

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ON**

**COURSE OUTLINE**

**COURSE TITLE: Applied Programming Skills**

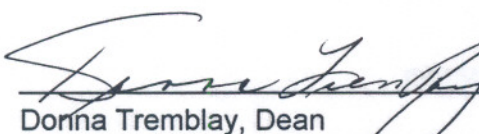
**CODE NO: DSW 224 SEMESTER: Four**

**PROGRAM: Developmental Services Worker**

**AUTHOR: Betty Brady**

**DATE: January 1997 PREVIOUS OUTLINE DATED: Jan. 1996**

**APPROVED:**

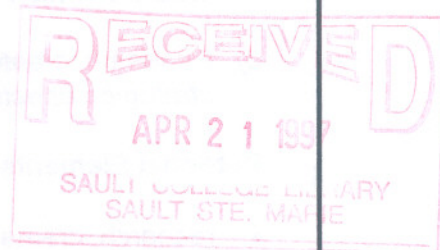
  
Dorina Tremblay, Dean  
Health and Human Sciences and  
Teacher Education

Dec 23 / 96  
Date

**Total Credits: 3**

**Prerequisites: DSW 229 - Field Work IV  
DSW 101 - Assessment of the Developmentally Handicapped**

**Length of Course: 3 hrs/week for 15 weeks Total Credit Hours: 45**



## I. Course Description

This course will examine short-term intervention strategies and learning interventions. Students will develop competencies to assist individuals and/or their parents/caretakers in identifying beneficial skills development areas while taking into consideration the unique goals of the individuals. Students will research and utilize expertise in the field to create strategies which best serve individuals and families/caregivers. Students will demonstrate their ability to run, modify and if applicable, to train parents using the mediator model. Students will also learn to contract with individuals for learning interventions. Person-Centred Planning is an important component of this course. Roles and responsibilities will be examined to assist the students in fulfilling their duties in the most professional, ethical and beneficial manner.

This course will examine all processes involved with running existing programs and/or creating and running or mediating short-term strategies, learning programs and positive behaviour change programs. PCP will also be a focus of this course.

## II. Learning Outcomes and Elements of the Performance

Upon successful completion of this course the student will demonstrate the ability to:

- 1) *Utilize ethical and effective interviewing skills to interview individuals and their families/caregivers regarding their goals and objectives.*

### Potential Elements of the Performance

- demonstrate by displaying effective and ethical interviewing techniques in role play.
- 2) *Demonstrate the ability to develop viable contracts for learning with individuals and/or their families/caregivers.*

### Potential Elements of the Performance

- create a written contract with an individual and/or family which matches their needs.
- 3) *Research, create and apply/or mediate the application of short-term intervention strategies effectively.*

### Potential Elements of the Performance

- research, create and apply a short-term intervention strategy.

## II. Learning Outcomes and Elements of the Performance (cont.)

- 4) *Demonstrate the ability to skillfully and ethically create, modify and successfully run/or mediate the running of learning programs.*

### Potential Elements of the Performance

- research, create and develop a mediation training process for a short-term intervention strategy.
- 5) *Demonstrate the ability to skillfully and ethically create, modify and successfully run/or mediate the running of positive behavior in change programs.*

### Potential Elements of the Performance

- create an effective learning program and an effective positive behavior change program, then run and modify it as necessary.
- 6) *Create a mediator-training plan for a learning program and a positive behavior change program.*

### Potential Elements of the Performance

- create a mediator-training plan for a learning program and a positive behavior change program.
- 7) *Demonstrate accurate knowledge of the similarities and differences in the IPP process and the new PCP process by completing an assignment on same.*

### Potential Elements of the Performance

- demonstrate accurate knowledge of the similarities and differences in the IPP process and the new process by completing an assignment on same.

## III. Required Resources/Texts/Materials

Text: Behavior Modification, Martin G. and Pear, J.  
(used in previous Behavior Modification Course)

Applied Programming Package purchased through the Campus Shop

#### IV. Evaluation Process/Grading System

Participation	15%
1 Intervention Strategy	10%
2 Mediator Training Plans	10%
2 Task Analyses	20%
2 Behavior Programs	20%
2 Quizzes	10%
IPP/PCP Assignment	10%
1 Interview + Contract	5%

#### College Grading Policy

90 - 100%	=	A+
80 - 89%	=	A
70 - 79%	=	B
60 - 69%	=	C
Below 60%	=	R (repeat course)

#### Policies

**Quizzes and Activities:** Attendance is mandatory at quizzes and during activities such as role play. Students need to notify the instructor before or on the day of the quiz or the activity if they are unable to attend. Instructor's voice mail can be used, which is 759-2554, Ext. 438. Failure to notify will result in a zero grade on the activity or the quiz. Medical certificates will be required.

**Confidentiality:** Any mention of placements, individuals characteristics or anything of that nature is **NOT** allowed for discussion. Under no circumstances should that information be discussed in any public place.

**Respect:** Students are to afford the persons we support, other staff, their instructors, and each other an appropriate level of respect. There is no need for sarcasm, negative remarks, or talking down to anyone. It does not fit in with the helping professions and will not be tolerated. Anyone engaging in that type of behavior in the classroom will be asked to leave for the remainder of the class.

## V. Special Notes

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

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

