

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: THE MULTIHANDICAPPED

Code No.: DSW 105-3

Program: DEVELOPMENTAL SERVICES WORKER

Semester: TWO

Date: JANUARY 1992

Instructor: CATHERINE FRAYLING/JILL MORRIS-PITFIELD

New: _____ Revision: X

Approved: K. DeRosario
K. DeRosario, Dean
School of Human Sciences and
Teacher Education

Date: Dec 2/91

The Multihandicapped (DSW 105)
C. Frayling/J. Morris-Pitfield

COURSE DESCRIPTION

This course is designed to give the students an understanding of the unique needs of "Multiple Handicapped" individuals. The course will present the student with introductory skills in areas such as: Blissymbolics, sign language, blind mobility training, wheelchair lifting techniques, etc. The learning model will utilize hands-on-demonstration, as well as traditional classroom approach.

BEHAVIOURAL OBJECTIVES

After completing the course each student should be able to:

1. Distinguish between a disability and a handicap.
2. Identify different types of handicaps and disabilities.
3. Assess the needs of a multiple-handicapped person.
4. Demonstrate knowledge of safety requirements for specific multiple-handicapped persons.
5. The student will be able to recognize and apply (under professional supervision) certain therapies and techniques.
6. Recognize and deal with certain stereotyped behaviours characteristic to the M.R. multiple-handicapped.
7. Have knowledge and demonstrate various augmentative communication systems, ie. sign language, Blissymbolics.
8. Apply various feeding techniques.

TEXTBOOK(S)

Teaching & Using Blissymbolics; Eugene T. MacDonald

A Basic Course in American Sign Language; T. Humphries, C. Padden, T.J. O'Rourke

The instructor will use a variety of films and lecture materials during the first semester. Role playing shall provide an integrated part of the learning process. Practical as well as theoretical approaches shall be used.

EVALUATION

Students will be expected to be in attendance and act as participants in classroom activities. Students will be graded as follows:

- | | |
|---------------------------------------|----------------------------------|
| 1. Class attendance and participation | 10% |
| 2. Quizzes and/or practical tests | 20% |
| 3. Mid-term Comprehensive Exam | 25% |
| 4. Term Project | 20% Part one 10%
Part two 10% |
| 5. Final Comprehensive Exam | 25% |

Grading is as follows:

- A+ = 90-100%
- A = 80- 89%
- B = 70- 79%
- C = 60- 69%
- R = Repeat (Less than 60%)

SYLLABUS

Catherine

Week 1: Introduction to disabilities and handicaps.
Psychological effects on disabled and/or handicapped individuals.

Jill

Week 2: Introduction to sign language training ... what it is
and how to use it
Practice

Catherine

Week 3: Psychological effects on disabled as well as their
families cont'd
Intro to wheelchairs
- types and uses
- safety measures

Jill

Week 4: Sign language training cont'd.
Practical
Intro to Blissymbolics - what it is and how to use it

Catherine

Week 5: Wheelchair lifting techniques and practicum testing
Begin review of weeks 1-3-5 for midterm

Jill

Week 6: Blissymbolics cont'd.
Sign language training.
Review weeks 2-4-6 for midterm

Jill/Catherine

Week 7: Midterm exams

Catherine

Week 8: Introduction to helping disabled persons to eat
(important elements in the environment)

Jill

Week 9: Sign language training
Blissymbolics cont'd.
Intro to Blind mobility training

Catherine

Week 10: Continue various feeding techniques
Begin Abnormal Reflexes or reactions

Jill

Week 11: Blind mobility cont'd.
Sign language training
Intro to hearing impairments

Catherine

Week 12: Reflexes cont'd.
Epilepsy - treatment and care
- observing and reporting

Week 13:

Hearing impairment.
Care of hearing aids.
Sign language training.
(practical)
Begin review of weeks 9-11-13

Catherine

Week 14: Speech and language deficits.
Review weeks 8-12-14

Jill/Catherine

Week 15: Final Exam

Important: The Teacher reserves the right to change the order of the syllabus as deemed necessary.

SPECIAL NOTES

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.