

# DEVELOPMENTAL SERVICES WORKER

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## Program Outline

<b>Major:</b>	DSWR
<b>Length:</b>	2 Years
<b>Delivery:</b>	4 Semesters
<b>Credential:</b>	Ontario College Diploma
<b>Effective:</b>	2014-2015
<b>Location:</b>	Orillia
<b>Start:</b>	Fall (Orillia)

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### Description

The Developmental Services Worker program provides students with the knowledge and skills required to support people with developmental disabilities to participate in all aspects of life in their communities. Our program is anchored philosophically in persondirected planning, and in promoting the development of natural supports and opportunities for inclusion.

Our program includes core/mandatory curriculum areas, general education, communication courses, and field placements. Core curriculum areas include intensive study in the following: supporting individuals and their families; accessibility, inclusion and participation; physical well being and administration of medication; skills of helping, as well as professional communication, values, ethics and principles.

### Career Opportunities

Job placement has consistently been a strength of Georgian's program. The downsizing of institutions has led graduates to successful employment in community based agencies. In addition to growth trends in full-time contractual and self-employment, a variety of career opportunities exist including: supported independent living counsellors, specialized care providers, residential counsellors, job coaches, educational assistants, generic skills instructors, employment instructors, advocates, mediators, and life skills instructors.

## Program Learning Outcomes

The graduate has reliably demonstrated the ability to:

- conduct oneself in an ethical, competent and accountable manner in all professional relationships;
- provide person-directed supports and services that respect and promote self-determination for people with developmental disabilities;
- provide for the safety of people with developmental disabilities, self and others in compliance with all applicable legislation, regulations and standards or practice;
- support health and well-being of people with developmental disabilities;
- employ and adapt formal and informal strategies to support the learning of people with developmental disabilities;
- provide leadership in the development of inclusive communities;
- develop strategies and plans that lead to improved job performance and the maintenance of well-being;
- employ environmentally sustainable practices within the profession.

## The Program Progression:

Fall Intake - Orillia

Sem 1	Sem 2	Sem 3	Sem 4
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Fall	Winter	Fall	Winter
2014	2015	2015	2016

## Articulation:

A number of articulation agreements have been negotiated with universities and other institutions across Canada, North America and internationally. These agreements are assessed, revised and updated on a regular basis. Please contact the program co-ordinator for specific details if you are interested in pursuing such an option. Additional information can be found on our website at <http://www.georgiancollege.ca/admissions/credit-transfer/>

## Admission Requirements:

You must meet ONE of the following requirements to be eligible for admission to these programs:

Secondary school applicants:

- OSS curriculum: OSSD or equivalent, with Grade 12 English (C) or (U) (ENG4C, ENG4U)

Non-Secondary school applicants (19 years or older):

- Any credit Communication course taken at Georgian College
- College preparatory programs including those taken at Georgian College: Human Service Foundation General Arts and Science\*
- Equivalent courses in English taken through secondary school or Independent Learning Centres (at the general, advanced, college or university level)
- Academic and Career Entrance Certificate (ACE) program with communications
- Mature student testing in English that meets the minimum standards for admission (available through most testing services)\*
- Ontario High School Equivalency Certificate (GED)
- English, Literature or Communication credit courses from accredited colleges/universities

Home school applicants:

- Applicants can write the mature student testing in English that meets the minimum standards for admission (available through testing services)\*

\* available from Georgian College. For a complete listing please contact the Office of the Registrar.

Non-secondary school applicants who are 19 years of age or over by the first day of classes, and who lack the academic entrance qualifications, may be considered for entrance to an appropriate post-secondary diploma or certificate program as mature applicants. Mature applicants must meet all program specific prerequisites including all selection criteria; equivalencies are stated above. Applicants who are unsure whether they meet admission requirements should contact the Office of the Registrar. In addition, those applying as mature students and having no documentation of Grade 12 education must supply, if required, proof of age, such as a copy of an official birth certificate or driver's licence. Refer to Section 2.5 and 2.6 of the Academic Calendar for further details.

Credit transfer and course exemptions:

Applicants who have taken courses from a recognized and accredited post-secondary institution and/or have relevant life/learning experience may be eligible for credit transfer/course exemptions. Courses/experience must match at least 80% of the learning outcomes of a Georgian College course with a minimum grade of 60% or C achieved in previous coursework; some program exceptions apply (see program outline). For further information please visit the Credit Transfer Centre website: [georgiancollege.ca/admissions/credit-transfer/](http://georgiancollege.ca/admissions/credit-transfer/)

### **Criminal Reference Check:**

Placement agencies require an up-to-date clear criminal reference check and vulnerable

sector check prior to going out on placement. Students should obtain their criminal reference check approximately one month prior to placement; checks conducted earlier may not be considered current. As some jurisdictions require longer lead-time for processing, please check with the program co-ordinator to ensure you allow for sufficient turn-around time. Students are required to provide these checks prior to placement start.

NOTE: A record of criminal offences, for which a pardon has not been granted, may prevent the student from completing their placement, thereby affecting their ability to graduate.

**Additional Information:**

Applicants must have an up-to-date immunization record, Standard First Aid and CPR level C or HCP certification before proceeding on field placement. It is recommended that First Aid training is completed prior to program entry. It is strongly recommended that students accepted into the DSW program have volunteer or past work experience in the field of developmental disabilities.

**Graduation Requirements:**

- 18 Mandatory Courses
- 2 Communications Courses
- 3 General Education Courses
- 3 Field Placements

**Graduation Eligibility:**

To graduate from this program, the passing weighted average for promotion through each semester, from year to year and to graduate is 60%. Additionally, a student must attain a minimum of 50% or a letter grade of P (Pass) or S (Satisfactory) in each course in each semester.

**Mandatory Courses**

- DEVS1007 Introduction to Developmental Disabilities
- DEVS1008 Active Living
- DEVS1009 Augmentative Communication
- DEVS1010 Supports in Education
- DEVS1011 Person Directed Planning
- DEVS1012 Body Systems and Disorders
- DEVS1013 Sexuality and Social Relationships
- DEVS1014 Autism Spectrum Disorders
- DEVS2001 Facilitative Techniques
- DEVS2015 Supportive Counselling

DEVS2016 Dual Diagnosis  
DEVS2017 Developmental Services: Issues and Trends  
DEVS2018 Gerontology in Developmental Services  
DEVS2019 Behavioral and Family Supports  
HLTH2000 Health Skills  
HLTH2001 Pharmacology  
HLTH2002 Medication Administration  
HUMN1012 Human Lifespan Development

#### Communications Courses

To be selected at time of registration from the College list, as determined by testing.

#### General Education Courses

To be selected from College list

#### Field Placements

DEVS1015 Field Placement: Educational Placement  
DEVS2020 Day/Community Placement  
DEVS2021 Residential Placement

#### **Course Descriptions:**

DEVS1007 Introduction to Developmental Disabilities 56.0 Hours

This course provides an introduction to a wide variety of topics that are fundamental to further study in the DSW program. Students are encouraged to develop a philosophy of care and support that reflects the core values of inclusive community, advocacy, value-based support and person directed planning. Students will examine common developmental disabilities and gain awareness of the etiology, symptomatology and support needs/measures for individuals with these labels.

DEVS1008 Active Living 28.0 Hours

This course examines the importance of an active living lifestyle. Personal and societal trends relating to the concepts of play, recreation, leisure and wellness will be discussed within a framework of developing quality recreational experiences for persons with special needs. Techniques of facilitation including leadership, program planning and community development will be discussed.

DEVS1009 Augmentative Communication 28.0 Hours

This course provides the skills necessary to communicate with individuals who have receptive and expressive communication differences and thus use other communication options to augment or replace speech. Effective collaboration with other service

providers, family members, friends, employers and the community enable successful interactions for all.

#### DEVS1010 Supports in Education 42.0 Hours

This course examines current special education policies and procedures within the educational system. The role of educational supports will be discussed. The use of technology, various tools, and adaptations as a catalyst for learning and inclusion will be examined.

#### DEVS1011 Person Directed Planning 42.0 Hours

Different ways of assisting people to achieve their desired lifestyle through person directed planning will be explored. Several planning methods (technologies) will be studied. Evaluation of the supports provided as a result of the planning process will be examined in terms of outcome based performance measures, accountability and quality of life indicators. This course investigates the fundamental elements of interpersonal communication. Skills in improving communication climates and resolving interpersonal conflicts are examined.

#### DEVS1012 Body Systems and Disorders 42.0 Hours

This course provides students with a working knowledge of the structure and function of the human body. Common disorders associated with each system will be examined. This will assist students in the assessment of physical needs and administration of health care for persons with developmental disabilities.

#### DEVS1013 Sexuality and Social Relationships 28.0 Hours

Sexuality and social relationships are vital components of life, and should be acknowledged and respected regardless of disability. Along with parents, DSW's often share responsibility to teach acceptable social and sexual behaviour. Some of the topics examined in this course include: sexual rights, vulnerability, masturbation, parenthood, inappropriate sexual behaviour, social skill development and techniques, and sexual counselling models. Ethics of Touch and the reporting of abuse will be discussed in depth.

#### DEVS1014 Autism Spectrum Disorders 28.0 Hours

This course is designed to provide students with an understanding of the theories regarding the etiology of autism spectrum disorders. Common signs, symptoms and characteristics will be discussed. The design and implementation of behavioural treatment plans, with an emphasis on Applied Behaviour Analysis and Intensive Behavioural Intervention, will be examined.

#### DEVS1015 Field Placement: Educational Placement 210.0 Hours

Students are placed in Ministry of Education approved settings (elementary and secondary schools) with supervision from certified teachers and college monitors. Acting in the capacity of an educational assistant, the student assists individuals with a variety

of special needs (developmental, behavioural, social, physical or learning challenges) to reach academic and life skill goals.

P- DEVS1010 Supports in Education and P- AID2 First Aid - DSWR program and P- IMM2 Immunization - DSWR and C- DEVS1011 Person Directed Planning

#### DEVS2001 Facilitative Techniques 42.0 Hours

This course provides students with an understanding of the principles and application of facilitative techniques designed to assist persons with developmental disabilities acquire new skills. Through a variety of procedures, including precision teaching, students will be able to utilize strategies to assist, coach or teach skills to optimize independence and encourage self-advocacy. The strategies utilized are consistent with respecting and valuing people.

#### DEVS2015 Supportive Counselling 42.0 Hours

This course introduces students to a problem model of helping. Emphasis is strongly placed on the values that form the foundation of supportive counselling: respect, genuineness, empathy and empowerment. Students learn about the significance and impact of relationships, processes of problem-management, finding solutions, value-based challenging, goal setting and implementation. Students practice and are evaluated in empathic listening.

#### DEVS2016 Dual Diagnosis 42.0 Hours

Dual diagnosis refers to a condition wherein an individual with a developmental disability is also diagnosed with a mental health problem such as mood disorder, schizophrenia, dissociative, anxiety, and/or personality disorder. This course educates students about the nature of dual diagnosis, and need for coordinated systems of support.

#### DEVS2017 Developmental Services: Issues and Trends 56.0 Hours

This course will examine selected issues and new directions in the areas of services and supports for people with developmental disabilities. Relevant ethical and legal issues will be studied. Professional process and practice in the context of the human service organization will be examined. Opportunities for setting professional goals and developing a career portfolio will be provided.

#### DEVS2018 Gerontology in Developmental Services 42.0 Hours

This course provides an overview of the normal aging processes including the physical, cognitive, sensory, communication and psychological needs of older adults. Common pathological problems, along with specialized needs in aging, are highlighted with an emphasis placed on developmental disabilities. Knowledge of community resources and understanding the role of the service provider in promoting health and well being among older adults is discussed. Grieving and the process of death and dying will be examined.

#### DEVS2019 Behavioral and Family Supports 42.0 Hours

This course will provide students with the skills and knowledge needed to design interventions that utilize the principles of applied behavioural analysis. Students will apply behavioural change strategies through the implementation of a variety of facilitative techniques. Students will develop skills in supporting and empowering the family as a unit within a framework of ethical collaboration.

#### DEVS2020 Day/Community Placement 262.5 Hours

Students are placed in agencies or day service programs with supervision from agency personnel/mentors and college monitors. As instructors, job coaches or facilitators, the students support adults who are working, training towards work, or engaging in alternatives to employment such as recreation and leisure.

P- DEVS1011 Person Directed Planning and P- DEVS2001 Facilitative Techniques and P- DEVS2015 Supportive Counselling and P- DEVS2019 Behavioral and Family Supports and P- HLTH2000 Health Skills and P- AID2 First Aid - DSWR program and P- IMM2 Immunization - DSWR

#### DEVS2021 Residential Placement 262.5 Hours

Students are placed in a residential setting in a community agency, or in an institutional setting, with supervision from workplace mentors and college monitors. While their primary role is to befriend, they may also guide in the development of communication, life skills, and leisure life. In addition, students are expected to demonstrate competence in the administration of medication and provision of health care.

(P- DEVS1011 Person Directed Planning or P- ECED2007 Field Placement: Unique or P- ECED2029 Field Placement: Unique) and P- DEVS2001 Facilitative Techniques and P- DEVS2015 Supportive Counselling and P- DEVS2019 Behavioral and Family Supports and P- HLTH2000 Health Skills and P- HLTH2001 Pharmacology and (P- HLTH2002 Medication Administration or P- HLTH1001 Pharmacology) and P- AID2 First Aid - DSWR program and P- IMM2 Immunization - DSWR

#### HLTH2000 Health Skills 42.0 Hours

In this course the student will develop skills to assess the physical needs of persons with developmental disabilities. The student will develop skills required to administer health care and supervise self-care performed by an individual. Laboratory practice time will enhance the development of necessary skills.

#### HLTH2001 Pharmacology 28.0 Hours

This course is designed to provide the student with an in-depth examination of medications and their actions as related to persons with developmental disabilities.

C- HLTH2002 Medication Administration

#### HLTH2002 Medication Administration 14.0 Hours

This course provides students with the knowledge and skills needed to safely administer medications and support self administration of medications for individuals with



developmental disabilities. Students will be required to demonstrate competence in medication administration. Laboratory practice time will enhance the development of necessary skills.

C- HLTH2001 Pharmacology

HUMN1012 Human Lifespan Development 56.0 Hours

This course introduces and defines the terms 'growth' and 'development' through the study of developmental sequence from conception to the end of the middle age years. This course presents development in the areas of physical, cognitive, social and emotional development.

### **Course Description Legend**

P = Prerequisite; C = Concurrent prerequisite; CO= Corequisite

*Information contained in College documents respecting programs is correct at the time of publication. Academic content of programs and courses is revised on an ongoing basis to ensure relevance to changing educational objectives and employment market needs. The college reserves the right to add or delete programs, options, courses, timetables or campus locations subject to sufficient enrolment, and the availability of courses.*