Apprenticeship
Curriculum Standard

Developmental
Services Worker

Level 1

620D

2013

Developmental Services Worker Apprenticeship Pathway and bridging to Diploma procedure

Phase 1: Registration

Submit Application for Apprenticeship Training through the on-line portal or to local Service Delivery Office

For on-line portal, please follow instructions for registration. You will need to create a *My Ontario* account to access online services.

Training agreement signed and registered by both apprentice and sponsor

Access your Apprenticeship Training Standard Logbook**
skilledtradesontario.ca/about-trades/trades-information

** This is the official record of your training progress. You are responsible for keeping it up-to-date.

Phase 2: Apprenticeship

Complete on-the-job training

Demonstrate and receive sign-off on the competencies/skills in your Apprenticeship Training Standard Logbook

Complete in-school training

Attend and complete the in-class training set out in the Curriculum Training Standard

Apprentices eligible to apply for apprenticeship incentive grants (Red Seal trades) and loans.

Review and finalize your logbook with your sponsor

Submit proof of apprenticeship completion
via email, in-person or digital portal

Your Apprenticeship Training Standard Logbook details completion requirements. Submit the following:
- completed Apprenticeship Training Standard Logbook with signatures
- proof of hours

Certificate of Apprenticeship is issued

Upon completion, Apprentices eligible to apply for Apprentice Completion Bonus (non-Red Seal). Sponsors may be eligible for Apprenticeship incentives, bonuses or tax credits.

Phase 3: Diploma bridging procedures

Pursuant to the *Building Opportunities in the Skilled Trades Act, 2021 (BOSTA)*, Developmental Services Worker does not have a Certificate of Qualification examination

The issuing of the Developmental Services Worker Certificate of Apprenticeship is the final step in the apprenticeship program under *BOSTA*

Bridging to Diploma

Complete additional course and practical requirements and obtain Developmental Services Worker Diploma

Note: Diploma requirements vary depending on the Ontario College of Applied Arts and Technology program; in general, bridging should be done at the same College where in-school apprenticeship training was completed.

Draft version: 2022-08-04

Table of Contents

Please Note: This Standard has been revised to reflect the visual identity of Skilled Trades Ontario (STO) which replaced the Ontario College of Trades on January 1, 2022. The content of this Standard may refer to the former organization; however, all trade specific information or content remains relevant and accurate based on the original date of publishing.

Please refer to STO's website: **skilledtradesontario.ca** for the most accurate and up to date information. For information about BOSTA and its regulations, please visit ***Building Opportunities in the Skilled Trades Act, 2021* (BOSTA).**

Any updates to this publication are available on-line; to download this document in PDF format, please follow the link: Skilled Trades Ontario.ca.

Maintained with transfer to Skilled Trades Ontario 2013 (V100)

Preface

This curriculum standard for the Developmental Services Worker trade program is based upon the on-the-job performance objectives, located in the industry-approved training standard.

The curriculum is organized into 12 reportable subjects. The Reportable Subjects Summary chart (located on page 5) summarizes the training hours for each reportable subject.

The curriculum identifies the learning that takes place in-school. The in-school program focuses primarily on the theoretical knowledge and the essential skills required to support the performance objectives of the Apprenticeship Training Standards.

Employers/Sponsors are expected to extend the apprentice's knowledge and skills through practical training on a work site. Regular evaluations of the apprentice's knowledge and skills are conducted throughout training to verify that all apprentices have achieved the learning outcomes identified in the curriculum standard.

It is not the intent of the in-school curriculum to perfect on-the-job skills. The practical portion of the in-school program is used to reinforce theoretical knowledge. Skill training is provided on the job.

Please refer to Skilled Trades Ontario website (www.skilledtradesontario.ca) for the most accurate and up-to-date information about Skilled Trades Ontario. For information on *Building Opportunities in the Skilled Trades Act, 2021 (BOSTA)*) and its regulations, please visit Building Opportunities in the Skilled Trades Act, 2021, S.O. 2021, c. 28 - Bill 288 (ontario.ca)

Hours Disclaimer (if applicable)
It is agreed that Training Delivery Agents (TDAs) may need to make slight adjustments (with cause) according to particular apprentice needs and may deviate from the unit sequencing and the prescribed practical and theoretical hours shown within the standard. However, all TDAs will comply with the hours at the reportable subject level.

Suggested Equipment for Training Delivery Agencies
The listing of tools on page 66 does not list minimum quantities based on the understanding that the delivering TDA is in the best position to determine the need based on its delivery methodology.

Personal and Safety Equipment: Personal protective equipment is at the discretion of the TDA who must conform to Ontario Provincial Health and Safety Regulations.

Introduction

Program

Developmental Services Workers (DSW) support people with developmental disabilities so that these individuals may participate fully in their communities. DSWs have the specialized knowledge and skills required to work with people with developmental disabilities across the life span.

Inherent to the role of a DSW is an ability to collaborate and build relationships with people with developmental disabilities and their families and to work with colleagues and members of inter-professional teams to facilitate a seamless network of support for people.

Developmental Services Worker apprentices work in a variety of areas, including education, accommodation, employment support, advocacy and recreation.

Apprentices are trained to provide person-directed supports and services for people with developmental disabilities in a manner that is respectful and fosters self- determination and empowerment. Additionally, apprentices are prepared to promote the development of inclusive communities. They are trained to maintain the health and safety of the people they support, provide health care, perform health care procedures and administer medications within their scope of practice. They are able to teach skills using strategies that are adapted to individual learning styles and to communicate effectively using a variety of formats.

In practice, apprentices demonstrate qualities such as creative problem solving, resiliency and initiative as outlined in the Developmental Services Human Resources Strategy Core Competencies. Upon successful completion of the in-school curriculum, apprentices are prepared to act in a professional, ethical, competent and accountable manner. They work in accordance with human rights, the Developmental Services Worker Standards of Practice, legal and ethical requirements and policies and practices of the developmental services sector. They have a legal responsibility to maintain zero tolerance for all forms of abuse.

DSW Apprenticeship Program Standards

The Developmental Services Worker Apprenticeship in-school Curriculum Standard identifies the outcomes that the learner is expected to achieve while "off-the job"; while "in-school".

The Developmental Services Worker Apprenticeship Program In-School Curriculum Standard embodies current philosophies of support and practices in the Developmental Services sector, Ministry of Community and Social Services (MCSS) Human Resources Strategy Core Competencies[1], MCSS Quality Assurance Measures[2],Developmental Services Worker Standards of Practice[3], Ministry of Education requirements and other relevant legislation and policies.

These reportable subjects and the general learning outcomes reflect current practices which were developed through collaboration with key stakeholders from the developmental services sector in the province of Ontario. The process involved extensive consultation that included people with developmental disabilities, their families, Developmental Services Worker graduates, representatives from the Ministry of Community and Social Services and agencies involved in support services, the Ontario College of Trades, Colleges of Applied Arts and Technology and Private Career Colleges offering the diploma and apprenticeship DSW Programs.

The curriculum is comprised of 12 reportable subjects and focuses on the theoretical knowledge and its application required to support the performance objectives within the Apprenticeship Schedule of Training.

Employers/Sponsors are expected to extend the apprentices or trainee's knowledge and skills through practical training on the work site. Regular evaluations of the apprentice's or trainee's knowledge and skills are conducted throughout training to ensure that all apprentices or trainees have achieved the learning outcomes identified in the curriculum standard.

Upon successful completion of all reportable subjects apprentices will have achieved the elements of the Developmental Services Worker Apprenticeship In-School Curriculum Standard.

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[1] http://www.ontariodevelopmentalservices.ca
[2] http://www.MCSS.gov.on.ca
[3] http://www.oadd.org/docs/DSW_Standards_of_Practice_June_2011.doc

Further Education

DSW Apprenticeship Certificate Program graduates recognize that ongoing professional development is essential to ensure that they continue to provide quality support to people with developmental disabilities.

There are opportunities for graduates to pursue further educational and professional qualifications. Graduates of the Developmental Services Worker Apprenticeship Certificate Program may complete additional credits to earn a Developmental Services Worker diploma.

Reportable Subject Summary

Number	Reportable Subjects	Hours Total	Hours Theory	Hours Practical
S1751	Developmental Disabilities	90	90	0
S1752	Philosophy of Support	30	25	5
S1753	Social Services	30	30	0
S1754	Person-Directed Plans	45	30	15
S1755	Intervention Strategies	60	30	30
S1756	Teaching Strategies	60	30	30
S1757	Responding to Abuse	30	25	5
S1758	Health and Wellness	180	140	40
S1759	Pharmacology	45	40	5
S1760	Dual Diagnosis	45	30	15
S1761	Community Building	45	40	5
S1762	Professionalism	120	60	60
	Total	**780**	**570**	**210**

Number:	S1751
Title:	**Developmental Disabilities**
Duration:	Total Hours: 90 Theory: 90 Practical: 0
Prerequisites:	None
Content:	S1751.1 Etiology and Characteristics
	S1751.2 History of the field of developmental disabilities
	S1751.3 Marginalization and provision of support

Reportable Subject General Learning Outcome

The graduate will be able to:
Describe how syndromes and causes of developmental disabilities, history of the field of developmental disabilities and marginalization impact provision of support.

Evaluation & Testing

Assignments related to theory and appropriate Application skills
Minimum of one mid-term test during the term
Final exam at end of term
Periodic quizzes

Number:	S1751.1
Title:	**Etiology and Characteristics**
Duration:	Total Hours: 45 Theory: 45 Practical: 0
Cross-Reference to Training Standards:	

General Learning Outcomes

On successful completion, the apprentice is able to describe the etiology and characteristics of various developmental disabilities and syndromes and the implications for support.

Learning Outcomes and Content

51.1.1   Define developmental disabilities and terminology related to syndromes and causes of developmental disabilities.

51.1.2   Identify historical terminology used to describe developmental disabilities.

51.1.3   Define current terminology used to describe developmental disabilities.

51.1.4   Define assessment and classification.

51.1.5   Describe causes of developmental disabilities including genetic, environmental, prenatal, perinatal, and postnatal factors.

51.1.6   Describe common syndromes and disabilities, such as: cerebral palsy, spinabifida, epilepsy, dual diagnosis, downs syndrome, autism spectrum disorders.

51.1.7   Describe implications for support specific to the common syndromes associated with developmental disabilities.

Number:	S1751.2
Title:	**History of the Field of Developmental Disabilities**
Duration:	Total Hours: 20 Theory: 20 Practical: 0
Cross-Reference to Training Standards:	

General Learning Outcomes

On successful completion, the apprentice is able to identify how the history of the field of developmental disabilities in Ontario impacts current delivery of services.

Learning Outcomes and Content

51.2.1   Define the following:

- Social Role Valorization
- Normalization
- Medical model
- Institutionalization
- Community model
- Developmental model
- Advocacy model

51.2.2   Describe the evolution of the delivery of services in the field of developmental disabilities.

51.2.3   Recognize the impact of history on the current delivery of services.

Number:	S1751.3
Title:	**Marginalization and Provision of Support**
Duration:	Total Hours: 25 Theory: 25 Practical: 0
Cross-Reference to Training Standards:	

General Learning Outcomes

On successful completion, the apprentice is able to describe how marginalization impacts provision of support for people with developmental disabilities.

Learning Outcomes and Content

51.3.1   Define the term marginalization.

51.3.2   Describe factors that lead to marginalization.

Limited access to:

- Income
- Employment
- Housing
- Socialization
- Legislation
- Politics
- Education

51.3.3   Recognize the impact of marginalization on the provision of support for people with developmental disabilities with consideration of:

- Limited resources
- Quality of life
- Barriers
- Stigmas
- Stereotypes
- Labeling
- Restricted access to support
- Discrimination

51.3.4   Describe strategies to minimize the impact of marginalization

- Prioritize needs, goals and resources

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
80%	0%	20%

Number:	S1752		
Title:	**Philosophy of Support**		
Duration:	Total Hours: 30	Theory: 25	Practical: 5
Prerequisites:	S1751		
Content:	S1752.1 Values, Attitudes and Needs		
	S1752.2 Power Imbalance		
	S1752.3 Personal Philosophy of Advocacy		

Reportable Subject General Learning Outcome

On successful completion, the apprentice is able to:
Explain how the philosophy of support influences the provision of support.

Evaluation & Testing

Assignments related to theory and appropriate Application skills
Minimum of one mid-term test during the term
Final exam at end of term
Periodic quizzes

Number:	S1752.1
Title:	**Values, Attitudes and Needs**
Duration:	Total Hours: 16 Theory: 14 Practical: 2
Cross-Reference to Training Standards:	

General Learning Outcomes

On successful completion, the apprentice is able to determine personal and professional values, attitudes and needs that impact provision of support.

Learning Outcomes and Content

52.1.1   Explain Standards of Practice, Threshold and Core Competencies.

52.1.2   Describe stereotypes and attitudes towards people with developmental disabilities.

52.1.3   Describe values and beliefs regarding diversity, including faith, culture, language, disability and ethnicity.

52.1.4   Identify one's own personal and professional values and philosophy of support.

52.1.5   Demonstrate empathy and compassion.

52.1.6   Conduct a self-assessment.

52.1.7   Describe how one's own values, attitudes, and needs influence the process of providing support.

Number:	S1752.2		
Title:	**Power Imbalance**		
Duration:	Total Hours: 7	Theory: 5	Practical: 2
Cross-Reference to Training Standards:			

General Learning Outcomes

On successful completion, the apprentice is able to describe the power imbalance between Developmental Services Workers and people with developmental disabilities.

Learning Outcomes and Content

52.2.1   Identify the types of power.

52.2.2   Identify the sources of power and power imbalance.

52.2.3   Identify the impact of the power imbalance on people with developmental disabilities.

52.2.4   Describe strategies to counteract the power imbalance between the Developmental Services Worker and people with developmental disabilities.

Number:	S1752.3		
Title:	**Personal Philosophy of Advocacy**		
Duration:	Total Hours: 7	Theory: 6	Practical: 1
Cross-Reference to Training Standards:			

General Learning Outcomes

On successful completion, the apprentice is able to explain the impact of philosophy of support on advocacy, self-determination, inclusion and decision making.

Learning Outcomes and Content

52.3.1   Describe the philosophy of inclusion.

52.3.2   Define self-determination.

52.3.3   Identify elements of informed decision making.

52.3.4   Define forms of advocacy.

52.3.5   Explain one's own personal philosophy of support as it impacts advocacy and self-determination for people with developmental disabilities.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
70%	10%	20%

Number:	S1753
Title:	**Social Services**
Duration:	Total Hours: 30 Theory: 30 Practical: 0
Prerequisites:	S1751
Content:	S1753.1 Social Services and Workplace Legislation
	S1753.2 Accessing Social Services
	S1753.3 Organizational Structure

Reportable Subject General Learning Outcome

On successful completion, the apprentice is able to:
Describe how to access appropriate services for people with developmental disabilities in Ontario.

Evaluation & Testing

Assignments related to theory and appropriate Application skills
Minimum of one mid-term test during the term
Final exam at end of term
Periodic quizzes

Number:	S1753.1
Title:	**Social Services and Workplace Legislation**
Duration:	Total Hours: 10 Theory: 10 Practical: 0
Cross-Reference to Training Standards: 6178.1	

General Learning Outcomes

On successful completion, the apprentice is able to describe legislation pertinent to developmental services, social services and the workplace.

Learning Outcomes and Content

53.1.1   Describe pertinent Federal legislation.

53.1.2   Describe pertinent Provincial legislation.

53.1.3   Describe pertinent Municipal legislation.

Number:	S1753.2
Title:	**Accessing Social Services**
Duration:	Total Hours: 10 Theory: 10 Practical: 0
Cross-Reference to Training Standards:	

General Learning Outcomes

On successful completion, the apprentice is able to explain how to access services for people with developmental disabilities.

Learning Outcomes and Content

53.2.1   Identify current services for people with developmental disabilities.

53.2.2   Compare and contrast the Ontario model of services for people with developmental disabilities with models employed by other jurisdictions.

53.2.3   Describe how to access social services in Ontario.

Number:	S1753.3
Title:	**Organization Structure**
Duration:	Total Hours: 10 Theory: 10 Practical: 0
Cross-Reference to Training Standards:	

General Learning Outcomes

On successful completion, the apprentice is able to compare organization structures of different developmental and social service agencies.

Learning Outcomes and Content

53.3.1   Identify the elements of organizational structure:

- Mission statement
- Vision
- Values
- Goals and objectives
- Governance
- Procedures and policies of the workplace
- Funding sources

53.3.2   Compare the service philosophies of different agencies.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
80%	0%	20%

Number:	S1754
Title:	**Person-Directed Plans**
Duration:	Total Hours: 45 Theory: 30 Practical: 15
Prerequisites:	S1751
Content:	S1754.1 Person-directed planning elements
	S1754.2 Person-directed planning tools
	S1754.3 Inter-professional Team Approach
	S1754.4 Holistic Approach
	S1754.5 Implementing the person-directed plan

Reportable Subject General Learning Outcome

On successful completion, the apprentice is able to:
Describe person-directed planning processes.

Evaluation & Testing

Assignments related to theory and appropriate Application skills
Minimum of one mid-term test during the term
Final exam at end of term
Periodic quizzes

Number:	S1754.1
Title:	**Person-Directed Planning Elements**
Duration:	Total Hours: 6 Theory: 6 Practical: 0
Cross-Reference to Training Standards: 6176.1, 6176.2	

General Learning Outcomes

On successful completion, the apprentice is able to describe elements of person- directed planning and how it differs from other planning models.

Learning Outcomes and Content

54.1.1   Identify elements of person-directed planning.

54.1.2   Identify elements of other individual planning models.

54.1.3   Compare person-directed planning to other individual planning models.

Number:	S1754.2
Title:	**Person-Directed Planning Tools**
Duration:	Total Hours: 13 Theory: 6 Practical: 7
Cross-Reference to Training Standards: 6176.0	

General Learning Outcomes

On successful completion, the apprentice is able to assess current person-directed planning tools referencing a values framework.

Learning Outcomes and Content

54.2.1   Identify current person-directed planning tools.

54.2.2   Use a variety of models and tools to develop a person-directed plan.

54.2.3   Define the features of a values framework.

54.2.4   Use a values framework to assess current person-directed planning tools.

Number:	S1754.3
Title:	**Inter-professional Team Approach**
Duration:	Total Hours: 6 Theory: 6 Practical: 0
Cross-Reference to Training Standards:	

General Learning Outcomes

On successful completion, the apprentice is able to describe the inter-professional team approach to person-directed planning with the person as the focus.

Learning Outcomes and Content

54.3.1   Identify the structure of an inter-professional team

54.3.2   Explain the inter-professional team approach to person-directed planning with the person as the focus.

54.3.3   Describe the process of collaboration within inter-professional teams.

54.3.4   Describe the benefits of collaboration within inter-professional teams in all aspects of the service provision.

Number: S1754.4

Title: Holistic Approach

Duration: Total Hours: 10   Theory: 6   Practical: 4

Cross-Reference to Training Standards: 6176.1, 6176.2

General Learning Outcomes

On successful completion, the apprentice is able to apply a holistic approach in the development of a person-directed plan.

Learning Outcomes and Content

54.4.1   Define holistic approach.

54.4.2   Gather information about a person's social, vocational, cultural, intellectual, emotional, spiritual and physical goals to develop person-directed supports.

54.4.3   Identify self-determination as a priority in the planning process, taking in to account the rights and responsibilities of people with developmental disabilities.

54.4.4   Identify opportunities for self-determination.

54.4.5   Use a holistic approach to develop a person-directed plan.

Number: S1754.5

Title: **Implementing the Person-Directed Plan**

Duration: Total Hours: 10   Theory: 6   Practical: 4

Cross-Reference to Training Standards: 6176.3, 6176.4, 6176.5

General Learning Outcomes

On successful completion, the apprentice is able to describe how to implement, document, assess, evaluate, and review the person-directed plan.

Learning Outcomes and Content

54.5.1   Describe the person-directed plan preparation and implementation processes.

54.5.2   Identify participants in the planning process with consideration of inclusion of the following:

- The person with a developmental disability
- Families
- Natural supports
- Social networks
- Significant others
- Support staff
- Other professionals

54.5.3   Identify resources and community services accessed as part of the person-directed plan.

54.5.4   Describe how to document the person-directed-plan.

54.5.5   Describe how to assess and review the person-directed plan.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
60%	20%	20%

Number:	S1755
Title:	**Intervention Strategies**
Duration:	Total Hours: 60　　　Theory: 30　　　Practical: 30
Prerequisites:	S1751
Content:	S1755.1　Ethics
	S1755.2　Learning Theory
	S1755.3　Crisis Intervention Techniques
	S1755.4　Observation and Documentation
	S1755.5　Functional Behavioural Assessment
	S1755.6　Behavioural Support Plans

Reportable Subject General Learning Outcome

On successful completion, the apprentice is able to:
Demonstrate knowledge of the development and implementation of behavioural support plans.

Evaluation & Testing

Assignments related to theory and appropriate Application skills
Minimum of one mid-term test during the term
Final exam at end of term
Periodic quizzes

Number:	S1755.1
Title:	**Ethics**
Duration:	Total Hours: 4　　　　Theory: 4　　　　Practical: 0
Cross-Reference to Training Standards:	

General Learning Outcomes

On successful completion, the apprentice is able to identify the key aspects of the ethical utilization of behavioural techniques.

Learning Outcomes and Content

55.1.1　　　List the elements of code of ethics with respect to behavioural approaches.

55.1.2　　　Use the code of ethics in behavioural planning.

55.1.3　　　Adhere to pertinent legislation.

Number:	S1755.2
Title:	**Behavioural Learning Theory**
Duration:	Total Hours: 4 Theory: 4 Practical: 0
Cross-Reference to Training Standards:	

General Learning Outcomes

On successful completion, the apprentice is able to explain an understanding of behavior learning theory.

Learning Outcomes and Content

55.2.1   Identify the elements of behavioural learning theory.

55.2.2   List the behavioural rules.

55.2.3   Describe how the behaviour learning theory could be used.

Number:	S1755.3
Title:	**Crisis Intervention Techniques**
Duration:	Total Hours: 14 Theory: 6 Practical: 8

Cross-Reference to Training Standards: 6175.0, 6175.1, 6175.2, 6175.3, 6175.4, 6175.5, 6175.6, 6175.7

General Learning Outcomes

On successful completion, the apprentice is able to demonstrate certified crisis intervention techniques according to industry standards, and document as required by legislation.

Learning Outcomes and Content

55.3.1   Define certified crisis intervention.

55.3.2   Identify the process of debriefing.

55.3.3   Identify crisis intervention techniques.

55.3.4   Demonstrate certified crisis intervention techniques.

55.3.5   Identify documentation requirements related to use of crisis intervention techniques.

Number:	S1755.4
Title:	**Observation and Documentation**
Duration:	Total Hours: 10 Theory: 3 Practical: 7
Cross-Reference to Training Standards: 6176.1	

General Learning Outcomes

On successful completion, the apprentice is able to demonstrate techniques of information gathering and documentation.

Learning Outcomes and Content

55.4.1   Identify techniques of information gathering.

- Observation
- Gathering information from secondary sources including interviewing others and reading documentation and literature

55.4.2   Demonstrate methods of documenting and presenting behavioural data.

55.4.3   Demonstrate how to observe and document implementation strategies.

Number:	S1755.5		
Title:	**Functional Behavioural Assessment**		
Duration:	Total Hours: 16	Theory: 7	Practical: 9
Cross-Reference to Training Standards:			

General Learning Outcomes

On successful completion, the apprentice is able to conduct functional behavioural assessments.

Learning Outcomes and Content

55.5.1   Define the term functional behavioural assessment

55.5.2   List the elements of a functional behavioural assessment.

55.5.3   Conduct a functional behavioural assessment.

Number:	S1755.6
Title:	**Behavioural Support Plans**
Duration:	Total Hours: 12 Theory: 6 Practical: 6
Cross-Reference to Training Standards: 6176.1, 6176.2, 6176.3	

General Learning Outcomes

On successful completion, the apprentice is able to implement behavioural support plans.

Learning Outcomes and Content

55.6.1   Define behavioural support plans.

55.6.2   List elements of the behavioural support plan.

55.6.3   Participate in the development of the behavioural support plan.

55.6.4   Describe how the behaviour plan would be implemented.

55.6.5   Document behavioural support plan activities.

55.6.6   Report on behavioural support plans.

55.6.7   Review behavioural support plans.

55.6.8   Participate in the adjustment of behavioural support plans.

55.6.9   Identify the role of the developmental services worker in the implementation of behavioural support plans.

55.6.10   Identify when to seek help when implementing a behavior support plan.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
40%	40%	20%

Number:	S1756
Title:	**Teaching Strategies**
Duration:	Total Hours: 60 Theory: 30 Practical: 30
Prerequisites:	S1751
Content:	S1756.1 Communication Strategies
	S1756.2 Learning Needs and Styles
	S1756.3 Teaching Skills

Reportable Subject General Learning Outcome

On successful completion, the apprentice is able to:
Demonstrate teaching strategies to support the learning of people with developmental disabilities.

Evaluation & Testing

Assignments related to theory and appropriate Application skills
Minimum of one mid-term test during the term
Final exam at end of term
Periodic quizzes

Number:	S1756.1
Title:	**Communication Strategies**
Duration:	Total Hours: 20 Theory: 10 Practical: 10
Cross-Reference to Training Standards:	

General Learning Outcomes

On successful completion, the apprentice is able to teach communication skills to people with developmental disabilities using a variety of strategies appropriate to their individual needs.

Learning Outcomes and Content

56.1.1   Identify augmentative communication tools and strategies.

56.1.2   Use augmentative communication tools and strategies such as:

- electronic devices

56.1.3   Use oral communication skills.

56.1.4   Use written communication skills.

56.1.5   Use nonverbal communication skills.

Number: S1756.2

Title: Learning Needs and Styles

Duration: Total Hours: 20   Theory: 12   Practical: 8

Cross-Reference to Training Standards: 6171.1, 6171.2, 6171.3, 6171.4, 6171.5

General Learning Outcomes

On successful completion, the apprentice is able to identify how to use teaching strategies appropriate to the individual needs of people with developmental disabilities.

Learning Outcomes and Content

56.2.1   Identify various learning styles.

56.2.2   Identify individual learning needs.

56.2.3   Identify environments in which optimal teaching and learning occur.

56.2.4   Identify evidence based learning, teaching, coaching and assessment strategies to facilitate skill development and autonomy.

56.2.5   Explain the benefits of collaborating with the person's network, with appropriate consents, in all aspects of the teaching plan.

56.2.6   Compile information from a variety of sources to aid in the development of teaching plans.

56.2.7   Develop teaching strategies that consider:

- age
- developmental stages
- culture
- needs
- environment
- learning styles

Number:	S1756.3
Title:	**Teaching Skills**
Duration:	Total Hours: 20 Theory: 18 Practical: 12

Cross-Reference to Training Standards: 6171.1, 6171.2, 6171.3, 6171.4, 6171.5, 6171.6, 6171.7, 6171.8, 6177.4

General Learning Outcomes

On successful completion, the apprentice is able to demonstrate how to teach functional, social, citizenship and self-advocacy skills to people with developmental disabilities.

Learning Outcomes and Content

56.3.1   Demonstrate how to teach functional skills for:

- academics
- life skills
- personal care
- domestic skills
- recreation and leisure
- parenting skills
- employability skills

56.3.2   Demonstrate how to teach social skills for:

- communicating in a variety of ways including the use of equipment and technology
- problem-solving
- conflict management
- coping skills
- healthy relationships

56.3.3   Demonstrate how to teach citizenship and self-advocacy skills, emphasizing rights and responsibilities.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
40%	40%	20%

Number:	S1757
Title:	**Responding to Abuse**
Duration:	Total Hours: 30 Theory: 25 Practical: 5
Prerequisites:	S1751
Content:	S1757.1 Forms of Abuse
	S1757.2 Abuse Prevention Strategies
	S1757.3 Abuse Reporting Requirements
	S1757.4 Support Plans

Reportable Subject General Learning Outcome

On successful completion, the apprentice is able to:
Describe how to support people with developmental disabilities who are at risk of abuse or who have been impacted by abuse in compliance with all applicable legislation, regulations and standards of practice.

Evaluation & Testing

Assignments related to theory and appropriate Application skills
Minimum of one mid-term test during the term
Final exam at end of term
Periodic quizzes

Number:	S1757.1
Title:	**Forms of Abuse**
Duration:	Total Hours: 6 Theory: 6 Practical: 0
Cross-Reference to Training Standards:	

General Learning Outcomes

On successful completion, the apprentice is able to describe various forms of abuse and the concept of zero-tolerance.

Learning Outcomes and Content

57.1.1   Identify the forms and indicators of abuse for the following:

- physical
- emotional
- neglect
- financial
- psychological
- sexual

57.1.2   Describe the concept of zero-tolerance towards abuse.

Number:	S1757.2
Title:	**Abuse Prevention Strategies**
Duration:	Total Hours: 9 Theory: 9 Practical: 0
Cross-Reference to Training Standards:	

General Learning Outcomes

On successful completion, the apprentice is able to describe abuse prevention strategies.

Learning Outcomes and Content

57.2.1   Describe the elements of Quality Assurance Measures related to abuse prevention strategies.

57.2.2   Describe abuse prevention strategies.

- staff training and development
- education and planning for people with developmental disabilities
- policies and procedures

57.2.3   Describe elements of human sexuality including healthy relationships and abuse prevention.

57.2.4   Describe elements of safe physical and psycho-social environments.

57.2.5   Describe how to conduct an environmental safety scan of risk factors.

Number:	S1757.3
Title:	**Abuse Reporting Requirements**
Duration:	Total Hours: 6 Theory: 6 Practical: 0
Cross-Reference to Training Standards:	

General Learning Outcomes

On successful completion, the apprentice is able to describe the reporting requirements for all incidents of abuse of a person with a developmental disability in accordance with legislation and workplace policies and procedures.

Learning Outcomes and Content

57.3.1 Describe the elements of Quality Assurance Measures related to abuse reporting.

57.3.2 Explain the elements of workplace policies and procedures related to abuse reporting.

- alleged abuse
- suspected abuse
- witnessed abuse

57.3.3 Describe the role of the Developmental Services Worker in reporting alleged, suspected and/or witnessed abuse.

Number:	S1757.4
Title:	**Support Plans**
Duration:	Total Hours: 9 Theory: 4 Practical: 5
Cross-Reference to Training Standards: 6176.1, 6176.2, 6176.3, 6176.4, 6176.5	

General Learning Outcomes

On successful completion, the apprentice is able to develop a support plan, in accordance with legislation, policies and procedures, for people with developmental disabilities who have been impacted by abuse.

Learning Outcomes and Content

57.4.1   Identify the elements of a support plan.

57.4.2   Describe the assessment and implementation processes of the support plan.

57.4.3   Outline the process of collaborating with inter-professional team members to identify the immediate and long-term impact of abuse.

57.4.4   Develop a support plan for people with developmental disabilities who have been impacted by abuse, in accordance with legislation, policies and procedures.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
70%	10%	20%

Number:	S1758		
Title:	**Health and Wellness**		
Duration:	Total Hours: 180	Theory: 140	Practical: 40
Prerequisites:	S1751		
Content:	S1758.1	Health and safety legislation, regulations and workplace policies	
	S1758.2	Body systems and conditions	
	S1758.3	Provision of health care	
	S1758.4	Enhancing health and well-being	
	S1758.5	Bereavement and non-bereavement loss	

Reportable Subject General Learning Outcome

On successful completion, the apprentice is able to:
Support health and well-being of people with developmental disabilities.

Evaluation & Testing

Assignments related to theory and appropriate Application skills
Minimum of one mid-term test during the term
Final exam at end of term
Periodic quizzes

Number:	S1758.1
Title:	**Health and Safety Legislation, Regulations, and Workplace Policies**
Duration:	Total Hours: 48 Theory: 33 Practical: 15
Cross-Reference to Training Standards: 6172.2, 6172.3, 6172.4, 6172.5	

General Learning Outcomes

On successful completion, the apprentice is able to demonstrate knowledge of current and relevant legislation, regulations and workplace policies related to health and safety.

Learning Outcomes and Content

58.1.1   Describe current and relevant legislation and regulations to health and safety.

58.1.2   Describe the professional requirements pertaining to rights, dignity and privacy for the person with developmental disabilities to be respected when providing support related to health and safety.

58.1.3   Describe the responsibility of the Developmental Services Worker to inform people with developmental disabilities about medical procedures and care.

58.1.4   Demonstrate health and safety measures such as:

- the use of standard precautions to prevent and control infection and disease
- the prevention of and response to accidents, emergencies and serious occurrences
- examination of equipment prior to use and according to regular maintenance schedules to ensure it is in good working order
- the use of all equipment safely and appropriately for the protection of self and others
- conducting elements of an environmental safety scan in accordance with legislation, workplace policies and procedures.
- using appropriate techniques/equipment for lifts and transfers
- adhering to personal safety, including fire safety

58.1.5   Demonstrate the process of reporting and documenting accidents, emergencies and serious occurrences.

Number: S1758.2

Title: Body Systems and Conditions

Duration: Total Hours: 50   Theory: 50   Practical: 0

Cross-Reference to Training Standards: 6373.0, 6173.1, 6173.2

General Learning Outcomes

On successful completion, the apprentice is able to describe body systems and common health conditions associated with developmental disabilities.

Learning Outcomes and Content

58.2.1   Describe the basic structure and function of body systems.

58.2.2   Describe the structure, functions and interdependency of body systems.

58.2.3   Describe how health conditions affect health and well-being.

58.2.4   Describe common health conditions associated with developmental disabilities.

Number:	S1758.3
Title:	**Provision of Health Care**
Duration:	Total Hours: 52 Theory: 35 Practical: 17
Cross-Reference to Training Standards: 6173.1, 6173.4, 6173.6, 6173.7, 6173.10, 6174.6	

General Learning Outcomes

On successful completion, the apprentice is able to demonstrate the provision of health care within the limits of the role of a Developmental Services Worker in accordance with legislation and workplace policies and procedures.

Learning Outcomes and Content

58.3.1   Describe the responsibilities of the Developmental Services Worker in the provision of health care including limits of the role, in accordance with legislation and workplace policies and procedures.

- Regulated Health Professions Act
- Healthcare Consent Act
- Substitute Decision Makers Act
- Power of Attorney
- Quality Assurance Measures
- Workplace policies and procedures

58.3.2   Describe the role of the Developmental Services Worker in advocating for health supports and resources.

58.3.3   Identify the process of consulting and collaborating with health care and allied health professionals as part of an inter-professional team to develop plans and access health services and supports.

58.3.4   Demonstrate the provision of health care within the limits of the role of a Developmental Services Worker.

- personal care and hygiene skills
- assessment of changes in health status
- assessment of vital signs
- simple dressing changes
- application of prescribed thermal treatments
- recording and reporting concerns
- initiating appropriate action

Number:	S1758.4
Title:	**Enhancing Health and Well-Being**
Duration:	Total Hours: 20 Theory: 12 Practical: 8
Cross-Reference to Training Standards: 6173.2, 6173.4, 6173.9, 6173.11	

General Learning Outcomes

On successful completion, the apprentice is able to demonstrate strategies to enhance health and well-being across the lifespan.

Learning Outcomes and Content

58.4.1   Describe strategies to enhance health and well-being across the lifespan including but not limited to:

- bio-psychosocial and spiritual factors
- benefits of participating in a healthy and active lifestyle
- community health services
- developmental and senior services available for people with developmental disabilities as they age

58.4.2   Demonstrate planning of balanced menus and meal preparation in accordance with standard nutritional guidelines, culture and/or personal preferences and/or as prescribed by a registered health professional

Number:	S1758.5		
Title:	**Bereavement and Non-Bereavement Loss**		
Duration:	Total Hours: 10	Theory: 10	Practical: 0
Cross-Reference to Training Standards: 6173.11			

General Learning Outcomes

On successful completion, the apprentice is able to describe how to support people with developmental disabilities experiencing loss.

Learning Outcomes and Content

58.5.1   Define bereavement and non-bereavement loss.

58.5.2   Explain stages of grieving.

58.5.3   Identify the prevalence and sources of loss for people with developmental disabilities.

58.5.4   Describe the signs and symptoms of grieving for people with developmental disabilities.

58.5.5   Describe strategies to support people with developmental disabilities experiencing loss.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
60%	20%	20%

Number:	S1759
Title:	**Pharmacology**
Duration:	Total Hours: 45 Theory: 40 Practical: 5
Prerequisites:	S1751
Content:	S1759.1 Administration of Medications
	S1759.2 Self-Administration of Medications

Reportable Subject General Learning Outcome

On successful completion, the apprentice is able to:
Describe safe medication practices.

Evaluation & Testing

Assignments related to theory and appropriate Application skills
Minimum of one mid-term test during the term
Final exam at end of term
Periodic quizzes

Number:	S1759.1
Title:	**Administration of Medications**
Duration:	Total Hours: 40 Theory: 35 Practical: 5

Cross-Reference to Training Standards: 6174.0, 6174.1, 6174.2, 6174.3, 6174.4, 6174.5

General Learning Outcomes

On successful completion, the apprentice is able to demonstrate safe administration of medications in accordance with legislation, workplace policies and procedures.

Learning Outcomes and Content

59.1.1   Describe government legislation, regulations and workplace policies for medication administration.

59.1.2   Describe the types and effects of prescription and non-prescription medications such as:

- drug classifications
- routes of administration
- beneficial effects
- side effects
- adverse effects
- toxicity

59.1.3   Describe appropriate measures to address the effects of prescription and non- prescription medications.

59.1.4   Identify the assessment process for determining people's health status related to medication administration.

59.1.5   Demonstrate safe administration of medications adhering to workplace regulations, policies and professional standards.

- processing of medication orders
- preparation
- pouring
- administration
- recording
- storage
- disposal of medication and medical devices/materials

Number:	S1759.2
Title:	**Self-Administration of Medication**
Duration:	Total Hours: 5 Theory: 5 Practical: 0
Cross-Reference to Training Standards: 6174.7	

General Learning Outcomes

On successful completion, the apprentice is able to describe the process for assessing and teaching self-administration of medication by people with developmental disabilities.

Learning Outcomes and Content

59.2.1   Describe the criteria for assessing the ability of people with developmental disabilities to self-administer medication.

59.2.2   Describe the strategies for teaching self-administration of medication.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
70%	10%	20%

Number:	S1760
Title:	**Dual Diagnosis**
Duration:	Total Hours: 45 Theory: 30 Practical: 15
Prerequisites:	S1751
Content:	S1760.1 Mental Health Disorders
	S1760.2 Prevalence and Predisposition
	S1760.3 Strategies of Support

Reportable Subject General Learning Outcome

On successful completion, the apprentice is able to:
Support the mental health and well-being of people with developmental disabilities who have a dual diagnosis.

Evaluation & Testing

Assignments related to theory and appropriate Application skills
Minimum of one mid-term test during the term
Final exam at end of term
Periodic quizzes

Number:	S1760.1
Title:	**Mental Health Disorders**
Duration:	Total Hours: 10 Theory: 10 Practical: 0
Cross-Reference to Training Standards: 6173.9	

General Learning Outcomes

On successful completion, the apprentice is able to describe the etiology and classification of mental health disorders and dual diagnosis.

Learning Outcomes and Content

60.1.1   Define the term "Dual Diagnosis".

60.1.2   Describe the history of dual diagnosis services.

60.1.3   Describe the classification of mental health disorders.

- signs and symptoms in people with developmental disabilities

60.1.4   Describe the bio-psychosocial model of disease.

Number:	S1760.2
Title:	**Prevalence and Predisposition**
Duration:	Total Hours: 12 Theory: 7 Practical: 5
Cross-Reference to Training Standards: 6173.9	

General Learning Outcomes

On successful completion, the apprentice is able to describe the factors affecting the prevalence and predisposition of dual diagnosis.

Learning Outcomes and Content

60.2.1   Identify the prevalence rate of dual diagnosis.

60.2.2   Define predisposition.

60.2.3   Use the bio-psychosocial model of mental illness to explain the increased probability that people with developmental disabilities will have a mental illness.

- biological factors
- psychological factors
- social factors
- psychosocial crises

Number:	S1760.3
Title:	**Strategies for Support**
Duration:	Total Hours: 23 Theory: 13 Practical: 10
Cross-Reference to Training Standards: 6173.9	

General Learning Outcomes

On successful completion, the apprentice is able to describe strategies for supporting people with a dual diagnosis.

Learning Outcomes and Content

60.3.1   Demonstrate the skills of observing, monitoring and recording mental health information.

60.3.2   Demonstrate the process of conducting a bio-psychosocial assessment with a person with a dual diagnosis.

60.3.3   Describe the role of the DSW on the inter-professional team supporting a person with a dual diagnosis.

60.3.4   Identify strategies that will support the well-being of people with a dual diagnosis.

60.3.5   Describe the process of adapting counseling techniques when working with a person with a dual diagnosis.

60.3.6   Identify the systemic issues that affect the cross sectorial provision of services to people with a dual diagnosis.

60.3.7   Describe advocacy strategies to address the systemic issues that affect the provision of services to people with a dual diagnosis.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
50%	30%	20%

Number:	S1761
Title:	**Community Building**
Duration:	Total Hours: 45 Theory: 40 Practical: 5
Prerequisites:	S1751
Content:	S1761.1 Social justice and social change
	S1761.2 Strategies to increase community capacity
	S1761.3 Relationships

Reportable Subject General Learning Outcome

On successful completion, the apprentice is able to
Describe strategies for the development of inclusive communities.

Evaluation & Testing

Assignments related to theory and appropriate Application skills
Minimum of one mid-term test during the term
Final exam at end of term
Periodic quizzes

Number: S1761.1

Title: Social Justice and Social Change

Duration: Total Hours: 16   Theory: 16   Practical: 0

Cross-Reference to Training Standards: 6177.5

General Learning Outcomes

On successful completion, the apprentice is able to describe strategies to promote social justice and change.

Learning Outcomes and Content

61.1.1   Define social justice and social change.

61.1.2   Identify barriers to social justice with consideration of:

- race
- gender
- sexual orientation
- age
- class
- ability
- culture
- religion

61.1.3   Describe specific barriers experienced by people with developmental disabilities and their families.

61.1.4   Identify models of social change.

61.1.5   Describe strategies to minimize barriers to the achievement of the personal goals of people with developmental disabilities.

61.1.6   Describe behaviours and attitudes which promote social justice and social change.

Number: S1761.2

Title: **Strategies to Increase Community Capacity**

Duration: Total Hours: 15 Theory: 15 Practical: 0

Cross-Reference to Training Standards: 6178.4

General Learning Outcomes

On successful completion, the apprentice is able to describe strategies to increase the capacity of a community to welcome and include people with developmental disabilities.

Learning Outcomes and Content

61.2.1 Describe strategies to increase the capacity of a community to welcome and include people with developmental disabilities.

- natural supports
- networks of support
- inclusion and participation
- full citizenship
- consensus building and negotiated solutions

61.2.2 Identify opportunities for community building.

Number:	S1761.3		
Title:	**Relationships**		
Duration:	Total Hours: 14	Theory: 9	Practical: 5
Cross-Reference to Training Standards: 6178.1, 6178.2, 6178.3, 6178.4, 6178.5			

General Learning Outcomes

On successful completion, the apprentice is able to describe strategies to support people with developmental disabilities to build and maintain reciprocal relationships.

Learning Outcomes and Content

61.3.1   Identify the range of reciprocal relationships

- family
- friends
- significant others
- pets
- community members
- professional
- vocational
- recreation

61.3.2   Describe the significance of reciprocal relationships in the lives of people with developmental disabilities.

61.3.3   Describe the significance of family relationships on the lives of people with developmental disabilities

61.3.4   Describe the rights of people with developmental disabilities to self-disclose and maintain privacy.

61.3.5   Describe strategies to support people in developing and maintaining reciprocal relationships.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
70%	10%	20%

Number:	S1762
Title:	**Professionalism**
Duration:	Total Hours: 120 Theory: 60 Practical: 60
Prerequisites:	S1751
Content:	S1762.1 Professional Values and Ethics
	S1762.2 Interpersonal Skills
	S1762.3 Ongoing Professional Development
	S1762.4 Professional Self Care

Reportable Subject General Learning Outcome

On successful completion, the apprentice is able to:
Develop strategies and plans that lead to enhanced job performance and the maintenance of professional self-care.

Evaluation & Testing

Assignments related to theory and appropriate Application skills
Minimum of one mid-term test during the term
Final exam at end of term
Periodic quizzes

Number: S1762.1

Title: Professional Values and Ethics

Duration: Total Hours: 20 Theory: 15 Practical: 5

Cross-Reference to Training Standards: 6179.1, 6179.2, 6179.3, 6179.4

General Learning Outcomes

On successful completion, the apprentice is able to describe the professional values and ethics of the Developmental Services Worker in the workplace.

Learning Outcomes and Content

62.1.1   Describe the Standards of Practice for Developmental Services Worker.

62.1.2   Describe the values, ethics and scope of practice.

62.1.3   Examine their personal and professional values.

62.1.4   Recognize the relevance of the Developmental Services Human Resources Core Competencies to employment and professional growth in the Developmental Services field

62.1.5   Describe the Developmental Services Human Resources Threshold Competencies in practice

62.1.6   Identify the mission, visions, values, goals, policies and procedures of the workplace.

62.1.7   Describe the alignment between organizational and professional values.

Number:	S1762.2		
Title:	**Interpersonal Skills**		
Duration:	Total Hours: 50	Theory: 25	Practical: 25
Cross-Reference to Training Standards:			

General Learning Outcomes

On successful completion, the apprentice is able to use communication and counseling skills appropriate to the role of a Developmental Services Worker in the workplace.

Learning Outcomes and Content

62.2.1   Communicate using formats specific to people with developmental disabilities and the development services sector:

- electronic
- oral
- written
- nonverbal

62.2.2   Describe strategies to develop rapport with people with developmental disabilities.

62.2.3   Demonstrate effective and appropriate communication strategies and counseling techniques with consideration of:

- faith
- culture
- language
- personal needs and preferences

62.2.4   Demonstrate professional communication skills required to participate as member of an inter-professional team.

Number:	S1762.3
Title:	**Ongoing Professional Development**
Duration:	Total Hours: 30 Theory: 10 Practical: 20
Cross-Reference to Training Standards: 6179.8	

General Learning Outcomes

On successful completion, the apprentice is able to describe the importance of ongoing professional development.

Learning Outcomes and Content

62.3.1   Define "evidence based practice".

62.3.2   Describe current evidence based practices.

62.3.3   Demonstrate research skills with respect to evidence based practices.

62.3.4   Explain the importance of ongoing professional development.

62.3.5   Develop a professional portfolio that identifies skills and abilities for employment.

62.3.6   Conduct routine self-assessments of current behavioural competencies, knowledge and technical skills to formulate professional development plans.

62.3.7   Demonstrate professional responses to feedback and supervision.

62.3.8   Identify strategies, resources and evidence based practices to enhance professional growth based on feedback and supervision.

62.3.9   Identify entrepreneurial skills required for self-employment.

Number:	S1762.4
Title:	**Professional Self-Care**
Duration:	Total Hours: 20 Theory: 10 Practical: 10
Cross-Reference to Training Standards: 6179.1, 6179.6	

General Learning Outcomes

On successful completion, the apprentice is able to describe strategies to enhance self-care related to professional practice.

Learning Outcomes and Content

62.4.1   Recognize indicators of one's own stress, fatigue and illness, including:

- bereavement
- compassion fatigue
- vicarious trauma

62.4.2   Describe elements of the self-care plan.

- goals
- strategies
- actions
- resources
- supports
- assessment

62.4.3   Develop a self-care plan related to professional practice.

Evaluation Structure		
Theory Testing	Practical Application Testing	Final Assessment
40%	40%	20%

APPENDIX A: Glossary of Trade Specific Terms

Accountable	The individual or organization is responsible for its actions and answerable to other designated parties with respect to meeting its obligations. Accountability also includes the concept of liability in which the responsible party can be legally penalized for not being accountable.
Active Life Style	A way of life in which the individual is engaged in activities that promote health and that are of his/her choice.
Advocacy	Taking action to help people to say what they want, secure their rights, represent their interests, and obtain services (National Lead for Advocacy, Valuing People Now, 2009).
Best Practice	A method or technique that has consistently demonstrated through research and experience that it is superior to other methods or techniques.
Bio-psychosocial	An integrated systems approach to human behaviour and disease which states that each system affects and is affected by all other systems. All aspects of the person – biological, psychological, and social – contribute to disease.
Compassion Fatigue	A condition in which care givers experience a decrease in compassion over time due to repeated exposure to stress which results in anxiety, hopelessness, decrease in pleasure, and pervasive negative attitudes.
Competent	A condition of proficiency which incorporates the concepts of knowledge, skills and experience.
Conduct	To carry out a procedure or to behave, as in to *conduct* oneself in a professional manner.
Core Competencies	Underlying personal characteristics and behaviours of an individual that are important contributors to predict outstanding performance in a job within a particular organization (Hay Group, 2009). There exists core competencies developed by MCSS and the DS HR Strategy http://www.ontariodevelopmentalservices.ca/ds-hr-strategies
Counseling	A process of communicating with someone in a professional capacity to assist that person to identify issues, reach decisions and meet their goals.
Cultural	Relating to the language, beliefs, values, norms, and behaviours common to the members of a particular group.

Competencies	An underlying characteristic of a person which enables them to deliver superior performance in a given job, role, or situation (Hay Group, 2003).
DSW Code of Ethics	A written set of guidelines that describe the primary values and ethical standards that guide the actions of Developmental Services Workers. Refer to Ontario Association on Developmental Disabilities, 2011
Dual Diagnosis	The co-existence of a developmental disability and a mental health problem (which may be diagnosed or undiagnosed).
Ethical	Conforming to a set of principles or norms, etc.
Evidence based practices	Current practices and strategies that have been proven to be both ethical and effective through research
Full Citizenship	A situation in which all persons with intellectual and other disabilities have the right to be treated with respect and to participate fully in (Canadian) society (Developmental Disabilities in Ontario, p 71).
Functional skills	Skills that can be used every day; also known as life skills.
Inclusion	The practice of valuing, accepting, respecting, involving and providing equal opportunities to people with developmental disabilities.
Inclusive Community	A community which incorporates all its citizens as active and fully participating members.
Integration	The inclusion of persons with developmental disabilities into mainstream society.
Inter-professional	A group of individuals and professionals from various disciplines working combine knowledge and resources to support a person with a developmental disability
Life Long Learning	Engagement in formal and informal experiences that develop knowledge and skills, leading to optimum performance in the workplace.
Natural Support	Supportive unpaid relationships with family, peers and others in the community.
Non-bereavement loss	A range of reactions such as shock, anger, fear, sadness and depression, to significant negative life events such as the onset of chronic illness, dementia, the departure of a roommate, etc.

Person-Directed	A process of service delivery by which a person with a disability shapes his/her own supports based on his/her own needs, dreams and wishes.
Power Imbalance	A situation in which the Developmental Services Worker has more power in a relationship with the people they support, resulting in condition that is unfair.
Professional	A person with specific knowledge or training in a particular area who is paid and expected to perform in specific ways
Psycho-social Environments	The relationship between one's psychological development and his/her interaction within a social environment.
Scope of Practice	A technical description of activities, including boundaries that constitute work permitted by law, for the Developmental Services Worker profession.
Self-Advocacy	The practice of enabling and empowering people with developmental disabilities to act on their own behalf.
Self- Determination	The right to decide one's own course of action without coercion; also known as free will.
Social justice	A condition in a society in which all citizens have equal economic, political and social rights and opportunities.
Standards of Practice	A framework of principles that describes the knowledge, skills, values, and vision of professionalism that guides the daily practices of Developmental Services Workers, http://www.oadd.org/docs/DSW_Standards_of_Practice_June_2011.doc
Thermal Treatment	Applications of therapeutic thermal agents to treat disease, relieve pain or aid recovery.
Threshold Competencies	The characteristics that any job holder should possess in order to perform that job effectively at an average level of competency. There exists threshold competencies developed by MCSS and the DS HR Strategy, http://www.ontariodevelopmentalservices.ca/ds-hr-strategies

APPENDIX B: Tools and Equipment List

Health care skills and pharmacology lab

Health care skills supplies such as, glucometers, Blood Pressure gauge (BP),

Temperature, Pulse and Respiration monitor (TPR), oxygen equipment

Lifts, chairs

Health care simulators (baby and adult)

Sensory kits

Anatomy models

Birth control kits and other sexuality teaching tools

Teaching Aids - Adaptive tools

Adapted tableware, utensils

Visual timers

Augmentative communication tools and software

Appropriate electronic devices

Communication/Counseling Lab including videotaping equipment

Computer lab

Accessibility tools and software

Floor mats for crisis prevention/intervention

Print Materials specific to developmental services

Videos

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