

## SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: LIFE SPAN SUPPORTS

CODE NO.: DSW 116-4 SEMESTER: TWO

PROGRAM: DEVELOPMENTAL SERVICES WORKER

AUTHOR: KAREN DELUCO/Betty Brady/Mike McFarling

DATE: JANUARY 1996 PREVIOUS OUTLINE:

NEW:  REVISED: 

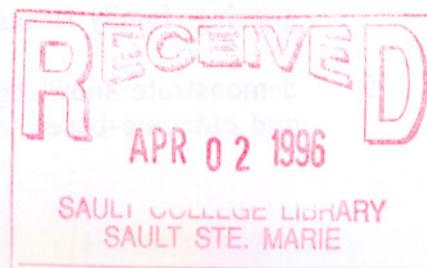
APPROVED:

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

Date

*Jan. 7/96*

**\*\*NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.



**LIFE SPAN SUPPORTS****DSW 116-4****COREQUISITE: PSY 204-3 Life Span Developmental Psychology****INSTRUCTOR: Karen DeLuco****I. COURSE DESCRIPTION**

This course, within a developmental framework, will examine factors pertinent to the support of persons with developmental delays alone or with multiple disabilities. Supports to be examined are: those assisting the person's efforts towards maximum growth and empowerment, to their inclusion and participation in their community and that facilitate development of everyday functional skills that improve the quality of life. Students will be instructed on carrying out personal development plans, using positive learning techniques, assisting the person in achieving functional communication and providing support in all areas of living. In this, the first level of this subject area, the emphasis will centre on the period of the prenatal to that of early adolescence. Issues will include associated symptoms, disorders, and appropriate life concerns for each stage of development. Supports will be examined which allow for person-centred strategies.

**II COURSE OUTCOMES**

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

1. accurately utilize professional vocabulary in school work, class and placement.
2. accurately identify and describe factors pertinent to developmental exceptionalities during the prenatal, perinatal and postnatal periods.
3. select appropriate community supports needed to assist the aforementioned developmental exceptionalities.
4. identify and describe general supports involving early intervention for infants and preschoolers. In particular, the areas of sensory stimulation, social learning, and communication systems will be targeted.
5. demonstrate a knowledge of specific disorders such as: FAS, Downs, CP, Autism, Learning Disabilities (ADD), Epilepsy, Sight Impaired, Hearing Disabled, and Speech and Language disabilities.
6. demonstrate knowledge of appropriate adaptive skills, training and supports regarding sensory stimulation, academics, motor skills, recreation and social skills.
7. accurately select classroom adaptations for school age children with behavioural disorders, learning disabilities, hearing impaired, sight impaired and speech and language disorders.
8. identify and provide relevant supports to adolescents who are at risk for depression, grieving, family issues, and substance abuse.
9. demonstrate knowledge of person-centred planning (empowerment, advocacy, coaching, and outcome-based learning).

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## III REQUIRED STUDENT RESOURCES

**Provided by the College:** relevant handouts, films and videos if applicable; the Learning Resources Centre

**Provided by the Student:**

Drew, C. Mental Retardation. Merrill an imprint of Prentice Hall, 1992

## IV METHODS OF EVALUATION

A final grade will be derived from the following:

Chapter Presentation	10%	-----
Test 1 Chapter 1, 5, 6	15%	-----
Test 2 Chapter 7, 8	15%	-----
Test 3 Chapter 9	15%	-----
Research Project	30%	-----
Participation (attendance/punctuality)	15%	-----
Total:	100%	-----

## CHAPTER PRESENTATION:

Each group (to be formed and documented in class) will be assigned a chapter of the text. The group will only present the answers to the core questions.

**A typed report** of the answers is due on the day of the presentation. (5 marks)

**Presentation** (5 marks). No late reports will be accepted.

**Due Date:** \_\_\_\_\_

**TESTS:** Dates to be announced

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**RESEARCH PROJECT:**

Each group (to be formed and documented in class) will choose or be given a topic relevant to LIFE SPAN SUPPORTS DSW 116. This must be approved by the instructor.

**THE PROJECT AND TYPED REPORT WILL INCLUDE:**

- a. Introduction and focus of the project
- b. Professional Vocabulary
- c. identification and description of general supports and adaptive skills
- d. Community Supports

**DATES FOR ORAL PRESENTATIONS WILL BE ANNOUNCED.****DUE DATE:** \_\_\_\_\_

Students are required to complete all assignments and reports on time as indicated above. Lates (other than substantiated emergencies) will be docked **5 marks per day late** (i.e. overnight). A voice mail left on EXT 545 is necessary with the date and time when the assignment was placed in my College Mailbox for the assignment to be accepted.

Students are required to keep a copy of all assignments submitted to the instructor.

**BUDDY SYSTEM:**

Please establish liaison with a DSW116 student and their contact number to correspond and communicate course material, notes, handouts, test dates, course changes, assignments, etc. This is **your** responsibility.

**CALENDAR:**

Mark in 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 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 (zero) for the test.

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**COLLEGE GRADING POLICY**

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

**SPECIAL NOTE**

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.

COLLEGE GRADUATE POLICY

- 30 - 100% = A+
- 25 - 29% = A
- 20 - 24% = B
- 15 - 19% = C
- 10 - 14% = D
- 5 - 9% = F

GENERAL NOTE

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations and abilities with the instructor.

Each instructor reserves the right to modify the course or adjust content necessary to meet the needs of students.