Prenatal, perinatal and postnatal causes

WEEK 13 Reading Assignment; Chapters 3, 4, 5 in text
Prevention of Mental Retardation

WEEK 14 ***EXAM #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. Library readings will be assigned to supplement lectures. Audio-visual materials and handouts will be presented in Unit II.

Reference: Charles H. Carter, Handbook of Mental Retardation Syndromes
Charles C. Thomas, 1975,

Textbook: Prevention of Mental Retardation by John B, Fotheringham,
NIMR, 1975.

PART VI

EVALUATION: TEST #1 = 50 points
TEST #2 = 35 points
TEST #3 = 15 points
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.

80 - 100	A
70 - 79	B
50 - 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.