

PROGRAM: Mental Retardation Counsellor

1980

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 IV

Syllabus

Weeks 1 & 2

The fl.R.C. Commitment and Philosophy—a self-assessment on the individual student's goals and future

Unit I: 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?

Weeks 3 - 7

Unit II: 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 (Direct Care, Professional and Administrative)
- Front-line collapse within institutional settings

Readings: Staffing Issues in Residential Services F n - f^/iL

Weeks 8 - 12 MID-TERM EXAM

Unit III: NORMALIZATION 8 2 . - s j 4 ?

- Normalization according to (a) Nirje and (b) Wolfensberger
- Factors influencing (1) Physical Integration
(2) Social Integration
- The meaning of normalization in [^]^r^d.^ life
- Age-appropriate and culture-appropriate concepts, facilities and environ[^]mental design

Readings

- a) Normalization
- b) Goals of Integration
- c) Planning Principles
- d) Architecture
- e) Community Resistance
 - The laws and the mentally retarded^'-rights or privileges?
 - Wills and guardianship

Weeks 13 & 14

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 Exam - Student's Evaluation - Course Evaluation

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 type-written 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 will be assigned during the second week 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: Residential Services: Community Housing, Options for Handicapped People. Published by the National Institute on Mental Retardation.

PART VI

Evaluation

MIDTERM EXAM	JQQ points
FINAL EXAM	100 points
SEMINAR	100 points

Seminar Evaluation

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- (a) 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, 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.