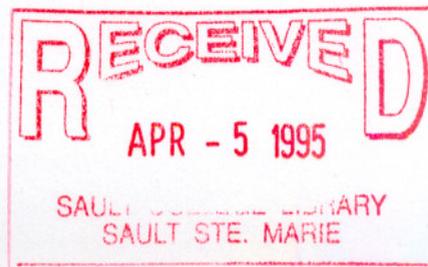


SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINECourse Title: DEVELOPMENTALLY HANDICAPPEDCode No.: DSW 106Semester: SECONDProgram: DEVELOPMENTAL SERVICES WORKER (D.S.W.)Author: KAREN DELUCO
759-6774 EXT. 545 (SWITCHBOARD)
759-2554, EXT. 545 (24 HOURS)Date: JANUARY, 1995 Previous date: JANUARY 1994NEW: REVISED: XAPPROVED: *K. DeRosario*K. DeRosario, Dean
School of Human Sciences and
Teacher EducationDATE: *Jan 12/95*****NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

COURSE DESCRIPTION

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. Legislation and major issue trends will be explored.

COURSE PHILOSOPHY

"That all persons live in a state of dignity, share in all elements of living in the community, and have the opportunity to participate effectively."

COURSE GOALS

This course is designed to help students develop an understanding of the historical evolution of the institution to current trends of working with individuals with a developmental disability. The content encompasses many areas: historical institutions, major issues and trends, and legislation.

STUDENT PERFORMANCE OBJECTIVES

Upon successful completion of this course the student will demonstrate:

1. a facility in expressing the appropriate terminology and categories in developmental disabilities;
2. an understanding of the scope and history of the care and services for the developmentally handicapped;
3. an understanding of syndromes;
4. the difference between physical integration and social integration and the strategies for inclusion;
5. an understanding of the role of past and current legislation;
6. an understanding of the causes of child abuse and how to identify;
7. an understanding of ethical and moral dilemmas in the field of human services.



SYLLABUS:

TOPICS	SCHEDULE (Tentative)
Introduction and overview of material to be covered	Week 1
Terminology and categories of developmental disabilities, (assignment discussion)	Week 2
Historical perceptions and overview of service to the developmentally handicapped characteristics of institutions and slide presentation Williston Report	Weeks 3-4
Define normalization Challenges and Opportunities MCSS 1988 The Multi-Year Plan - Its goals and mandate	Week 5
CLA	
Inclusion Education Individualized Approaches	Week 6,7, 8
The Charter of Rights Developmental Services Act Family Benefits Act Child and Family Services Act Unemployment Insurance Act Consent to Treatment Act Substitute Decisions Act Homes for Retarded Persons Act	Week 9,10, 11
SYNDROMES - AUTISM - F.C.	Week 12
Discuss euthanasia /death; aging persons	Week 13
ABUSE - causal factors, indicators, reporting	Week 14
Review content	Week 15

EVALUATION:

1. ASSIGNMENT #1: MOVIE (worth 5%)

Due: _____

Review a movie which deals with topics in DSW 106. Some suggestions are "My Left Foot", "Little Man Tate", "Rainman", "Forrest Gump".

In one or two type written pages, summarize the movie and relate what insights you have gained in the particular topic. Identify the exact title of the tape and the location where it was found.

This can be an individual or group assignment. Be prepared to discuss this in class.

2. ASSIGNMENT #2 (worth 5%)

Due: _____

Pick an article from a journal or magazine from the following list or from your own choice. Follow the guide on "Guidelines on a Journal".

On the due date be prepared to:

- a) discuss your article review in a group setting;
- b) give hand-in, which must be typed and from 250-500 words, to the instructor

3. ASSIGNMENT #3 - PRESENTATION (worth 30%)

Due: _____

Working in a group, the students will research a specific legislation. In the type written report it will state the mandate, defined population, terminology, local and provincial resources/supports, and applicability to the field of DSW. A brief, oral presentation will be given in class.

4. 3 TESTS (worth 60%)

Each test will be worth 20%.

Total = 100%

RESOURCES

Library: There are several books in the library. Recommended journals/magazines include:

1. Abilities - Canadian Journal of the Disabled
2. Canadian Journal for Exceptional Children
3. Children Today
4. Exceptional Children
5. Exceptional Parent
6. Journal of the Association for Persons with Severe Handicaps
7. Canadian Journal of Education
8. Child Abuse and Neglect
9. Child Abuse Review
10. Education Today

NOTE: Required Legislation Acts will be purchased by DSW 106 students, if available, in lieu of a textbook for this course.

INSTRUCTIONAL TECHNIQUES

A variety of methods will be employed including lectures, large and small group discussion, group presentations, guest speakers and audio/visual presentations.

COLLEGE GRADING POLICY

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

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.

Buddy System: please establish liaison with a DSW 106 student and obtain their contact number to correspond and communicate course material, handouts, test dates, course changes, assignments, etc. This is your responsibility.

Calendar: Mark important dates, exams, assignments. Dates are tentative. Please keep in touch with any changes.

TESTING POLICY:

All tests must be written at the assigned time. If you are unable to attend due to illness or an emergency, the instructor must be notified prior to test time. A message can be left on voice mail if the instructor is unavailable. The instructor **may or may not** allow the student to write the test before the next scheduled class. Please make arrangements for a suitable time. Failure to follow these steps will result in a grade of **0 (zero)** for the test.

