

PPDGHAM: Mental Retardation Counsellor

COURSE TITLE: Mental Retardation II COURSE ISD.: MRC 201-4

INSTRUCTOR: Karen Cameron DATE: 1982

PART I

Cou33e 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 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.

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

t Syllabus

Weeks 1 & 2

Use M.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?

k Weeks 3 - 7

Unit II: DEINSTITUTIONALIZATION

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

Weeks 8 - 12 INTERMEDIATE

Unit III: NORMALIZATION

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

Readings:

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- a) Principles for the Development of Ocranunil^ Residential Services B-2
- b) Goals of Integration (handout)
- c) Planning Principles
- d) Architecture
- e) Catirtunity Resistance

Weeks 13 and 14

Unit IV: AREAS OF CONTOCVERSY

- 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 typed 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. Additional readings and/or student viewings of audio-visual materials may be assigned during the course at the discretion of the instructor.

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.

PART VI

Evaluation

MO-TERM EXZ^	100 points
FINAL EXAM	100 points
SEMINAR	<u>100 points</u>
	300 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 discussions and participations? (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)

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

The "I" grade is intended for students who, in the opinion of the instructor, can benefit from the "make-up" period of instruction,

NOTE; Course evaluation system and content can be modified at the discretion of the instructor.