

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

COURSE OUTLINE

Course Title: DEVELOPMENTALLY HANDICAPPED II

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Code No.: DSW 201-3

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Semester: THIRD

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Program: DEVELOPMENTAL SERVICES WORKER (D.S.W.)

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Author: ED FINN

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Date: SEPTEMBER 1990

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Previous Outline Dated: SEPTEMBER 1989

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APPROVED: K. DeKusaria DATE: June 25/90

**PHILOSOPHY/GOALS:**

This course is designed to give students 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 D.S.W. students view the influences in the community and the services available to meet these needs. This environmental awareness will facilitate students' ability to improve the quality of living for the developmentally handicapped in his/her environment.

This course will study the relationship of the retarded in his/her family, peers and community and his/her position to these at various levels of development. The social relationship of the developmentally handicapped individual to the community will be examined along with current issues related to the field of the developmentally handicapped.

**TERMINAL/BEHAVIORAL OBJECTIVES:**

- a) Students will list various syndromes dealing with and specific genetic disorders and understand their symptomatology.
- b) Students will develop an understanding of the needs of the mentally retarded person and his/her family.
- c) Students will be able to compare traditional institutional services to developmental models.
- d) Students will be able to identify problems that occur with institutional change.
- e) Students will be able to analyze the normalization process.
- f) Students will be able to discuss both the myths and society's attitude toward sexuality and mental retardation.
- g) Each student will plan and present a seminar to the class or write an essay.

**SYLLABUS:****UNIT I**

The D.S.W. Commitment and Philosophy - a self assessment on the individual student's goals and future.

- Syndromes

- Rosen's five stages
- the impact of diagnosis, adjustment and acceptance
- parental relief program (Sault Ste. Marie Association for the Mentally Retarded)
- family functions and as a system
- parental concerns
- unrealized expectations and the development of empathy for parents and siblings
- dealing with professionals

### **Genetic Counselling**

- STRESS WORKSHOP

### **UNIT III: DE-INSTITUTIONALIZATION - Institutionalization**

- what constitutes an institutional environment?
- factors predisposing to institutionalization
- problems that occur with institutional change
- staff resistance at three levels (direct care, professional, administrative)
- "Challenges and Opportunities" - future trends

### **Readings:**

~~Front-line Collapse and Burnout~~ " WITHIN INSTITUTIONAL SETTINGS

### **UNIT IV - NORMALIZATION**

- Nirge 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:**

"An overview of normalization."

**UNIT V - AREAS OF CONTROVERSY OR CURRENT SOCIAL ISSUES:**

- Advocacy
- Sexual and Marital Aspects
- Gerontology
- Prevention

**Readings:**

"Social Attitudes Towards Sexual Expression by the Retarded"  
"Euthanasia: Who Should Survive?"

**FINAL EXAM** - Student evaluation, course evaluation.

**METHODOLOGY:**

Learning will be facilitated by: lecture, class discussions, films, reading assignments, guest speakers in the relevant areas and the student's individual seminars. Students are responsible for all of the above for assessment. Additional material may be added or deleted during the course.

**TEXT:**

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

**EVALUATION:**

Students are expected:

1. To maintain regular attendance.
2. To complete assigned reading and research and be prepared to discuss in class.
3. To participate actively and fully in class activities.
4. To become actively involved in individual and group presentations.

Exam #1	100 points
Exam #2	100 points
Seminar III/Paper	85 points
Participation	15 points
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	300 points

- 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 groups discussion and participation?  
(15 points)
- d) Were audio-visual materials, handouts, or guest speakers utilized?  
(10 points)

**Total Points - 100 points**

A grade of A, B, C, or R will be awarded upon completion of all the course requirements, in accordance with the grading policy of Sault College.

A+ = 90 - 100%

A = 80 - 89%

B = 70 - 79%

C = 60 - 69%

R = below 60%

Developmentally Handicapped II

DSW 201-3

I have read the requirements for the course Developmentally Handicapped II (DSW 201-3) and understand the requirements in this outline. This document will be placed in my file.

STUDENT NAME: \_\_\_\_\_

DATE: \_\_\_\_\_