

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: DEVELOPMENTALLY HANDICAPPED

Code No.: DSW 106

Semester: FIRST

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

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Date: SEPTEMBER 1992 Previous date: SEPTEMBER 1991

APPROVED: K. DeRosario
K. DeRosario, Dean
School of Human Science and Teacher Ed.

DATE: Aug 7/92

PHILOSOPHY/GOALS:

This course is designed to give students an understanding of the present-day trends in the treatment of the developmentally handicapped. 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 D.S.W. learning experiences in the practicum settings.

Developmentally Handicapped emphasizes contemporary definitions of mental retardation. Various syndromes, etiologies and classifications are examined. An overview of the historical background of the delivery of services to the developmentally handicapped will be presented in order for the student to comprehend the manner in which present-day treatment has evolved.

STUDENT PERFORMANCE OBJECTIVES

Upon successful completion of this course the student will be able to:

- 1) Define Mental Retardation according to AAMD
- 2) Recall the historical development of the care and services for the mentally retarded
- 3) Examine the contributions made by specific individuals in the field of mental retardation
- 4) Identify the etiology, terminology and classification of mental retardation
- 5) Discuss cranial anomalies and syndromes
- 6) Establish an awareness of the normalization process

SYLLABUS:

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

UNIT I - OVERVIEW

- . AAMD guidelines; intellectual function and adaptive behaviour
- . Developmentally Handicapped and Labelling
- . Classifications
- . Causes of mental retardation

JNIT II - History of Treatment and Care in Mental Retardation

Historical Overview:

- a) Ontario
- b) International
- c) Local DSW Placements

Reading Assignment: Handout: "Historical Perspectives"

Contributors to the field of mental retardation...not in chronological order:

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

UNIT III: NORMALIZATION AND DEINSTITUTIONLIZATION

- . what constitutes an institutional environment?
- . family factors predisposing to institutionalization
- . challenges and opportunities

Normalization

- . trends in the '90s

UNIT IV

- . Syndromes

METHODOLOGY:

Learning will be facilitated by lectures. Subject matter pertaining to the course content will be expounded upon during class discussion. Small group tasks will be assigned to supplement lectures. Audio-visual materials and handouts will be presented in Unit III.

Field trips whenever possible and guest speakers will focus on Sault Ste. Marie. Course content can be altered at the discretion of the instructor.

Developmentally Handicapped

DSW 106

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	20 points
Exam #2	35 points
Exam #3	30 points
Participation	15 points
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	100 points

COLLEGE GRADING POLICY

A+	=	90	-	100%
A	=	80	-	89%
B	=	70	-	79%
C	=	60	-	69%
R	=	below		60%

SPECIAL NOTES

If a student is unable to make a test due to **serious** illness or incident, he or she is obligated to contact the instructor in person or in writing 24 hours **prior** to test time. The instructor may make a determination as to whether the student can write the exam at a later date. If the student cannot make contact with the instructor they are to call 759-6774, ext 560 or 541 and leave a message. Failure to provide the instructor with notification will result in a grade of zero.

The instructor reserves the right to alter course material and grading as deemed necessary.

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.