Resolution #3 1992-93

TO: President John E. Van de Wetering
FROM: The Faculty Senate

Meeting on 11-2-92

(Date)

RE:
I. Formal Resolution (Act of Determination)
II. Recommendation (Urging the fitness of)
X III. Other (Notice, Request, Report, etc.)
For your information

SUBJECT: Developmental Disabilities Program

Signed (For the Senate) Date Sent 11-7-92

TO: The Faculty Senate
FROM: President John E. Van de Wetering

RE: I. Decision and Action Taken on Formal Resolution
   a. Accepted. Effective Date 5/5/93
   b. Deferred for discussion with the Faculty Senate on
   c. Unacceptable for the reasons contained in the attached explanation

II. III.
   a. Received and acknowledged
   b. Comment:

DISTRIBUTION: Page only to attached list
Contact Faculty Senate for full Resolution

Distribution Date 11/11/92 Signed (President of the College)
State University of New York
Academic Program Proposal

PROGRAM SUMMARY

Campus  SUNY College at Brockport  Date  4/27/92
Proposed Program Title  Developmental Disabilities Program
Proposed Degree/Certificate  Certificate in Developmental Disabilities
HEGIS Classification Number  5506

Department(s) or Academic Unit(s) that will Offer Program  School of Professions
Proposed Beginning Date  January 1993

Give a brief summary (250 words or less) of proposal describing purpose, academic content, structure, credits, etc. Attach additional sheet if necessary.
The Developmental Disabilities Program is designed to upgrade the skills of direct service personnel employed in public and non profit agencies serving the developmentally disabled. It is also designed to prepare preservice students interested in entering the field.
The program will consist of four core courses and two electives, totalling 18 credits. The core courses in an internship which consists of both classroom and clinical experiences. The two electives permit students to meet their individual learning needs within the context of the developmental disability focus.

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ENROLLMENT

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<thead>
<tr>
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<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tr>
<td>Projected number of students in program/major</td>
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<td>Total headcount</td>
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<td>Full-time</td>
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<td>1:10</td>
<td>1:10</td>
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FACULTY

Characteristics of existing faculty to be used in the initial year of the program

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<th>NUMBER</th>
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<th>Part-time</th>
<th>Adjunct (tenured)</th>
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<tr>
<td>Instructor</td>
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</tbody>
</table>

What percentage of funds to support this program will be from internal reallocation?

If program will lead to certification or licensure, in what field or specialty? Developmental Disabilities

If special accreditation will be sought, by what group(s)? By what date(s)?

If this program or any constituent courses will be offered off-campus, where? Monroe Developmental Center, Lifetime Assistance, Inc.

Identify existing programs on your campus in related and supporting disciplines:

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Students</th>
<th>Faculty</th>
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</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>130</td>
<td>11 + 5</td>
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<tr>
<td>Social Work</td>
<td>260</td>
<td>5 + 14</td>
</tr>
<tr>
<td>Counselor Education</td>
<td>180</td>
<td>6 + 3</td>
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</table>

Summary continues:

This program has the support of the Office of Mental Retardation and Developmental Disabilities as well as SUNY Central. It also has the support of Monroe Developmental Center and the non profit agencies in Monroe County which serve the developmentally disabled.
B. Planning Factors:

1. Purpose, Goals and Objectives
   a. Purpose: To support the education and career advancement of New York State and voluntary not-for-profit agency workers in the field of mental retardation and developmental disabilities.
   b. Goals: to enhance the knowledge and skills of personnel who meet the programmatic and residential needs of the developmentally disabled; to provide education and training for pre-service students interested in entering the field.
   c. Objectives: Upon completion of the program students will be able to:
      1. Discuss historical aspects which led to the deinstitutionalization, normalization, and active treatment of persons with developmental disabilities.
      2. Analyze the difference between the developmentally disabled person and others in society relative to the process of human growth and development.
      3. Communicate effectively with persons with developmental disabilities, members of the active treatment team and the community.
      4. Participate in the design of a holistic plan of care for a developmentally disabled person.
      5. Integrate knowledge and skills drawn from the natural and social sciences toward the improvement of the quality of care of developmentally disabled persons.

2. Similar Programs/Impact - Within the University of the State of New York there are two programs that are designed to meet the educational needs of those serving the developmentally disabled.

City University of New York initiated a Developmental Disabilities Certificate Program, coordinated by Professor David A. Goode. The certificate requires successful completion of a module of six courses which may be taken alone or as part of an associate degree or baccalaureate program.
The program at CUNY was established after a needs assessment was conducted by surveying the OMRDD employees within the five boroughs of New York City. The results of the survey demonstrated strong support for additional training and career development by the workforce involved in serving the developmentally disabled. CUNY's program addresses the needs of the workforce in Region IV. Since this program would service the workforce in Region I, there should be little or no impact on CUNY's program.

In Region I, Niagara Community College has offered a Certificate Program in Rehabilitation Services for the Developmentally Disabled. This program was designed to meet the needs of people working with the developmentally disabled who live primarily in Niagara, Erie, and Orleans counties. The prospective students who have responded positively to the program which we have proposed are employees of Monroe Development Center and the voluntary agencies serving the developmentally disabled in Monroe County. Niagara Community College however, has decided to broaden its certificate program in order to become a more generic rehabilitation program and to prepare personnel to work in the areas of drug and alcohol abuse as well.

There are baccalaureate programs in both the public and private sectors which prepare teachers in Special Education, but none which address the needs of the approximately 3,000 workers who provide programmatic and residential services for the population of developmentally disabled in Monroe County and its environs.

Copies of the Letter of Intent have been sent to the following:

3. Clinical Instruction: The proposed Program has the support of both the Monroe Developmental Disabilities Service Office (DDSO) and the voluntary, not-for-profit agencies. Both use of clinical sites and access to client assignment are available at these agencies and will not negatively affect their use by any other agency.

In order to facilitate clinical instruction, a Memorandum of Understanding between the Office of Mental Retardation and Developmental Disabilities (OMRDD) and SUNY [See Appendix I] has been developed for use in affiliation agreements for the training and education of employees in OMRDD settings. This document was the result of a collaborative effort involving Monroe DDSO, the Office of Workforce

At the present time, use of these agencies by other institutions is negligible and impact will be negligible, as well. All of these agencies are participants in the planning process for this program and are agreeable to the use of their agencies as sites for the internship portion of the program.

C. Need

1. Program Justification - A University of Wisconsin-Stout study of rehabilitation facility personnel needs indicates an increasing labor shortage of direct service delivery personnel in facilities providing services to persons with severe disabilities. Presently employed persons are in need of fundamental communication and other work skills to become effective facility and supported employment employees. Due to limited pre-employment training, currently employed personnel are in need of basic training related to developmental disabilities. (USED, 1991).

There are approximately 54,000 employees in New York State serving the developmentally disabled. It is estimated that across the state there will be the need to hire 2,362 new employees to replace those leaving the system in the coming year. The need to educate staff at all entry levels of employment is self-evident. This program will complement and build upon the orientation programs of both public and private agencies.

Over the past few years SUNY College at Brockport, the Monroe Developmental Disabilities Services office (a unit of the New York State Office of Mental Retardation and Developmental Disabilities) and other local voluntary not-for-profit agencies serving the developmentally disabled have been meeting to discuss ways to improve the pre and post training of personnel working with the developmentally disabled. These meetings complement those that have occurred at the state level between the New York State Office of Mental Retardation and Developmental Disabilities and the State University of New York regarding training needs of employees working with the developmentally disabled.
This program is designed to meet the educational needs of those serving the developmentally disabled primarily in Monroe County, but staff in counties contiguous to Monroe County will also participate. In Monroe County, there are approximately 3,000 non-administrative employees serving the developmentally disabled. In 1991, it is estimated that 250 persons are new hires with preparation at the basic orientation level. Although many are prepared in specific disciplines, they are not credentialled as rehabilitation professionals nor have specific knowledge relative to the developmentally disabled.

The program is directed at staff with varying formal educational preparations who have been hired to work in both institutional and residential settings, and day service settings such as day treatment, day training, sheltered workshops and supported work. It is also anticipated that, through advertising, this program will attract students already on campus who may be peripherally interested in the developmentally disabled and, thus, be a source of new workers in the system.

The need for this program was documented by the public and private sector serving the developmentally disabled. A representative sample of 600 randomly selected employees of Monroe County Developmental Disabilities Service Office and other voluntary agencies in the field of mental retardation and developmental disabilities was sent in May-June 1991.

Of the 306 respondents, 93% indicated a strong interest in the program. The responses indicated that 59% of those surveyed had a minimum of a high school education, 16% possessed an associate's degree and 26% a baccalaureate or higher degree. However, only 14% were currently enrolled in a college course. Of the respondents, 54% were direct care personnel, 16% clinical staff, 16% supervisory personnel, and 10% in other roles.

Only City University of New York offers a similar program in New York State. The students in this program are primarily from downstate from Staten Island and Manhattan and employed either by the Staten Island Developmental Disabilities Service Office or by one of the private agencies which are members of the Staten Island Retardation and Disabilities Council. This proposed program will address the needs of personnel in western New York
State for whom CUNY’s program would be inaccessible due to distance.

2. **Enrollment Estimates** - The survey indicated that students were equally interested in taking one or two courses a semester. Taking two courses a semester, students can complete the program in three semesters. The enrollment estimate displayed in the Program Summary represents the schedule of students taking two courses a semester. Forty students will be dispersed through four courses in Fall ’93 and sixty students through six courses in Spring ’94, totalling one hundred students. However, only sixty individuals will be involved each semester thereafter as the students move through the six courses. If twenty students join the program each semester as projected, a total of two hundred students will have completed the program at the completion of five years. If the number of students who take only one course a semester is added, an even greater number of personnel will have been served. The survey indicated that one hundred one were interested in taking two courses a semester and eighty preferred taking one course a semester.

3. **Impact on College Enrollment** - It is estimated that on a campus of 9,600 students the impact of approximately sixty students per semester, distributed among six courses, will be negligible. The major fields of study which will be involved in this program will be the departments of Counselor Education, Nursing, and Social Work where the core courses are offered. Electives will be offered by these departments as well as the departments of Psychology, Health Science, Education and Human Development and Communication.

4. **Preparation for Employment** - This program is designed primarily to serve the educational needs of personnel currently employed in the MRDD System. However, through advertising, it may also serve as a recruitment tool for current college students who may be interested in future employment serving the developmentally disabled.

5. **Potential for Articulation** - The courses taken in this program will be applicable to completion of requirements for a baccalaureate degree, either in the major fields where the core and elective courses are offered, or as general liberal arts electives within total degree requirements.
D. Program Quality

1. Program Evaluation - The CIPP model of evaluation will be used - Context, Input, Process and Product. Specifically,
   a. Context Evaluation - This process analyzes the external environment in which the program takes place. It will include identifying unmet needs, collecting and analyzing data regarding unmet needs and planning for change based on the data analysis.
      This will involve annually surveying agencies in the community that provide direct services to the developmentally disabled.
   b. Input Evaluation - This process provides a means of collecting data about the various components of the system including students, faculty, mentors and agencies providing internship sites. Analysis of these data will be used to assess the program's abilities to meet goals, determining strategies for achieving goals and objectives and analyzing alternative plans for achieving goals and objectives.
   c. Process Evaluation - This process permits the identification of weaknesses and strengths in instruction through formative evaluation. This is done through analysis of examination questions which are designed to measure partial achievement of course objectives. An evaluation tool (See Appendix III) will be used to assess students' performance in the internship course and is based upon student achievement of specific behavioral objectives. These objectives are derived from the program objectives and have been analyzed so that specific student behaviors can be observed and measured. Student input will also be obtained by their evaluation of faculty, courses, and internship sites.
   d. Product Evaluation - This process determines the effectiveness of the program and relates outcomes to process. The main purpose is to determine whether the objectives of the program have been met. Students completing the program will be given a Program Evaluation Tool. Employers of the students will be sent a survey instrument to assess their observation of the quality of performance of those completing the program.

2. Accreditation - There is currently no accrediting
body for this type of program.

E. **Criteria and Admission Procedures**

1. To be admitted to the program an applicant must meet the following requirements:
   a. Evidence of one of the following formal education requirements:
      1) A high school diploma or GED certificate
         and
      2) Entry level assessment in reading, writing and computation skills. Assessment will be conducted at either SUNY College at Brockport or at Monroe Developmental Disabilities Service Office Computer Assisted Learning Center. (Note: students interested in entering the Program who do not have the equivalent of a high school diploma will be referred to SUNY Brockport’s Educational Opportunity Center Outreach Office or Monroe Developmental Disabilities Service Office who will serve as a central referral source to provide students with information on which local programs can best assist them).
         Or
      b. Associate or higher collegiate degree.
         Or
      c. College transcripts evidencing ability to succeed in college level courses.
         And
      d. Students must also attend a three hour orientation presentation, “Introduction to Developmental Disabilities Certificate Program” that will cover the following topics:
         1) Overview of developmental disabilities system
         2) Introduction to human development
         3) Introduction to developmental disabilities.

The presentation will be offered at such sites as high schools, Monroe Developmental Disabilities Service Office and other area voluntary agencies that provide services to the developmentally disabled, SUNY College at Brockport, and adult continuing education sites.

A waiver of this module may be obtained by evidence of successful completion of an approved orientation/training program or a minimum of one year experience in Developmental Disabilities.

Students interested in the program who do not have a
2. Supportive Resources

The SUNY Brockport Academic Improvement Center is centrally located on campus and in addition to providing assessment for students will provide them with support when enrolled in the certificate program. Services offered to students include computer-assisted tutoring for writing and math; a computer classroom for writing and math software demonstrations and instruction, and computer access for students to work independently on assignments. The Center has professional staff and is open mornings, afternoons, and some evenings. Brockport College also has programs established to aid minority students:

1. Collegiate Science and Technology Entry Program - has been supported for over 5 years by the New York State Department of Education. The program's purpose is to encourage students who are either economically disadvantaged and/or member of underrepresented minority groups interested in the fields of science, health professions, or programs leading to licensure (e.g., social work) to stay in school and enter those fields. Since its inception, a core of the program has been a one-to-one match with students and a faculty mentor. Over 60 full-time students are currently in the program. The program includes:
   - $500 stipends for students,
   - matching with a faculty mentor in the student's area of interest who meets with student at least twice a month to assist in identifying student needs and helping to meet those needs whether academic, personal, financial, etc.

2. The Ronald E. McNair Program, funded by the U.S. Department of Education - its purpose is to prepare graduate and undergraduate low-income first-generation college students and students from groups underrepresented in graduate education for doctoral study. The program also provides a $500 academic year stipend for students and matches students with faculty mentors.
Monroe DDSD also has a Computer-Assisted Learning Center that is a technology-based multi-media program for workforce development. The Center offers basic through college preparatory programs including preparation for the GED. The Center will provide entry-level assessment and developmental programs in reading, writing, and computation skills to prepare employees for the Developmental Disabilities Program. Approximately 20% of the workforce accesses the Center for workplace learning and computer programs.

3. Pre-assessment of Students - As indicated previously, entry level assessment in reading, writing and computational skills will be conducted either at SUNY College at Brockport or at Monroe Developmental Disabilities Service Office's Computer Learning Center. Students who do not have the equivalent of a high school diploma will be referred to Brockport's Educational Opportunity Center Outreach Office or to Monroe Developmental Disabilities Service Office for referral to local programs which can best assist them.

4. Advisement - Students will receive on-going advisement by both faculty at SUNY College at Brockport and professional staff at Monroe Developmental Disabilities Service Office and the participating voluntary agencies. CSTEP and McNair programs are available to provide mentors to any qualified full time students. Grant applications have been made to the U.S. Department of Education. If funded, they would also provide for mentorship of students.

F. Course of Study: Program in Developmental Disabilities

1. Objectives:
   Upon completion of the program in developmental disabilities the student will be able to:

   a. discuss historical aspects which led to the deinstitutionalization, normalization and active treatment of persons with developmental disabilities.

   b. analyze the difference between the developmentally disabled person and others in society relative to the process of human growth and development.

   c. communicate effectively with persons with developmental disabilities, members of the
active treatment team and the community.

d. participate in the design of a holistic plan of care for a developmentally disabled person.

e. integrate knowledge and skills drawn from the natural and social sciences toward the improvement of the quality of care of developmentally disabled persons.

2. Curriculum - will consist of a total of 18 credit hours. The interdisciplinary core courses described below are already existing courses at SUNY College at Brockport. The core courses account for 12 credit hours and electives for six, totaling 18 credit hours. All coursework will be applicable to a bachelors degree at SUNY College at Brockport.

a. Core Courses:

1. **Professions 204 - Developmental Assessment** (3 credit hours). This course uses Erikson's eight stages of human life cycle as the framework for eight modules examining all aspects of normal human development from conception to death. It emphasizes assessment of physical, motor, psychosocial and cognitive development. A component focuses on alterations in development in the developmentally disabled population.

2. **Counselor Education 391 - Introduction to Counseling** (3 credit hours). This course examines the philosophical basis of counseling. Students identify and understand five counseling theories, five interpersonal skills, and demonstrate basic competence in interpersonal relations.

3. **Social Work 378 - Developmental Disabilities** (3 credit hours). This course will provide examination and analysis of developmental disabilities in individual, family and group practice experiences; policy and planning in the development, coordination and impact on delivery services.

4. **Pro 300 - Developmental Disabilities Internship** (3 credit hours). Students will have the opportunity to apply the knowledge gained in their core and elective courses in various settings. Students will follow the progress of developmentally disabled individuals in the community and
developmental center. Scheduling of experiences in various disciplines will be coordinated with student's educational and career goals and objectives.

b. Elective Courses: - are the final of the five curriculum requirements for the program in development disabilities. Courses may be chosen from the areas of Anthropology, Education, Nursing, Social Work, Psychology, Health Science, Communication, Recreation and Leisure, Counselor Education, and the National Program on Noncollegiate Sponsored Instruction (PONSI): Active Treatment and Therapeutic Techniques (currently offered at Monroe County DDS0). A listing of courses in these disciplines that may serve as elective are listed below.

**Anthropology**

ANT 313 - Culture and Disability

**Education**

DBD 311 - The Exceptional Individual - Implications for Life Adjustment and Learning
DBD 413 - Introduction to Learning Disabilities
DBD 417 - Psychological Aspects of Mental Retardation
DBD 490 - Topics in Developmental and Behavioral Disabilities

**Nursing**

NUR 331 - Physical Assessment

**Health Science**

HLS 304 - First Aid
HLS 305 - Human Service System
HLS 311 - Nutrition
HLS 312 - Mental Health
HLS 419 - Human Sexuality

**Recreation & Leisure**

REL 306 - Recreation for Persons with Disabilities
REL 405 - Phil & Principles of Therapeutic Recreation
REL 407 - Methods of Therapeutic Recreation

**Social Work**

SWO 372 - Sex & Life Cycle
SWO 379 - Physically Handicapped Person: Issues, Legislation, Intervention
Communication
ENG 111 - Basic Communication (written)

Psychology
PSH 101 - General Psychology
PSH 110 - Principles of Psychology
PSH 325 - Motivation
PSH 332 - Conditioning and Learning
PSH 334 - Abnormal Psychology
PSH 341 - Brain & Behavior
PSH 345 - Sexual Behavior
PSH 351 - Cognitive Processes
PSH 384 - Developmental Psychology
PSH 385 - Applied Behavior Modification
PSH 483 - Behavior Modification

Education
EDI 325 - Understanding the Exceptional Learner

Counselor Education
EDC 422 - Ethical Issues for the Helping Professional
EDC 418 - Conferencing Skills

C. Proposed New Course:
The one course newly developed for this program is
PRO 300 - Developmental Disabilities Internship (see Appendix)

D. Credit for Prior Learning:
SUNY College at Brockport recognizes four sources for
obtaining college credit for prior learning: credit
by examination, armed forces experience, educational
experience in non-collegiate organizations, and
portfolio assessment. It is intended for adults,
rather than for students entering college directly
after high school. Use of these mechanisms for
obtaining credit is possible in this program and
advisement will be available from the program
coordinator, the Office of Academic Advisement or
Career Development and Placement.

I. The library resources available to students taking this
program will be provided by the library at SUNY College
at Brockport and by the agencies in Monroe County serving
the developmentally disabled. SUNY College at
Brockport's subscribes to over 40 journals which apply to
developmental disabilities and textbook holdings which
support the care and elective courses number over 4000.
The voluntary agencies have modest journal and textbook
holdings. However, Monroe Developmental Center currently
subscribes to 50 journals and has holdings of over 3000
texts which specifically address developmental disability
issue.

In the event that a specific journal or text is
unavailable, students will have access to Interlibrary
Loan. Films, videotapes and slides are also available in
the Special Materials Section in Brockport's library and
at Monroe Developmental Center. In addition, computers
are available in Brockport's library to search databases
for students' research.
APPENDIX

Developmental Disability Internship

Course Description - Students in this course will have the opportunity to apply the knowledge from their core and elective courses in various settings. Students will follow the progress of developmentally disabled individuals in the community and a developmental center. Scheduling of experiences in various disciplines will be coordinated with student's educational and career goals and objectives. (3 credit hours)

Prerequisites:
- PRO 204 - Developmental Assessment
- EDC 301 - Introduction to Counseling
- SWO 378 - Mental Retardation
- Minimum of one elective

Course Objectives - Upon completion of this course the student will be able to:

1. Communicate effectively with persons with developmental disabilities, members of the active treatment team and the community.
2. Participate in the design of a wholistic plan of care for a developmentally disabled person.
3. Integrate knowledge and skills drawn from the natural and social sciences toward the improvement of the quality of care of developmentally disabled persons.

Settings for internships include the Monroe Developmental Disabilities Service Office, Lifetime Assistance, Inc., Developmental Services.

The discipline areas available for student placement are: occupational therapy, physical therapy, nursing, nutrition, recreation therapy, speech, social work, psychology, and habilitation. Staff in disciplines regulated by licensure or credentialling will be so certified.

Evaluation - Mastery of the objectives of this course will be determined by the student's performance in the following:

1. Field Work
2. Discipline Analyses
3. Case Studies
4. Research Paper
5. Symposium
Field Work Guidelines

Time: 14 weeks/semester

Students will follow two individuals, one living in the community and one from a developmental center throughout the semester. Students will rotate through the disciplines which are involved with the developmentally disabled individual's active treatment plan and attend the individual's active treatment team review(s).

Scheduling of disciplines will take into consideration the students specific educational goals and objectives.

Evaluations: The students will demonstrate the ability to:
1. collect, use and apply data
2. set goals and carry out treatment
3. communicate effectively
4. perform in a professional manner

The student will refer to the Internship Evaluation Form for the specific behaviors upon which they will be evaluated.
Discipline Analysis Guidelines

Complete a discipline analysis for each discipline observed during the internship. For some areas you will need to discuss the topics with the coordinator of the discipline. For other areas you will need to observe a clinician.

Discipline Specific:
1. Define the discipline.
2. State the educational preparation of various levels within the profession.
3. Describe the role of the therapist/clinician observed.
4. State the educational preparation of the therapist/clinician observed.
5. Describe the discipline's treatment modalities used.
6. Describe the discipline's evaluation process.
7. Describe the discipline's required documentation.
8. List examples of situations where clinicians interface with other team members.
9. Relate your impression of the profession's role and function.

Individual Specific:
1. Explain the reason for the developmentally disabled individual's referral for therapy.
2. Relate the goals, objectives and modalities established for the individual.
3. Give the rationale for the established treatment modalities.
4. Compare initial assessment information with current functional level.
5. Relate how the medication regime affects the individual's plan of care.
6. Explain how the information obtained from the discipline's evaluation tools contributes to the individual's CFA and total plan of care.
7. Make recommendations that would modify or enhance the active treatment plan.
Case Study Guidelines

Students will be expected to develop a case study on each of two individuals. The coordinator will assign the student one community-based and one Monroe Developmental Center-based individual, each to be followed over half the semester. A case study on each individual will be developed by the student: the first due at midterm, the second at the end of the semester. An alternative assignment may be to follow two individuals over the full semester with the two case studies due at the end of the semester.

Outline:

I. History of individual
   A. Psychosocial
   B. Physical
   C. Family

II. Current status of individual
   A. Clinical support services
      1. residence
      2. day program
   B. Family involvement
   C. Community integration

III. Individual's goals
   A. Summary of active treatment plan
   B. Recommendations for modification of active treatment plan.

Evaluation: Evaluation of the case studies will be based upon:

1. analysis of the individual's history. (10%)
2. breadth of understanding of the individual's support services. (15%)
3. familiarity with the individual's family and community involvement. (15%)
4. assessment of the individual's active treatment plan. (30%)
5. recommendations for modifications or enhancements to the active treatment plan. (30%)
Case Review Guidelines

1. State the disciplines in attendance.
2. Identify the title of the person serving as facilitator.
3. Describe the meeting format.
4. Describe the level of participation of the developmentally disabled individual.
5. Critique whether the individual's rights, needs and desires were respected.
6. Describe the role of the OMRP as defined by 483 regulations.
7. Relate the planning process for case review.
8. Describe the CPA process.
9. Relate how needs are prioritized.
10. Define short/long term goals for the least restrictive environment.
11. Assess the outcome of the developmentally disabled individuals review.
12. Describe the referral process when a change in the individual's level of care is indicated.
13. Describe the team dynamics.
14. Evaluate the effectiveness of the review process.
15. Make recommendations for modifying/enhancing meeting facilitation.
16. Make recommendations that would modify or enhance the individual's plan of care.
Guidelines for Research Paper

The purpose of this paper is to examine critically a topic relative to the developmentally disabled. The content of this paper will include an in-depth review of the literature, analysis of relevant issues and subsequent recommendations.

Suggested Topics:

1. Developmental Disability Syndrome or Pathology
2. Professional Discipline - its role in serving the developmentally disabled
3. The Developmental Disabilities Service System
4. Legislation Related to Developmental Disabilities
5. Other - topic selection with permission of the instructor

Criteria for Research Paper:

1. The paper should be no less than 10 and no more than 15 typewritten pages long, typed on a computer utilizing a word processing program.
2. Style must conform to the A.P.A. style manual.
3. The bibliography must contain a minimum of 15 sources relevant to the topic.
4. The reference list must show breadth in scope sufficient to cover the issue. A minimum of 10 references is required.
Special Instructions:
1. A bibliography, using A.P.A. style, will be submitted.
2. The outline of the topic will be submitted for the instructor's approval.
3. The rough draft of the paper will be submitted to the instructor for review.
4. The final draft of the paper will include the instructor's suggestions for revision and editing. The rough draft must be submitted along with the final paper. The original paper will not be returned. Students, therefore, should make a copy for their records before submissions of the final paper.
5. Timetable for Research Paper:
   - bibliography due
   - outline due
   - rough draft due
   - final draft due

NO PAPER ACCEPTED AFTER DEADLINE!
Symposium Guidelines

Each student will be expected to share with fellow students in the internship course a summary of the results of their research paper. A total of 15 minutes will be allowed for their presentation, and an additional 10 minutes for questions.
President John E. Van de Wetering  
State University College  
Brockport, New York 14420

Dear John:

Your Letter of Intent for a certificate program in Developmental Disabilities has been approved. If you plan to develop a proposal for this program, please advise Provost Burke and proceed in accordance with Memorandum to Presidents, Vol. 86 No. 10, "Revised Guidelines for Submission of Academic Program Proposals."

The title is approvable; the HEGIS code will be #5506. There are currently no similar programs at SUNY.

If assistance is needed in the development of the proposal, please contact Dr. Ruth Baines, Assistant Provost for Allied Health and Nursing at 518/443-5484.

Sincerely,

Richard S. Jarvis  
Vice Provost for Academic Programs and Research

xc: Dr. Burke  
    Dr. Baines