Area of Interest: Community and Social Services

Developmental Services Worker

Ontario College Diploma  Academic Year: 2019/2020
2 Years  Program Code: 0436A01FWO
Ottawa Campus

Our Program

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

The 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 more than 500 hours of work experience.

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

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<th>Courses</th>
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<td>FAM1137 Paraprofessionals in Education</td>
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<td>FAM1292 Family Support for Developmental Disabilities</td>
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<td>FAM1906 Aging and Persons with Developmental Disabilities</td>
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<td>FAM1911 Residential Health Clinical Skills</td>
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<td>FAM1190 Ethical Issues and Persons with Developmental Disabilities</td>
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Fees for the 2019/2020 Academic Year

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

Further information on fees can be found by visiting the Registrar’s Office website at https://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 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 and Biology.

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/files/2013/06/Field-Placement-Info.

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College Eligibility

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Developmental Services Worker

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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: https://www7.algonquincollege.com/bvod/ .

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: https://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: https://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, Development 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 Coordinator, Rodney Walsh at 613-727-4723 ext. 6372 or walshr@algonquincollege.com.

Course Descriptions

**ENL1813S Communications I**

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**

As record keepers and advocates for their clients, developmental services workers write documentation, such as incident reports and daily logs which find a permanent place in client files. Students learn the skills they need to be effective observers and report writers. In addition, students learn and practise both verbal and written advocacy skills in the form of meetings and proposals. Grammar and critical-thinking skills are enhanced in order to respond to communication situations in a professional manner.

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

**FAM0039 Learning and Behaviour Support**

Developmental services workers participate on a daily basis in the complex process of providing behaviour support to people with developmental disabilities. Students learn to define behaviour objectively and to consider the role of environmental conditions, as well as behavioural antecedents and consequences in supporting behaviour change. Students learn the basic principles of learning theory, with an emphasis on classical and operant conditioning. In addition, students consider techniques, such as differential reinforcement of other behaviour, satiation, extinction, time out and overcorrection within the context of the least restrictive treatment model. Assignments require students to practise data collection and analysis, describe the application of behaviour change techniques to case studies, practise positive behaviour support techniques in in-class role plays, discuss the advantages and disadvantages of common intervention strategies and work successfully in teams.

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

**FAM0052 Becoming a Developmental Services Professional**

The transition from college to the workplace requires a specific set of skills. Students focus on
developing job search skills to match individual strengths with the needs of agencies supporting persons with developmental disabilities. Students develop online research, time management, communication and presentation skills that focus on gaining employment. Students also develop cover letters and resumes, and participate in mock interviews conducted by industry professionals. Work-related topics, such as employment in a unionized environment, professional development, team work and coping with stress associated with an ongoing career in the developmental services field are also examined.

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

**FAM1110 Person-Centred Planning**

Understanding person-centered planning involves appreciating the balance between guidance and control. Students are introduced to assessment strategies that support personal empowerment and a strength-based approach to profiling individuals. Students are exposed to positive instructional strategies that encourage skill mastery, personal choice, self-determination and risk-taking with the goal of providing constructive tools for optimizing community participation.

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

**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 be exposed to 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

**FAM1153 Developmental Disabilities**

Knowledge of the history of services for persons with developmental disabilities is critical for direct support professional to examine current services for persons with developmental disabilities. The lifespan of persons with developmental disabilities is explored with a focus on preschool, school age, adults, and elderly persons with reference to the impact on the family and the requisite services. Students examine the impact of social role valorization on the perception of persons with developmental disabilities. Students become familiar with a variety of syndromes and associated disabilities encountered in the field.

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

**FAM1155 Augmentative Communication**

The need to communicate is universal. Students are acquainted with normal and exceptional language development and a wide range of communication disorders. The social model of disability is discussed in its relation to deaf culture, and students are encouraged to explore creative methods of augmenting an individual’s communicative abilities. Non-vocal communication techniques, with an emphasis on American sign-language, picture symbols, technological devices, and the Picture Exchange Communication System are introduced.

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

**FAM1169 Community Field Placement I**

Field placement experiences are critical when entering human services, for 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): FAM1137 and FAM1153 and FAM1155 and FAM1264 and FAM1267
Corerequisite(s): FAM0039 and FAM1262

FAM1177 Employment and Developmental Disabilities

An understanding of vocational and non-vocational adult services is essential when working with adults with developmental disabilities. Students are introduced to the supported employment model of vocational services for people with developmental disabilities in detail. In addition, students explore the role of entrepreneurship in the field of developmental disabilities. Using a combination of lectures, videos, self-assessment and in-class learning activities student develop a comprehensive understanding of practices and legislation governing vocational services and day programs for adults with developmental disabilities.

Prerequisite(s): FAM1110
Corerequisite(s): none

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 reproduction and explore the necessary elements involved in assisting individuals to develop and maintain healthy sexual self-esteem and relationships. Students increase their comfort level in addressing sexual issues with individuals and families. Strategies and methods to promote healthy sexuality are investigated. Students assess a variety of sexuality resources and use them to practise teaching sessions with individuals who have varying degrees of cognitive ability.

Prerequisite(s): FAM1291
Corerequisite(s): none

FAM1190 Ethical Issues and Persons with Developmental Disabilities

Effective direct support professional need to possess a basic understanding of the ethical and moral issues affecting the people with developmentally disabled with whom they support. Legislation and laws that impact people who are developmentally disabled are examined. Ethical issues investigated include prenatal testing, euthanasia, full school inclusion, sexuality, parenting, punitive measures, unionization, the use of psychotropic medication and restraint.

Prerequisite(s): FAM1110
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 the career of a developmental services worker (DSW) as it pertains to provincial and international standards of developmental services workers, 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, such as Microsoft Word, PowerPoint, Excel and Internet Explorer, 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 at times required to administer medications. Students learn the principles of pharmacology that are essential for ensuring safe administration of medication. Students practise safe medication administration and develop an understanding of drug legislation in Canada. Special attention is paid to the roles and responsibilities of a DSW as a member of an interprofessional team.

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): none
Corerequisite(s): FAM1291

FAM1267 Persons with Profound Intellectual and Multiple Disorders

Identification of the basic principles governing fine, gross, and sensory motor development are essential when working with persons with profound intellectual and multiple disorders. Using lectures and online assessment students are introduced to basic care requirements such as lifting and transferring and feeding. An in-depth look at aberrant behaviour is provided.

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

FAM1290 Human Physiology and Health 1

Understanding how the human body works is essential for supporting the health and well-being of persons with disabilities. Students study important principles of human genetics, healthy lifestyles and their impact on the structure and function of human body systems. Students develop knowledge and skills to promote and maintain health.

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

FAM1291 Human Physiology and Health II

Understanding how the human body functions is essential when supporting the health and well-being of persons with disabilities. Focus is mainly on the structure and function of human body systems in health and disease. Students apply knowledge of human physiology to create strategies that optimize health.
FAM1292 Family Support for Developmental Disabilities

An empathetic approach when working with families with children and adults with developmental disabilities is foundational to building respectful effective supportive relationships. Students are encouraged to consider psychological, social and cultural factors affecting families. Students gain an understanding of the professional boundaries and responsibilities of the developmental services worker in relation to families. Strategies to assist families' access services, and participate fully in community are explored.

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

FAM1901 Developmental Psychology

Developmental psychology is a broad field of scientific study that explores the changes that occur in individual psychological functioning across the lifespan. Students learn about the scientific method and study theories of physical, cognitive, social and emotional development. Students focus on early developmental milestones and consider factors that can enhance or inhibit development.

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

FAM1903 Community Field Placement II

Field placements allow 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 wide variety of community settings that provide support in areas of special education, vocational day program and/or supported independent living homes.

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

FAM1906 Aging and Persons with Developmental Disabilities

Individuals with developmental disabilities face unique challenges as they age. Students receive an overview of the physiological, psychosocial and behavioural changes that occur as a result of the aging process. The impact of this process on older persons with developmental disabilities and those with dementia is emphasized. Students also explore residential, recreational, health, and transportation services and supports in Ottawa Carleton. Students identify strategies to promote healthy aging, supportive communities, and create plans to augment living options, for older adults with disabilities.

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

FAM1909 Applied Programming Procedures

Teaching a new skill to an individual with a disability is an important task for developmental services workers. Methods of designing new approaches to teach individuals with disabilities are examined along with learning to use assessment tools. Students create and implement a systematic instructional activity with an individual from the community to teach them a new skill. Students work with the Supports Intensity Scale assessment tool to develop strengths, needs and goals for the individual they are supporting.

Prerequisite(s): FAM1110 and FAM1169
Corerequisite(s): none
FAM1911 Residential Health Clinical Skills

Practicing clinical skills in a lab setting prepares students to work in environments providing extensive and pervasive supports. Students engage in hands-on training in this series of clinical lab modules. Students learn techniques and principles of safe and respectful practice that are applied to caring for individuals with developmental disabilities in residential or long-term care settings requiring complex levels of support. Students practice a full range of clinical skills in the labs, such as medication administration, nonviolent crisis intervention, personal hygiene care, safe food handling, ostomy and colostomy care, intermittent catheterization, seizure management, measurement of vital signs and accurate documentation.

Prerequisite(s): FAM1266 and FAM1291
Corerequisite(s): FAM1914

FAM1914 Residential Health Field Placement

Students are introduced to professional attitudes and performance that lead to providing quality of life for persons who require complex levels of support. Students familiarize themselves with all aspects of care and skills in supporting individuals in a residential setting. Safe practices, team work and team-building skills are emphasized.

Prerequisite(s): FAM1169 and FAM1266 and FAM1291
Corerequisite(s): none

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): FAM0039
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