



## COURSE OUTLINE: DSS303 - PERSONAL OUTCOME M&P

Prepared: Christine Gregoire

Approved: Bob Chapman, Chair, Health

<b>Course Code: Title</b>	DSS303: PERSONAL OUTCOME MEASURES AND PLANNING
<b>Program Number: Name</b>	3070: PER/DEV SUPPORT SERV
<b>Department:</b>	PERSONAL SUPPORT WORKER
<b>Academic Year:</b>	2022-2023
<b>Course Description:</b>	This course introduces the student to the definition and measurement of quality of life for people with developmental disabilities, through a review of Personal Outcome Measures identified by the Council on Quality and Leadership. Students will learn about Person Centered Planning, goal setting and Person Centered tools used in the work setting to plan with people supported. Students will familiarize themselves with the Person Centered Tools and develop a One Page Profile. Human Rights and the Rights Review Commission will be discussed. Supports to manage and safeguard a person's finances and the importance of financial plans will be discussed.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	42
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>3070 - PER/DEV SUPPORT SERV</b>
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Work within the personal and developmental support services role in a variety of healthcare and 1.community settings in accordance with all applicable legislation and employer's job description, policies, procedures and guidelines.
	VLO 2 Conduct oneself in an ethical, competent and accountable manner in all professional relationships.
	VLO 3 Provide person-directed and centred support that is sensitive to diverse values, cultures, beliefs 3.and needs to promote client self-motivation and self-integration while maintaining privacy and confidentiality.
	VLO 4 Assess, communicate and document relevant client information in accordance with employer's 4.policies and procedures and all applicable legislation within the personal and developmental support services role.
	VLO 6 Support the health and well-being of clients across the lifespan by applying basic knowledge of 6.growth and development, common alterations in functioning, disease prevention, health promotion and maintenance, rehabilitation and restorative care.
	VLO 8 Assist clients who are caring for dependent individuals considering client and family choices, professional boundaries and the direction of the plan of care/service plan.
<b>Essential Employability Skills (EES) addressed in this course:</b>	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.



	EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
	EES 5 Use a variety of thinking skills to anticipate and solve problems.
	EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
	EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
	EES 10 Manage the use of time and other resources to complete projects.
	EES 11 Take responsibility for ones own actions, decisions, and consequences.

<b>Course Evaluation:</b>	<p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>
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<b>Books and Required Resources:</b>	<p>Personal Outcome Measures Measuring Personal Quality of Life          Publisher: CQL/The Council on Quality and Leadership Edition: 4th 2017 Online Download</p>
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<b>Course Outcomes and Learning Objectives:</b>	<table border="1"> <thead> <tr> <th><b>Course Outcome 1</b></th> <th><b>Learning Objectives for Course Outcome 1</b></th> </tr> </thead> <tbody> <tr> <td>1. Discuss the Council on Quality and Leadership and Personal Outcome Measures their relationship to quality of life for people with developmental disabilities.</td> <td>           1.1 Explain the role of the Council on Quality and Leadership and the services provided.            1.2 Discuss the history of CQL.            1.3 Discuss the Vision and Mission Statement.            1.4 Explain why the emphasis is data driven and evidence based.            1.5 Explain the importance and the purpose of the POM tool.            1.6 Explain the process of how the tool is used.            1.7 Distinguish between the three part application of the tool.            1.8 Identify the ways outcome measurements are important to an organization.            1.9 Discuss the five factors and their indicators.         </td> </tr> <tr> <th><b>Course Outcome 2</b></th> <th><b>Learning Objectives for Course Outcome 2</b></th> </tr> <tr> <td>2. Identify the factors and indicators of the Personal Outcome Measures and the key concepts of each.</td> <td>           2.1 Identify the indicators in My Human Security and discuss the key concepts in each.            2.2 Describe the values and principles for organizations in these areas.            2.3 Identify the indicators in My Community and discuss the key concepts in each.            2.4 Describe the values and principles for organizations in these areas.            2.5 Identify the indicators in My Relationships and discuss the key concepts in each.            2.6 Describe the values and principles for organizations in these areas.            2.7 Identify the indicators in My Choices and discuss the key concepts in each.            2.8 Describe the values and principles for organizations in these areas.         </td> </tr> </tbody> </table>	<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>	1. Discuss the Council on Quality and Leadership and Personal Outcome Measures their relationship to quality of life for people with developmental disabilities.	1.1 Explain the role of the Council on Quality and Leadership and the services provided. 1.2 Discuss the history of CQL. 1.3 Discuss the Vision and Mission Statement. 1.4 Explain why the emphasis is data driven and evidence based. 1.5 Explain the importance and the purpose of the POM tool. 1.6 Explain the process of how the tool is used. 1.7 Distinguish between the three part application of the tool. 1.8 Identify the ways outcome measurements are important to an organization. 1.9 Discuss the five factors and their indicators.	<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>	2. Identify the factors and indicators of the Personal Outcome Measures and the key concepts of each.	2.1 Identify the indicators in My Human Security and discuss the key concepts in each. 2.2 Describe the values and principles for organizations in these areas. 2.3 Identify the indicators in My Community and discuss the key concepts in each. 2.4 Describe the values and principles for organizations in these areas. 2.5 Identify the indicators in My Relationships and discuss the key concepts in each. 2.6 Describe the values and principles for organizations in these areas. 2.7 Identify the indicators in My Choices and discuss the key concepts in each. 2.8 Describe the values and principles for organizations in these areas.
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	2.9 Identify the indicators in My Goals and discuss the key concepts in each. 2.10 Describe the values and principles for organizations in these areas.
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Explain how the information gathering process and the decision matrix in Personal Outcome Measures lead to reliable decisions about a specific outcome for a person.	3.1 Explain how the information gathering process leads to the evaluation of the person's outcomes. 3.2 Explain how the decision matrix leads to valid and reliable decisions about a person's outcomes.
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Explain how to complete the Individual Support Plan and its comparison to the Personal Outcome Measures.	4.1 Describe how to complete an Individual Support Plan for a person supported. 4.2 Describe the similarities and differences between the ISP and the POM tool.
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
5. Explain how to develop quality goals from the Individual Support Plan or the Personal Outcome Measures for a person supported.	5.1 Describe how to support a person in creating quality goals. 5.2 Develop quality goals from the ISP and POM tools.
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
6. Discuss the purpose of Person Centered Thinking and when each tool would be used in planning.	6.1 Discuss the concept of Person Centered Thinking. 6.2 Identify the various types of Person Centred tools and when they would be used.
<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
7. Discuss the interrelationship between social isolation, loneliness, social capital and community engagement.	7.1 Explain the impact that loneliness and isolation has on a person supported. 7.2 Describe what social capital is and the impact it has on a person supported. 7.3 Explain how to build community engagement and social capital. 7.4 Describe how to build social capital for when supporting a person. 7.5 Describe the benefits of engaging with neighborhoods for people supported. 7.6 Describe the benefits of engaging in the community with employment
<b>Course Outcome 8</b>	<b>Learning Objectives for Course Outcome 8</b>
8. Describe how a support worker can help a person develop friendships and	8.1 Explain how a person supported is positively impacted by friendship. 8.2 Describe what obstacles a person supported may have in



	intimacy in their life.	developing friendships. 8.3 Describe some strategic steps to assist a person supported in forming friendships. 8.4 Describe the factors that can influence people supported in developing intimate relationships. 8.5 Explain the impact that an organization has on supporting the intimate relationships of people with disabilities.								
	<b>Course Outcome 9</b>	<b>Learning Objectives for Course Outcome 9</b>								
	9. Discuss People First language, respectful terminology and how to apply it when interacting with a person with a disability.	9.1 Explain what people first language is and how to use it when supporting people with disabilities. 9.2 Identify the respectful terminology when addressing and interacting with people whom have disabilities.								
	<b>Course Outcome 10</b>	<b>Learning Objectives for Course Outcome 10</b>								
	10. Explain the rights people have under the Canadian Charter, the Rights Commission and rights restrictions.	10.1 Explain what the Canadian Charter of Rights and the United Nations Universal Declaration of Human Rights entails. 10.2 Describe the Community Living Algoma Bill of Rights. 10.3 Explain the role of the Rights Review Commission. 10.4 Discuss what rights restrictions are and due process.								
<b>Evaluation Process and Grading System:</b>	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>Final Exam</td> <td>45%</td> </tr> <tr> <td>Participation</td> <td>5%</td> </tr> <tr> <td>Quizzes and Assignments</td> <td>50%</td> </tr> </tbody> </table>		Evaluation Type	Evaluation Weight	Final Exam	45%	Participation	5%	Quizzes and Assignments	50%
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<b>Date:</b>	May 30, 2022									
<b>Addendum:</b>	Please refer to the course outline addendum on the Learning Management System for further information.									