Area of Interest: Community and Social Services

Developmental Services Worker

Ontario College Diploma
2 Years
Ottawa Campus

Academic Year: 2020/2021
Program Code: 0436A01FWO

Our Program

Enhance functioning of people of all ages with this truly rewarding career helping others.

This two-year Developmental Services Worker Ontario College Diploma program prepares you to support children, youth and adults with physical, mental and/or developmental disabilities, through their activities of daily living, behaviour support, personal care and special education. You assist these individuals as they improve their existing skills and acquire new ones for independence, citizenship and social living.

As a student, you learn strategies for providing support in schools and community settings, in ways that are respectful of the dignity and individuality of each person you work with.

This program prepares you to support people of all ages with various developmental and physical disabilities, and mental health disorders. The Developmental Services Worker program uses both experiential and outcome-based theory to help you prepare to work in the variety of settings in the educational as well as the community and social services fields.

During your program of study you apply theory and skills in various field placements, with opportunities to work as an Educational Assistant and Community Support/Residential Counsellor. These placements allow you to explore concepts from a hands-on point of view. Field placements are crucial when entering human services and help prepare you for work in the field. Throughout the program, you complete a series of field placements, totaling close to 600 hours of work experience.

You may find work in a variety of roles after graduation, including:

- educational assistant
- developmental assistant
- special needs worker
- residential counsellor
- employment specialist
- life skills instructor
- vocational instructor
- family support worker
- support network facilitator

SUCCESS FACTORS

This program is well-suited for students who:

- Are passionate about supporting individuals with developmental disabilities.
• Want to work in challenging environments which are physically demanding.
• Have fine motor skills required for writing and administering medications.
• Are advocates for social justice.
• Show integrity, are honest and trustworthy.
• Display a positive attitude.

Employment
More than 90% of graduates from this program are employed within six months of graduating.
You may find work in a variety of roles after graduation, including:
• educational assistant
• developmental assistant
• special needs worker
• residential counsellor
• employment specialist
• life skills instructor
• vocational instructor
• family support worker
• support network facilitator

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 of 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 professional and personal plans that enhance job performance and well-being.
• Identify and apply discipline-specific practices that contribute to the local and global community through social responsibility, economic commitment and environmental stewardship.

Program of Study
## Developmental Services Worker

### Level: 01

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
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<tr>
<td>ENL1813S Communications I</td>
<td>42.0</td>
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<tr>
<td>FAM0067 Promoting Health and Wellness</td>
<td>28.0</td>
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<td>FAM0068 Person Centered Approach</td>
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<td>FAM0069 Essential Supports for Persons with Developmental Disabilities</td>
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<td>FAM1137 Paraprofessionals in Education</td>
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<td>FAM1264 Introduction to the Field of Developmental Services</td>
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<tr>
<td>ENL1880F Professional Communication for Developmental Services Workers</td>
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<td>FAM1169 Community Field Placement</td>
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<td>FAM1262 Current Topics in the Field of Developmental Services</td>
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<td>FAM1265 Pharmacology I</td>
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<td>FAM1279 Exploring Developmental Disabilities</td>
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<td>FAM1284 Human Physiology and Health</td>
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<td>FAM0070 Learning and Behaviour Support</td>
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<td>FAM1266 Pharmacology II</td>
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<td>FAM1915 Mental Health and Persons with Developmental Disabilities</td>
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### Core: select in alternate terms

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<td>FAM0071 Employment and the Field of Developmental Disabilities</td>
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<td>FAM1903 Educational Support Field Placement</td>
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<td>FAM0072 Community and Developmental Services Skills</td>
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<td>FAM0073 Community and Developmental Services Field Placement</td>
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<td>FAM1190 Ethical Issues and Persons with Developmental Disabilities</td>
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### Choose one from equivalencies

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<td>GED0436 General Education Elective</td>
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<td>FAM1182 Sexuality, Relationships and Persons with Disabilities</td>
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<td>FAM1287 Supporting Families and the Aging with Developmental Services</td>
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### Gen Ed On-line Elective: choose 2

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<td>AST2000 Introduction to Astronomy</td>
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<td>DSN2001 History of Design</td>
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<td>ENV0002 Environmental Citizenship</td>
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<td>ENV5004 Waste-Free Ontario</td>
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<td>FIN2300 Introduction to Personal Finance</td>
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<td>GED0021 Disability in Film: Portrayals and Identity</td>
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<td>GED0022 Positive Psychology: the Science of Happiness and Well-Being</td>
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<td>GED2200 Free Speech and the Challenge of Social Media</td>
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<td>GED5002 Victimology</td>
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<td>GED5003 The Science of Play</td>
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<td>GED5004 Living Green</td>
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<td>GED5005 Greek Mythology</td>
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<td>GED5006 World Religions</td>
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<td>GED5007 Slavery, the Slave Trade and Its Abolition</td>
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<td>GED5010 The Fungus Among Us</td>
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<td>GED5200 Learning Disabilities, the Invisible Disability</td>
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<td>GED5300 The Science of Everyday Life</td>
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<td>GED5301 On Death, Dying and the Growing Acceptance of Euthanasia</td>
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<td>GED6022 A Sense of Humour</td>
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<td>GEN1001 Ethics: What Is the Big Deal?</td>
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**Fees for the 2020/2021 Academic Year**

Tuition and related ancillary fees for this program can be viewed by using the Tuition and Fees Estimator tool at [http://www.algonquincollege.com/fee-estimator](http://www.algonquincollege.com/fee-estimator)

Further information on fees can be found by visiting the Registrar’s Office website at [http://www.algonquincollege.com/ro](http://www.algonquincollege.com/ro)

Fees are subject to change.

Additional program related expenses include:

Supplies, such as field placement documentation, class materials, computer hardware and software may cost approximately $1,000 in the first year and $200 in the second year.

**Admission Requirements for the 2021/2022 Academic Year**

**College Eligibility**

- Ontario Secondary School Diploma (OSSD) or equivalent. Applicants with an OSSD showing senior English and/or Mathematics courses at the Basic Level, or with Workplace or Open courses, will be tested to determine their eligibility for admission; **OR**

- Academic and Career Entrance (ACE) certificate; **OR**

- General Educational Development (GED) certificate; **OR**

- Mature Student status (19 years of age or older and without a high school diploma at the start of the program). Eligibility may be determined by academic achievement testing for which a fee of $50 (subject to change) will be charged.

**Program Eligibility**

- English, Grade 12 (ENG4C or equivalent) with a grade of 65% or higher.

- Applicants with international transcripts must provide proof of the subject specific requirements noted above and may be required to provide proof of language proficiency. Domestic applicants with international transcripts must be evaluated through the International Credential Assessment Service of Canada (ICAS) or World Education Services (WES).

- IELTS-International English Language Testing Service (Academic) Overall band of 6.5 with a minimum of 6.0 in each band. **OR** TOEFL-Internet-based (iBT)-overall 88, with a minimum of 22 in each component: Reading 22; Listening 22; Speaking 22; Writing 22.

Should the number of qualified applicants exceed the number of available places, applicants will be selected on the basis of their proficiency in English.
Health Requirements:
The physical and emotional health of each applicant to the program must be such that he or she can successfully cope with the program of instruction including the demands of field placement (e.g. stress and time management; physical care and self-help skills of children and adults). Individuals who have concerns about their ability to meet these requirements should contact the coordinator of the program prior to submitting an application.

Police Records Check Documentation
Though not an admission requirement, applicants must note important information listed below regarding Police Records Check program requirements.

Students must provide the College with a current Police Records Check for Service with the Vulnerable Sector (PRCSVS) prior to the deadline identified by the department and students are responsible for any associated costs. If this documentation is not submitted on time, students may not be placed and registration in the program will be jeopardized. If you register in the program without a clear PRCSVS and as a result are unable to participate in placement, you will not be able to graduate and will be asked to withdraw.

Field Placement Eligibility:
To be eligible for placement, you must submit proof of Standard First Aid certification, CPR level C, Quality Assurance Measures Certification, Worker Safety Standard Certification, PRCSVS and complete immunizations through ParaMed. ParaMed services are the third-party provider who collects all field placement documentation for the Community Studies department. Students should plan for extra costs associated with these requirements. For further information concerning costs and documentation submission please go to https://www.algonquincollege.com/healthandcommunity/program/developmental-services-worker/you-need-to-know

Admission Requirements for 2020/2021 Academic Year
College Eligibility
• Ontario Secondary School Diploma (OSSD) or equivalent. Applicants with an OSSD showing senior English and/or Mathematics courses at the Basic Level, or with Workplace or Open courses, will be tested to determine their eligibility for admission; OR
  • Academic and Career Entrance (ACE) certificate; OR
  • General Educational Development (GED) certificate; OR
  • Mature Student status (19 years of age or older and without a high school diploma at the start of the program). Eligibility may be determined by academic achievement testing for which a fee of $50 (subject to change) will be charged.

Program Eligibility
• English, Grade 12 (ENG4C or equivalent) with a grade of 65% or higher.
  • International applicants must provide proof of the subject specific requirements noted above along with proof of either: (IELTS / TOEFL) IELTS-International English Language Testing Service (Academic) Overall band of 6.5 with a minimum of 6.0 in each band; OR TOEFL-Internet-based (iBT)-overall 88, with a minimum of 22 in each component: Reading 22; Listening 22; Speaking 22; Writing 22.
  • Applicants with international transcripts must provide proof of the subject specific requirements noted above and may be required to provide proof of language proficiency.

Should the number of qualified applicants exceed the number of available places, applicants will be selected on the basis of their proficiency in English.

Health Requirements:
The physical and emotional health of each applicant to the program must be such that he or she can successfully cope with the program of instruction including the demands of field placement (e.g. stress and time management; physical care and self-help skills of children and adults). Individuals who have concerns about their ability to meet these requirements should contact the coordinator of the program prior to submitting an application.
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For further information concerning costs and documentation submission please go to https://www.algonquincollege.com/healthandcommunity/files/2013/06/Field-Placement-Info.

Application Information

DEVELOPMENTAL SERVICES WORKER
Program Code 0436A01FWO

Applications to full-time day programs must be submitted with official transcripts showing completion of the academic admission requirements through:

ontariocolleges.ca
60 Corporate Court
Guelph, Ontario
N1G 5J3
1-888-892-2228

Students currently enrolled in an Ontario secondary school should notify their Guidance Office prior to their online application at http://www.ontariocolleges.ca/

Applications for Fall Term and Winter Term admission received by February 1 will be given equal consideration. Applications received after February 1 will be processed on a first-come, first-served basis as long as places are available.

International applicants please visit this link for application process information: https://algonquincollege.force.com/myACint

For further information on the admissions process, contact:

Registrar`s Office
Algonquin College
1385 Woodroffe Ave
Ottawa, ON K2G 1V8
Telephone: 613-727-0002
Toll-free: 1-800-565-4723
TTY: 613-727-7766
Fax: 613-727-7632
Email: mailto:AskUs@algonquincollege.com

Additional Information

Programs at Algonquin College are Bring Your Own Device (BYOD). To see the BYOD requirements for your program, please visit: http://www7.algonquincollege.com/byod.

The Developmental Services Worker program consists of courses that are delivered in a variety of formats including face-to-face in a classroom hybrid (combination of classroom and online learning) and fully online. Students participate in all three types of learning. Students also participate in laboratory and field placement learning activities. Mandatory field placements may
be scheduled outside of regular class hours. Class schedules vary from term to term and courses may be scheduled between the hours of 8 a.m. and 10 p.m. Monday through Thursday and Fridays between 8 a.m. and 6 p.m. Students should expect that under full-time study, class plus study time are equivalent to roughly a 40-hour work week.

Although part-time study is not available, customized delivery of program components may be arranged.

Students may apply for transfer of academic credits from Algonquin College (internal transfer) or from other institutions (external transfer). College Policies AA09 and AA10 apply to transfer of credits. For more information visit: [http://www.algonquincollege.com/directives](http://www.algonquincollege.com/directives). Students may apply for credit by challenging courses using Prior Learning Assessment and Recognition (PLAR). College Policy AA06 applies to PLAR. Students pay a fee for each course they wish to be exempt from.

Through either a portfolio or challenge examination, a PLAR may lead to the acceptance of work and life experience in lieu of taking certain courses. For more information visit: [http://www.algonquincollege.com/col/plar.html](http://www.algonquincollege.com/col/plar.html).

Developmental Services Worker is a physically demanding profession. Students entering this program must be able to lift and transfer children and adults in and out of wheelchairs and/or beds. As well, students must be able to move quickly between areas inside and outside in order to ensure client safety. In addition, Developmental Services Workers must constantly observe clients to ensure safety and assess client behaviour and abilities/skills in order to appropriately support individuals. Entering the program without these abilities may result in unsuccessful field placements, and students who fail to successfully complete field placements are not eligible to graduate from the program.

**ACADEMIC PROBATION**

Students who have two or more F grades in a given term or whose term grade point average falls below 1.7 are considered to be on academic probation (Policy AA14 Grading System). This requires the student to meet with their academic advisor or coordinator to sign a learning contract which identifies the conditions which must be met to continue in the program. Students who do not meet the terms of their learning contract are withdrawn from the program.

For program information, contact the Program Coordinators, Jennifer Liberty at 613-727-4723 ext. 6193 or libertj1walshr@algonquincollege.com or Kristen Hayes at 613-727-4723 ext. 5379 or hayesk@algonquincollege.com.

**Course Descriptions**

**AST2000 Introduction to Astronomy**

What can the sky tell us about our place in the universe, and how life began? This introductory course to astronomy will teach students indigenous and Western constellations in the sky, as well as introduce them to the major planets. Students will act as beginning astronomers and engineers by performing sketches, doing research on astronomy topics, and learning about missions to Mars that are on the hunt for signs of life.

Prerequisite(s): none
Corerequisite(s): none

**DSN2001 History of Design**

Visual communications and graphic design have played a key role in the evolution of communication through a number of historical and social art movements. Graphic design has had a major impact on civilizations over the ages. Students explore graphic design's many influences, including the invention of writing and alphabets, the origins of printing and typography, Victorian, Art Nouveau, Modern Art, and Postmodern design, to the present-day computer revolution and its influence on the many forms of contemporary visual communication that surround us every day.

Prerequisite(s): none
Corerequisite(s): none

**ENL1813S Communications I**
Developmental Services Worker

Communication remains an essential skill sought by employers, regardless of discipline or field of study. Using a practical, vocation-oriented approach, students focus on meeting the requirements of effective communication. Students practise writing, speaking, reading, listening, locating and documenting information, and using technology to communicate professionally. Students develop and strengthen communication skills that contribute to success in both educational and workplace environments.

Prerequisite(s): none
Corerequisite(s): none

**ENL1880F Professional Communication for Developmental Services Workers**

Developmental Service Workers complete documentation such as incident reports and daily logs, which have a permanent place in an individual’s files. Students learn the skills they need to be effective observers and report writers. In addition, students learn and practice both verbal and written advocacy skills in the form of meetings and proposals. Students further develop and demonstrate grammar and critical-thinking skills to respond to communication situations in a professional manner.

Prerequisite(s): ENL1813S
Corerequisite(s): none

**ENV0002 Environmental Citizenship**

Environmental citizenship is based on the principles of national citizenship, yet it goes beyond political borders to emphasize global environmental rights and responsibilities. An environmental citizen is committed to learning more about the environment and to taking responsible environmental action. Through a combination of interactive activities, assignments and discussions, students learn how they are personally connected with current environmental issues. Students are also encouraged to adopt attitudes and behaviours that foster global environmental responsibility.

Prerequisite(s): none
Corerequisite(s): none

**ENV5004 Waste-Free Ontario**

Ontario continues to generate more and more waste; historically, three quarters of this waste has been discarded. In this course, learners are introduced to the tremendous environmental and economic opportunities that exist to embrace resource conservation ideology and a circular economy - a system in which products are never discarded, but reused, recycled and reintroduced into new products. With interactive activities, videos, and gaming; learners identify concepts and technologies to make informed decisions regarding waste management. Learners reflect on material learned, connect it to their own personalized industry or interest, and locate innovation and entrepreneurship opportunities.

Prerequisite(s): none
Corerequisite(s): none

**FAM0067 Promoting Health and Wellness**

With good health, people have the freedom to work, learn and engage actively with friends, families and the community. Students develop an understanding of the determinants of health and the importance of health for all individuals. Students gain valuable knowledge and skills in how to facilitate and promote healthy lifestyles and achieve optimal wellness for themselves and for persons with disabilities.

Prerequisite(s): none
Corerequisite(s): none

**FAM0068 Person Centered Approach**

A person centered approach puts persons with developmental disabilities at the center of all
Developmental Services Worker

decision making. This course combines theory and its practical application through lectures, videos and group work. Students develop a person-centered and strength-based approach, and examine the role of environmental conditions in shaping the lives of individuals with developmental disabilities and their impact on achieving life goals and dreams. Students master skills that promote empowerment, choice-making and self-determination, to enrich the lives of persons with developmental disabilities.

Prerequisite(s): none
Corerequisite(s): none

FAM0069 Essential Supports for Persons with Developmental Disabilities

Persons with developmental disabilities require a wide range of supports. Students are introduced to the basic principles surrounding the development of communication skills, fine and gross motor skills, as well as how to provide leisure and recreational supports when working with persons with developmental disabilities. Using lectures, hands on labs and online assessments, students are introduced to basic care requirements and communication supports to enhance the quality of life of the individuals that students support.

Prerequisite(s): none
Corerequisite(s): none

FAM0070 Learning and Behaviour Support

Positive behaviour support is a person centered approach to supporting people develop skills that enhance their quality of life. Students learn the basic principles of learning theory, with an emphasis on classical and operant conditioning. Students practice collecting and analyzing behavioural data in the context of environmental antecedents and consequences. Through lectures, team work and practical activities, students learn to select and implement the least restrictive strategies to be effective in assisting an individual to achieve their behavioural change goals.

Prerequisite(s): FAM0068
Corerequisite(s):FAM0073 or FAM1903

FAM0071 Employment and the Field of Developmental Disabilities

Supporting persons with developmental disabilities in their transition from school to workplace requires a specific set of skills. This course combines theory and its practical application, where students learn how to support the successful transition to work, both for themselves and for persons with developmental disabilities. Students develop an understanding of adult vocational and non-vocational services, with a focus on supported employment. Students develop skills including cover letter and resume writing, and interview preparation. Students can apply these skills to their own situation, and to persons they support in their quest to find meaningful work.

Prerequisite(s): none
Corerequisite(s):none

FAM0072 Community and Developmental Services Skills

Observation, assessment and providing hands on strategies and supports for persons with developmental disabilities is at the heart of being a Developmental Services Worker. Students will participate in hands on labs focusing on providing compassionate care and teaching based on the Dignity, Independence, Preferences, Privacy and Safety (DIPPS) model. By promoting DIPPS, students practice a full range of skills for supporting persons with developmental and physical disabilities.

Prerequisite(s): none
Corerequisite(s):FAM0073

FAM0073 Community and Developmental Services Field Placement

Field placements are critical in order to prepare for a future career in developmental services. Students are provided with a placement in a group home, day program or vocational setting where
they will gain hands on experience providing daily supports to persons with disabilities. Students will gain knowledge pertaining to the professional attitudes and practices of the developmental services field.

Prerequisite(s): FAM1169
Corerequisite(s):FAM0072

**FAM1137 Paraprofessionals in Education**

Paraprofessionals are an essential component of successful education for students with exceptionalities. Students are introduced to the exceptionalities that they may encounter within the school system, and how those exceptionalities impact the individual’s ability to be effective learners. Ontario's special education policies and curriculum and the history of Ontario's special education system are examined. Students acquire skills to assist them to successfully become paraprofessionals in today’s changing school populations.

Prerequisite(s): none
Corerequisite(s):none

**FAM1169 Community Field Placement**

Field placement experiences are critical when entering human services, as they allow students to explore concepts, such as inclusion, empowerment and service provision, from a hands-on perspective. Students achieve experiential education by participating in two field placements. Students participate in an educational setting, such as a school or educational treatment centre under the umbrella of the Ministry of Education. Students also explore areas of developmental services, such as group homes, day programs and vocational settings. Students are introduced to working in the field of developmental services.

Prerequisite(s): FAM0068 and FAM0069 and FAM1137 and FAM1155 and FAM1264
Corerequisite(s):FAM1262

**FAM1182 Sexuality, Relationships and Persons with Disabilities**

Understanding and expressing human sexuality and relationships are essential for growth and reaching of full potential for persons with developmental disabilities. Students review basic facts regarding human sexuality and reproduction, while exploring the elements involved in teaching persons with disabilities to develop and maintain healthy sexual self-esteem and relationships. Students increase their comfort level in addressing sexual issues with persons with disabilities and their families, by investigating a variety of sexuality resources and creating teaching sessions for persons with disabilities who have varying degrees of abilities.

Prerequisite(s): FAM1284
Corerequisite(s):none

**FAM1190 Ethical Issues and Persons with Developmental Disabilities**

Developmental Services Workers encounter ethical issues when providing support to people with developmental disabilities. Students consider the philosophical problem of human nature and discuss how our assumptions about human nature influence our interactions with people with developmental disabilities. Students develop a basic understanding of several theories of ethical conduct. Through discussion and written exercises, students practice using ethical theories to guide their consideration of contemporary ethical issues in the field of developmental services.

Prerequisite(s): none
Corerequisite(s):none

**FAM1262 Current Topics in the Field of Developmental Services**

The field of developmental services is complex, and dynamic and offers many challenges for those working in the profession. Students examine current topics as they pertain to the Developmental Services Worker working in special education and the developmental services field. The framework and policies of community services are explored in the context of how services are provided to
support people with disabilities. International and local approaches with empowerment, inclusion, professionalism and ongoing changes in the delivery model of developmental services are discussed, as well as how agencies operate with regards to human resources and organizational sustainability. Students complete a research project to familiarize themselves with agencies in the community and future employment and/or placement opportunities.

Prerequisite(s): none
Corerequisite(s): FAM1169

**FAM1264 Introduction to the Field of Developmental Services**

A career as a Developmental Services Worker can be a rewarding profession with many job opportunities working to support individuals with disabilities. Students examine this career as it pertains to provincial and international standards of the Code of Ethics and professionalism. Career options, opportunities for work and organizational sustainability practices are presented, along with details regarding the expectations, evaluations, and elements of performance involved in DSW field placements. By exploring the use of software applications students also focus on practical research and digital literacy skills currently applied in the field.

Prerequisite(s): none
Corerequisite(s): none

**FAM1265 Pharmacology I**

Developmental Services Workers are responsible for ensuring safe administration of medication. Students gain important knowledge of principles of pharmacology, drug legislation in Canada and the role and responsibilities of a DSW as a member of an inter-professional team. Students practice medication administration using safe practices with emphasis placed on providing care that contributes to the drug effectiveness and health of people with disabilities.

Prerequisite(s): none
Corerequisite(s): FAM1290

**FAM1266 Pharmacology II**

Safe administration of medication requires an understanding of safe practices, as well as how drugs work and affect the human body. Students integrate knowledge of the actions of major drug groups with the practical aspects of administering drugs. Students practise calculation of correct dosages and safe medication administration.

Prerequisite(s): FAM1265 and FAM1284
Corerequisite(s): none

**FAM1279 Exploring Developmental Disabilities**

The field of developmental services is in constant change. Understanding its history is critical to working as a Developmental Services Worker. This theory course examines the historical perspective of the field, through the study of trends and definitions related to developmental disabilities, and how the field has evolved. Using a combination of lectures, discussions and learning activities, students examine causes and contributing factors related to specific developmental disabilities and syndromes. Students also study the lifespan of persons with disabilities from birth to adulthood, and explore available supports and services.

Prerequisite(s): none
Corerequisite(s): none

**FAM1284 Human Physiology and Health**

Understanding how the human body functions is essential when supporting the health and well-being of persons with disabilities. Students develop knowledge of the structure and function of human body systems in health and disease. Students apply knowledge of human physiology to create strategies that optimize health.
**FAM1287 Supporting Families and the Aging with Developmental Services**

An empathetic approach when working with families with children and adults with developmental disabilities, and or aging individuals, is foundational to building respectful effective and supportive relationships. Students are encouraged to consider psychological, social and cultural factors affecting families and persons with developmental disabilities. An overview of the physiological, psychosocial and behavioural changes that occur as a result of the aging process is presented. The impact of this process on older persons with disabilities and those with dementia is emphasized. Strategies to assist individuals and families to access services, and participate fully in their community are explored.

**Prerequisite(s):** none  
**Corerequisite(s):** none

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**FAM1903 Educational Support Field Placement**

Field placement allows students to demonstrate the integration of theory and practice. Building upon previous field placement experiences, students continue to develop their clinical, organizational and personal skills. Students are placed in a variety of educational settings that provide support in areas of special education school programs and/or adult education programs.

**Prerequisite(s):** FAM1169  
**Corerequisite(s):** none

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**FAM1915 Mental Health and Persons with Developmental Disabilities**

People are considered to have a dual diagnosis when they experience both a developmental disability and a mental illness. Developmental Services Workers play a key role in providing day-to-day support to people who have a dual diagnosis. Students become familiar with the history and theory of dual diagnosis and the importance of developing a coordinated system of support for people who are dually diagnosed. Students learn the clinical characteristics of common mental illnesses and how such characteristics are manifested by people who have developmental disabilities. Students focus on the role of the Developmental Services Worker within a multidisciplinary team providing support to individuals who are dually diagnosed.

**Prerequisite(s):** none  
**Corerequisite(s):** none

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**FIN2300 Introduction to Personal Finance**

Establishing and maintaining healthy personal financial affairs are important steps towards overall success in life. Through self-study of text material, review questions, self-test quizzes, assignments and a final examination, students acquire knowledge and skills concerning credit and debt, home ownership and mortgages, the savings challenge, government programs to encourage saving, fixed-income and equity investments, mutual funds, budgeting and financial planning, retirement strategies, public and private pensions, business ownership and insurance.

**Prerequisite(s):** none  
**Corerequisite(s):** none

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**GED0021 Disability in Film: Portrayals and Identity**

Film has a powerful influence on our perceptions. Students describe and explore through case studies a range of disabilities and their unique features. Using film, inquiry and discussion students critique historical and modern day portrayals of individuals with disabilities. Students consider the attitudes and social barriers that individuals with disabilities face and focus on the link between the formation of cultural identity and the arts.

**Prerequisite(s):** none  
**Corerequisite(s):** none
GED0022 Positive Psychology: the Science of Happiness and Well-Being

While fulfillment and well-being mark some people’s lives, many others remain dissatisfied with life. Positive Psychology is concerned with explaining how individuals and communities flourish through the scientific exploration of happiness, optimal human functioning, and civic engagement. The field of Positive Psychology has the objective of making life more satisfying and meaningful through interventions that promote and develop qualities such as self-knowledge, learned optimism, gratitude, mindfulness, resilience, and community connection. Students participate in both interactive lectures and on-line discussions, maintain weekly journals, and develop personal strengths through direct engagement with well-being initiatives.

Prerequisite(s): none
Corerequisite(s): none

GED0436 General Education Elective

Students choose one course, from a group of general education electives, which meets one of the following five theme requirements: Arts in Society, Civic Life, personal understanding, Social and Cultural Understanding, and Science and Technology.

Prerequisite(s): none
Corerequisite(s): none

GED2200 Free Speech and the Challenge of Social Media

This course will allow students to explore social media and its effects on free speech and public discourse in contemporary society. It will cover the philosophical foundations of free speech, the legal and institutional expressions of free speech in modern democracies, the characteristics of social media infrastructure, how our society’s free speech is being influenced if not transformed by this infrastructure, and perspectives on the need, or not, for “regulatory fixes” advanced from different viewpoints.

Prerequisite(s): none
Corerequisite(s): none

GED5002 Victimology

An increased awareness of the ripple effect of crime has given rise to victimology as a significant field of study. Students investigate victims of crime and the impact that crime has on their lives, their families and society by studying the history of victimology and the victims’ movement, the nature and extent of victimization, its emerging theories and resulting legislation. In addition victims’ services, accessibility to services, rights of the victim and the victim in the criminal justice system are examined. Students also learn about crime in the workplace, schools, and campuses and the importance of recognizing those at risk.

Prerequisite(s): none
Corerequisite(s): none

GED5003 The Science of Play

Toys and games, key components of play, have evolved from homemade trinkets to highly engineered items in a multi-billion-dollar industry. Students explore the connections between technology and play, specifically the benefits, drawbacks and ethical implications of toy and game design. Case studies allow students to consider familial, cultural, sociological, and other influences upon toy and game design over the last century. Through discussion, analysis and workshops, students move towards designing their own toy or game, or modifying an existing one.

Prerequisite(s): none
Corerequisite(s): none

GED5004 Living Green
The need to lead healthy, environmentally conscious lives is increasingly important. Students acquire the practical knowledge and skills required to explore current environmental challenges and identify personal plans for living in an environmentally responsible manner. Through a combination of assignments, discussion boards, and quiz work, students investigate the history and development of current environmental concerns, the environmental impact of our choices and behaviours, and strategies involved in living green.

Prerequisite(s): none
Corerequisite(s): none

GED5005 Greek Mythology

Students explore intriguing characters, important places and famous myths of Classical Greece. By examining a variety of popular myths, students discover how the Ancient Greeks crafted narratives of gods, goddesses, monsters, and heroic figures to make sense of their lives and the world around them. Using examples from art, science, and industry, students examine how these epic stories from oral tradition have endured and continue to influence contemporary society.

Prerequisite(s): none
Corerequisite(s): none

GED5006 World Religions

In Canada, society embraces people from many cultures of the world. By exploring different religious beliefs about the world, the individual, the meaning of life and death, and how individuals are encouraged to conduct themselves, students begin to appreciate the underlying forces that shape followers’ lives. Students explore the history and basic teachings of six of the major religions of the world: Hinduism, Buddhism, Judaism, Christianity, Islam, and the Baha’i Faith. Each religion's distinctive features are highlighted, while their similarities and shared values are examined. Students have the opportunity to broaden their worldview through an exposure to divergent religious traditions.

Prerequisite(s): none
Corerequisite(s): none

GED5007 Slavery, the Slave Trade and Its Abolition

The effects of transatlantic slavery, which began in the 15th century and was not abolished until the 19th, are still present in contemporary social, political and economic systems. In this course, students are provided with a chronological understanding of the transatlantic slave trade that charts: 1) its creation and its economic underpinnings in European and American power and wealth; 2) the resistance to slavery and its eventual abolition; and 3) the afterlife of slavery in the present day. Through class discussion, examination of academic and non-academic literature, and analysis of images and videos, students will be introduced to the history and continuing legacy of the transatlantic slavey trade.

Prerequisite(s): none
Corerequisite(s): none

GED5010 The Fungus Among Us

Understanding fungi is critical for a more complete picture of both natural history, as well as historical and current human affairs. Students learn the major groups of fungi most of which are beneficial to humans. Students learn the influence of fungi on historical and cultural activities including art and food. Students also examine the direct involvement of fungi on industrial processes and current medical and biotechnological processes. Students explore the role of fungi as it relates to soil fertility and best practices in agriculture and environmental sustainability. Students will connect fungi to the world around them.

Prerequisite(s): none
Corerequisite(s): none

GED5200 Learning Disabilities, the Invisible Disability
Students increase their awareness of, and sensitivity to, persons with learning disabilities in social, educational and work settings. The field of learning disabilities is introduced through an historical overview, definitions, characteristics, and various models of the causes of learning disabilities. Students learn about the impact learning disabilities have on people's day-to-day lives and the strategies that may be used to compensate for them. Activities include group work, independent research, reflection and case studies. Students are encouraged to share personal experience and knowledge.

Prerequisite(s): none
Corerequisite(s): none

GEDS300 The Science of Everyday Life

The mysteries of science surround us constantly and play a significant role in everyone's daily life regardless of their level of awareness. Familiarity with the basic concepts of science in disciplines such as biology, physics, and chemistry, helps students better understand the world in which they live, the attitudes and opinions of those with whom they interact, and the reasons why many things happen. By examining everyday occurrences, students are introduced to scientific ways of thought and to problem-solving methods used by scientists. A background in science and math is not required.

Prerequisite(s): none
Corerequisite(s): none

GEDS301 On Death, Dying and the Growing Acceptance of Euthanasia

Though death is an immutable consequence of life, society's attitudes and reactions to it have been ever-changing. The viewpoint that life is sacrosanct, to be protected at all costs, is now being challenged by individuals demanding greater control of their quality of life, including the right to die. A historical overview of attitudes towards death will be examined, with a focus on the growing acceptability of euthanasia, and the reasons behind this movement (demographics, economics, medicine). This course, through discussion of differing social perspectives, government legislation, case studies, research, images and videos will provide students a greater understanding of society's past and present approaches to death.

Prerequisite(s): none
Corerequisite(s): none

GED6022 A Sense of Humour

Humour is a universal tool of communication and social influence. Students survey the development, use, and value of humour in Canadian visual and creative arts. Varieties of humour, such as irony, satire and farce are positioned in the context of Canadian culture to enhance the student's appreciation of humour and self-awareness.

Prerequisite(s): none
Corerequisite(s): none

GEN1001 Ethics: What Is the Big Deal?

In today's society there is increasingly more attention focused on questions of right or wrong, good or evil. Ethical issues relating to a wide variety of concerns are examined. Students clarify their own moral values and explore how these values impact the course of their lives. Students practise using tools and decision-making models to deal with personal and professional dilemmas.

Prerequisite(s): none
Corerequisite(s): none

GEN1957 Science Fiction

Science fiction is both a major genre of popular entertainment and an effective mode of social commentary. Students explore the formal conventions and the history of the genre, analyze a representative range of science fiction, and develop their critical appreciation of the role and place
of science fiction in society. In addition to writing reflective and analytical assignments, students have an opportunity to create their own piece of science fiction.

Prerequisite(s): none
Corerequisite(s): none

**GEN2003 Healthy Lifestyle**

Are you eating healthy foods? Do you exercise regularly? Do you know how to prevent injuries and disease? These are some of the skills necessary to live a healthy lifestyle. Through self-evaluation, weekly journals, and hands-on exercises students assess their personal lifestyles and learn how to improve them.

Prerequisite(s): none
Corerequisite(s): none

**GEN2007 Community Service**

Volunteerism not only benefits a community; it can broaden the worldview of the volunteer. Students who give their time and energy to a particular cause, gain an opportunity to reflect on the value of the volunteer in contemporary society. Through research and discussion, students consider different types of volunteer settings, trace the history of volunteer organizations, examine the various roles volunteers play within society and reflect on ethical issues.

Prerequisite(s): none
Corerequisite(s): none

**GEO0012 Foreign Landscapes and Its Inhabitants**

Understanding the natural environment and the geological features and landscapes that shape our world is vital for students to have a greater understanding and respect for others by being more globally and culturally aware. The transformation of Earth as we know it has been a 4.5 billion year marvel in the making. The ever-changing continents, oceans, seas, and geographic landforms continue to reshape our world. Through the exploration of the unique landscapes of Earth and the examination of the geographic distribution of populations, countries, and regions of the world, students will use virtual field trips, case studies, and web quests to enhance their sense of global community.

Prerequisite(s): none
Corerequisite(s): none

**HIS0001 Saints and Heroes: Shining a Spotlight on the 'Dark Ages', Europe A.D. 410-1096**

When the mighty Roman Empire began to collapse, it was attacked from all directions by Barbarian armies. The resulting turmoil caused Europe to sink into a period of social and political upheaval known as The Dark Ages. However, during these troubled times, extraordinary warriors and missionaries emerged whose profound influence has played a vital role in shaping what has become our modern world. Students examine the social, political, intellectual, and economic history of this era and explore its enduring impact on modern Western society.

Prerequisite(s): none
Corerequisite(s): none

**HOS2228 Wine, Food and Culture**

An understanding of culture can be discovered by exploring eating and drinking customs. Students experience a virtual global tour, exploring culture, history and traditions through the lens of wine and food. Students acquire a sense of the customs of their culture and those of others. Through comparison, observation, discussion, and reflection, students discover something found in all cultures: the importance of food and drink.

Prerequisite(s): none
Corerequisite(s): none
HOS2288 The Dinner Party

Table manners are as unique to a culture as the foods they eat - how people eat varies widely from country to country. Participants in this course explore the culture and customs of international dining practices. Through investigation, discussion and reflection, participants have the opportunity to raise their own and each other’s awareness and sensitivity to different cultural behaviours and customs. Over scheduled lunches and dinners, participants consider the influence of culture, society, religion, geography and history on dining practices around the world.

Prerequisite(s): none
Corerequisite(s): none

LIB1982 Reading for Recreation

Reading gives us knowledge and new ideas to draw from in the future. It tones the mind in ways similar to the way exercise tones the body. As a result, time spent in reading for recreation has benefits beyond the immediate appreciation of the text. Students examine appeal factors of various genres of fiction and non-fiction by reviewing the history and classics of each genre, considering the therapeutic values of reading, and examining recent trends in online reading and publishing.

Prerequisite(s): none
Corerequisite(s): none

MGT7330 Trends in Today's Workplace

In today’s culture of work, every employee needs to be knowledgeable about current trends and issues in the workplace. Students explore emerging issues facing employees in today’s technology-driven workplace and investigate the realities of social networking, diversity in the workplace, and work mobility.

Prerequisite(s): none
Corerequisite(s): none

MVM8800 The Impact of the Car on North American Culture

Students explore the social, economic, political, and environmental impact of the automobile on North American lives. Through a combination of assignments, discussion boards, and quiz work, students study the history of the automobile, from its introduction to the present day. Doing so allows students to track the changes the car has introduced to manufacturing, lifestyles, design principles, transportation systems, the environment, labour-management negotiation, and economic organization.

Prerequisite(s): none
Corerequisite(s): none

PSi0003 Globalization and Sustainability

The rapid growth of the global economy raises fundamental questions: How do trade and politics affect development and the environment? What are the effects of free trade and the rise of multinational corporations on local cultures? What are the effects of the “clash of cultures” produced by international travel, migration, and new social, collaborative technologies that send film, books, television, music and other “proprietary” content spinning around the world instantly? Is globalization environmentally sustainable? Students examine these and other questions and analyze the day-to-day choices raised by globalization in an increasingly interconnected world.

Prerequisite(s): none
Corerequisite(s): none

RAD2001 Popular Culture

One dictionary definition of popular culture is the “totality of socially transmitted behaviour
patterns, arts, beliefs, institutions, and all other products of human work and thought.” This definition allows us great freedom and scope. Students examine recent North American popular culture including trends, fads, styles, theories and the cult of the new. By exploring our perceptions of culture and the trivialization of society, students begin to appreciate how the media has relentlessly helped to shape today's values. Through online research, assigned readings, and participation in self-directed learning, students critique popular culture's place in North American society, concentrating on their decade of choice.

Prerequisite(s): none
Corerequisite(s): none

**SC12200 Dynamic Dna: You Are Not Alone**

DNA, an individual's most intimate blueprint, offers uniqueness in a population of billions. But just how unique is an individual? Humans share 99% of DNA with each other, 98.5% with chimpanzees, and even 60% with a banana. Examination will demonstrate the paradox of DNA composition, making that person both unique, and similar, at the same time. DNA testing types will be explored, including the more popular public DNA testing kits. This course will discuss DNA history and technology, social attitudes, case studies, research, images and videos, providing students a greater understanding of their genetic make-up, both on a personal and global level.

Prerequisite(s): none
Corerequisite(s):none

**SOC2003 Understanding Human Sexuality**

Students study human sexuality through an interdisciplinary approach. Students gain a basic understanding of human sexuality through an investigation of history, culture, physiology, sexual development, sexual behaviours, sexually transmitted diseases, attitudes, sex, deviance and sexual relationships.

Prerequisite(s): none
Corerequisite(s):none