COURSE OUTLINE: DSS303 - PERSONAL OUTCOME M&P

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Approved: Bob Chapman, Chair, Health

Course Code: Title	DSS303: PERSONAL OUTCOME MEASURES AND PLANNING
Program Number: Name	3070: PER/DEV SUPPORT SERV
Department:	PERSONAL SUPPORT WORKER
Academic Year:	2023-2024
Course Description:	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 how to apply the indicators of the Personal Outcome Measures to the role of the organization and the Direct Support Professional. They will learn about developing quality goals, Individual Support Plans, Person-Centered Planning and Person-Centered tools, used in the workplace setting to plan with people supported. Human Rights, Rights Restrictions and the Rights Review Committee within organizations that support people with developmental disabilities will be explored. Students will learn about the importance of supporting people in building relationships and community engagement.
Total Credits:	3
Hours/Week:	3
Total Hours:	42
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course: **Please refer to program web page for a complete listing of program outcomes where applicable.**	**3070 - PER/DEV SUPPORT SERV** VLO 1 Work within the personal and developmental support services role in a variety of healthcare and1.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, beliefs3.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's4.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 of6.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.
Essential Employability	

Skills (EES) addressed in this course:	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.

Course Evaluation:	Passing Grade: 50%, D A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

Books and Required Resources:	Personal Outcome Measures Measuring Personal Quality of Life Publisher: CQL/The Council on Quality and Leadership Edition: 4th 2017 Online Download

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
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.
Course Outcome 2	**Learning Objectives for Course Outcome 2**
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.

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		2.8 Describe the values and principles for organizations in these areas.
		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.

	Course Outcome 3	**Learning Objectives for Course Outcome 3**
	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.
		3.3 Apply the concepts of the decision matrix for the 21 indicators to a case study.

	Course Outcome 4	**Learning Objectives for Course Outcome 4**
	4. Identify and describe the purpose and components of and Individual Support Plan.	4.1 Explain what an Individual Support Plan is.
		4.2 Discuss the rules set out for organizations to follow by Ontario Regulation 299/10 Quality Assurance Measures for Individual Support Plans.
		4.3 Describe the similarities and differences between the ISP and the POM tool.
		4.4 Describe the nine Indicator/Outcome areas and the related questions for each area.
		4.4 Describe the other components of the Individual Support Plan and their purpose.
		4.5 Explain the interview process used to complete an Individual Support Plan.
		4.7 Apply information from a case study to the correct Indicator/Outcome areas and other components of the Individual Support Plan.

	Course Outcome 5	**Learning Objectives for Course Outcome 5**
	5. Discuss the purpose of Person-Centered Thinking and the tools used in planning for people supported.	5.1 Contrast between the terms Person-Centered Thinking, Person-Centered Approach and Person-Centered Planning.
		5.2 Identify the various Person-Centered Plan styles used and the rationale for their use.
		5.3 Identify the various types of Person-Centred Tools used and the purpose of their use.
		5.4 Discuss the benefits of using Person-Centered Tools to the person supported and the organization.

	Course Outcome 6	**Learning Objectives for Course Outcome 6**
	6. Discuss the interrelationship between social isolation, loneliness, social capital, and community engagement.	6.1 Explain the impact of loneliness and isolation on a person supported.
		6.2 Describe what social capital is and its` impact on a person supported.
		6.3 Explain how to build community engagement and social capital.
		6.4 Describe how to support a person to build social capital.

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Course Outcome 7	**Learning Objectives for Course Outcome 7**
7. Describe how a Developmental Support Worker can help a person build relationships and friendships in their life.	7.1 Explain how a person supported is positively impacted by friendship. 7.2 Describe what obstacles a person supported may have in developing friendships. 7.3 Describe some strategic steps to assist a person supported in forming friendships. 7.4 Describe the factors that can influence people supported in developing intimate relationships. 7.5 Explain the impact that an organization has on supporting the intimate relationships of people with disabilities. 7.6 Identify the pre-requisites that enable friendships to develop. 7.7 Describe the role of the Developmental Support Worker in supporting a person to build relationships. 7.8 Explain the strategic steps involved in supporting a person to develop relationships and friendships.
Course Outcome 8	**Learning Objectives for Course Outcome 8**
8. Discuss People First language and how to apply the language when interacting with a person with a developmental disability.	8.1 Explain what People First Language is and how to use it when supporting people with developmental disabilities. 8.2 Explain what Identity First Language is. 8.3 Discuss the guidelines used when speaking and writing about people with developmental disabilities. 8.4 Identify examples of respectful terminology and disrespectful terminology used when addressing and interacting with people who have disabilities.
Course Outcome 9	**Learning Objectives for Course Outcome 9**
9. Discuss human rights, rights restrictions and the legal entities that uphold the rights of people with developmental disabilities.	9.1 List the rights and freedoms under the Canadian Charter of Rights. 9.2 List the eight guiding principles of the United Nations Convention on Disability Rights. 9.3 Describe various rights that an organization may include in their Bill of Rights for people supported. 9.4 List various rights that all people are afforded. 9.5 Explain and identify examples of various rights restrictions that people supported may have. 9.6 Explain the role of the Rights Review Committee within organizations that support people with developmental disabilities. 9.7 Discuss and give examples of rights restrictions that a person supported may have. 9.8 Explain Dignity of Risk and Duty of Care and how this applies to the person supported and the Developmental

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6.5 Describe the benefits of a person supported engaging with neighborhoods in the community.
6.6 Describe the benefits a person supported engaging in the community with employment.

	Support Worker.
Evaluation Process and Grading System:	

Evaluation Type	Evaluation Weight
Final Exam	45%
Participation	5%
Quizzes and Assignments	50%

Date:	June 28, 2023
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.