

CATALOG INFORMATION

Dept and Nbr: PSYT 75

Title: DEVEL DISAB THEORY

Full Title: Developmental Disabilities - Theory

Last Reviewed: 12/19/1995

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	8.00	Lecture Scheduled	7.70	17.5	Lecture Scheduled	134.75
Minimum	8.00	Lab Scheduled	0	1	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	7.70		Contact Total	134.75
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 269.50

Total Student Learning Hours: 404.25

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: PSYT 73

**Catalog Description:**  
Course presents theoretical basis for care and treatment of clients with mental retardation and other developmental disabilities. Emphasis is on planning for continuing care and treatment of the client in developmental centers and community placement. Classifications, treatment programs, interventions, diagnostic tests and measurement, pharmacology, and normalization concepts are integrated throughout the course.

**Prerequisites/Corequisites:**  
Successful completion of PSYT 71 and 71L.

**Recommended Preparation:**

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: Theoretical basis for care and treatment of clients with developmental disabilities and/or mental retardation. Emphasis is on planning patient care for implementation in developmental centers and community settings. Classifications of disorders, treatment programs, interventions, diagnostic tests and measurements, pharmacology and normalization concepts are

integrated throughout the course. (Grade Only)

Prerequisites/Corequisites: Successful completion of PSYT 71 and 71L.

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>			Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>			Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>			Effective:	Inactive:
<b>CSU Transfer:</b>	Transferable	Effective:	Spring 1982	Inactive:	Spring 2011
<b>UC Transfer:</b>		Effective:		Inactive:	

**CID:**

**Certificate/Major Applicable:**

Certificate Applicable Course

## **COURSE CONTENT**

### **Outcomes and Objectives:**

The students will:

1. Describe law, regulations, rights, child abuse and criminal neglect laws associated with the developmentally disabled in California.
2. Describe social and ethical problems relating to the developmentally disabled person.
3. Define developmental disabilities.
4. Describe the 6 major categories and the etiological factors associated with those major categories.
5. Identify tests and assessments commonly used to measure intellectual functions and capabilities.
6. Explain principles and procedures in behavior modification.
7. Describe principles of documentation and charting.
8. Describe normal sensory and motor development.
9. Differentiate normal from abnormal development.
10. Describe nursing measures commonly required in the care of the developmentally disabled client associated with activities of daily living and medical/physiological disorders.
11. Describe the diagnostic ?entihes? and clinical manifestations exhibited.
12. Describe the tenets of the normalization process for developmentally disabled clients.

### **Topics and Scope:**

1. Ethical and legal issues.

2. Definitions and classifications.
3. Behavior modification.
4. Communication/documentation.
5. Common disorders and diseases, medical and nursing care.
6. Sensory/motor development and integration.
7. Measuring intelligence, adaptive behavior and abilities.
8. Normalization.

### Assignment:

1. Reading assignments in preparation for each lecture from required texts and library. 35-50 pages per week.
2. Required viewing of films and audio visual media related to specific syndromes. Approximately 8 per semester.
3. One student presentation (oral) on a client - includes criteria, data base, history, pathophysiology, treatment, intervention and assessment from student viewpoint.

### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, Reading reports, Student presentation

Writing  
15 - 20%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Homework problems, Quizzes, Exams

Problem solving  
5 - 5%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances

Skill Demonstrations  
5 - 15%

**Exams:** All forms of formal testing, other than skill performance exams.

Multiple choice, True/false, Matching items, Completion

Exams  
50 - 80%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

None

Other Category  
0 - 0%

### Representative Textbooks and Materials:

CHILDREN WITH DISABILITIES, "A Medical Primer," 3rd ed. by Batshaw & Perret, Brookes Publishing Co. 1993

