

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: LIFESPAN SUPPORTS II

CODE NO.: DSW217

SEMESTER: THREE

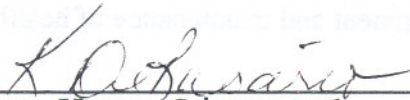
PROGRAM: DEVELOPMENTAL SERVICES WORKER PROGRAM

AUTHOR: KAREN DELUCO

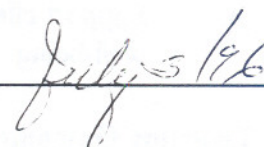
DATE: FALL, 1996

PREVIOUS OUTLINE DATED: N/A

APPROVED:


 Dean, Human Sciences and
 Teacher Education

Date


 July 5 1996

TOTAL CREDITS: 4

LENGTH OF COURSE: 17 WKS

PREREQUISITE: DSW101

TOTAL CREDIT HOURS: 48 HRS

NOTE: Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course

COURSE NAME:

LIFESPAN SUPPORTS II

I. COURSE DESCRIPTION:

DSW217-4 Life Span Supports II

Prerequisite: DSW101

A continuation of Life Span Supports I, this course will examine the contemporary perspectives of empowerment, inclusion and interdependence. The realization of current abilities and supportive interventions maximizing the individual's personal control from mid-adolescence to senior status will be studied with a view to promoting well-being and satisfying involvement in the community of choice.

II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:

A. Learning Outcomes

1. Provide to clients support which facilitates growth and empowerment.
2. Promote the development of inclusive communities.
3. Display competent, responsible, and professional behaviour and attitudes in all aspects of the work situation.
4. Support clients in the development and maintenance of health and well-being.

B. Learning Outcomes with Elements of Performance:

Upon successful completion of this course the student will:

1. Provide to clients support which facilitates growth and empowerment.

POTENTIAL ELEMENTS of the PERFORMANCE:

- ▶ collaborate with others to promote the availability of appropriate natural supports and services for clients and their families based on knowledge of specific disabilities, and mental health concerns.
- ▶ identify strategies for job accommodations
- ▶ facilitate informed and independent personal choice and decision making by clients

- ▶ use strategies for modifying curriculum .
- ▶ write a personal circle of support (friends)
- ▶ use the tools: circles, maps and paths.
- acquire a working knowledge of anatomy and physiology as it relates to sexuality
- define and recognize indicators of sexual abuse
- discuss their feelings on issues involved in social - sexual relationships

II. LEARNING OUTCOMES and ELEMENTS of the PERFORMANCE (continued)

2. Promote the development of inclusive communities.

POTENTIAL ELEMENTS of the PERFORMANCE:

- ▶ model behaviour and attitudes which promote and support social change.
- ▶ examine instructional strategies that will assist the DSW to utilize and support natural procedures and relationships that exist within the employment site and job training
- ▶ describe the types and sources of natural supports
- ▶ discuss the role of the DSW in ongoing supports and requirements on the employment work site.
- ▶ examine and design an integration worksheet.
- ▶ recognize problem areas and intervention strategies
 - work/rate, work quality
 - time management on the job site
 - tardiness, absenteeism
 - grooming

II. LEARNING OUTCOMES and ELEMENTS of the PERFORMANCE (continued)

3. Display competent, responsible, and professional behaviour and attitudes in all aspects of the work situation.

POTENTIAL ELEMENTS of the PERFORMANCE:

- ▶ define and recognize indicators of elder abuse.
- ▶ observe, record, and report pertinent information concerning abuse.
- ▶ maintain a standard of zero tolerance for any form of abuse.

II. LEARNING OUTCOMES and ELEMENTS of the PERFORMANCE: (continued)

4. Support clients in the development and maintenance of health and well-being.

POTENTIAL ELEMENTS of PERFORMANCE:

- ▶ identify common personal barriers that affect the communication process (worksheet).
- ▶ describe environmental barriers that disrupt the communication process
- ▶ identify and explain physical changes associated with aging that make communication more difficult (hearing loss, visual impairments)

III TOPICS

These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order listed below:

1. Psychiatric Disabilities
2. Inclusion
3. Supported Employment
4. Sexuality
5. Abuse
6. Communication
7. Aging

IV REQUIRED RESOURCES/TEXT/MATERIALS

1. Textbook - not assigned
2. Handouts will be integral part of lectures. Students are responsible for obtaining their own copy when they are distributed. A buddy system is highly recommended.
3. Gage Canadian Dictionary
4. Roget's Thesaurus

V EVALUATION PROCESS/GRADING SYSTEM

Student Name: _____

Tests	2 X 20	/40
Circles Activity		/10
Caseload Scenarios		/10
Sexuality Questionnaires		/15
Communication Worksheet		/10
Attendance, Punctuality and Participation		/15
Total		/100

DSW217
LIFESPAN SUPPORTS II
HSTE.001 (513)

Note: Students are to make 1 copy of all assignments prior to handing them in to the instructor in class time.

1. All assignments must be completed by the due date. Assignments will occur during classroom lectures and absenteeism may result in a grade of "zero" for the assignment.

Assignments not submitted in the scheduled class will be considered late. In the case of late assignments, marks will be docked by 5% each day for two (2) days, after 2 days a 0% grade will be recorded.

2. Class involvement including attendance, punctuality, constructive contribution, active listening, demonstrations or respect and genuineness, willingness to risk, willingness to demonstrate skills, acquisition of skills. participation in simulations and role plays is evaluated. Completion of personal application assignments is required.

Regarding attendance, you can only be evaluated if you are there. Attendance which falls below 80% of classes, for any reason, could result in a "0" grade for the involvement portion and will be evaluated accordingly.

3. If a student misses a test for a substantial (i.e. emergency) and substantiated reason, the student must notify this instructor ASAP of the reason. Furthermore, the student must make arrangements with this instructor for a time to write the test, if the instructor agrees. Any late writing of a test must be prior to the next class after the scheduled test date. Call 759-2554, ext. 545 and leave your name and message.
4. Grammar and spelling are very important parts of effective written/oral communication. Consequently, these components will be scrutinized carefully - clear communication will be acknowledged, while distracting or unclear communication will be recognized as interfering with clear communication. Student efforts to improve will be rewarded.
5. Students are expected to be familiar with the Student Rights and Responsibilities manual, particularly those parts pertaining to conduct, attendance, punctuality, respect of other students and staff and plagiarism. Contact the instructor or the SAC office for further explanation if required.

VI COLLEGE GRADING POLICY

90 - 100% = A+

80 - 89% = A

70 - 79% = B

60 - 69% = C

SPECIAL NOTES

Special Needs

If you are a student with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext 493, 717, 491 so that support services can be arranged for you.

Retention of Course Outlines

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

PRIOR LEARNING ASSESSMENT

Students who wish to apply for advanced credit in the course should consult the instructor.

