



## COURSE OUTLINE: DSS305 - PRACTICUM III

Prepared: Christine Gregoire

Approved: Bob Chapman, Dean, Health

<b>Course Code: Title</b>	DSS305: PRACTICUM III
<b>Program Number: Name</b>	3070: PER/DEV SUPPORT SERV
<b>Department:</b>	PERSONAL SUPPORT WORKER
<b>Academic Year:</b>	2024-2025
<b>Course Description:</b>	Students will be provided with the opportunity to spend time with a Direct Support Professional in a community organization that supports people with developmental disabilities. The one-to-one staff mentoring with the Direct Support Professional will enable the student to gain valuable knowledge and hands on experience within the practical setting. The practicum will allow the student to apply their theoretical knowledge and skills learned throughout their studies. Students will learn the importance of the role and responsibilities of the Direct Support Professional in providing quality supports to enhance the lives of people with developmental disabilities. Students will meet regularly for seminar discussions and to share experiences. Weekly learning logs documenting the student's reflections during the practicum will be used to guide and enhance their practice.
<b>Total Credits:</b>	11
<b>Hours/Week:</b>	11
<b>Total Hours:</b>	165
<b>Prerequisites:</b>	DSS300, DSS301, DSS302, DSS303, DSS304
<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>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	VLO 1 Work within the personal and developmental support services role in a variety of healthcare and 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 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 policies and procedures and all applicable legislation within the personal and developmental support services role.
	VLO 5 Participate and collaborate as a member of the inter-professional team to promote a safe and comfortable environment for clients across the lifespan demonstrating the responsibility to identify and report situations of neglect or abuse (actual or potential), and respond in accordance with all applicable legislations and employer's policies and procedures.
	VLO 6 Support the health and well-being of clients across the lifespan by applying basic knowledge of growth and development, common alterations in functioning, disease



	prevention, health promotion and maintenance, rehabilitation and restorative care.						
	VLO 7 Assist clients with medication in keeping with the direction of the plan of care/service plan and under the direction and monitoring of a regulated health professional* or most accountable person and in accordance with all applicable legislation and employer's policies.						
	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.						
	VLO 9 Assist in the provision of person-directed and centred palliative and end-of-life support for clients and their families.						
	VLO 10 Develop professional development plans incorporating reflective practice to enhance job performance.						
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>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.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>						
<b>Course Evaluation:</b>	Satisfactory/Unsatisfactory & A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.						
<b>Books and Required Resources:</b>	See instructor for course materials						
<b>Course Outcomes and Learning Objectives:</b>	<table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Work within the developmental support service worker role in a variety of community and care settings in accordance with all applicable legislation and employer's job description, policies, procedures and guidelines.</td> <td>           1.1 Identify and follow employer's policies and procedures that apply to the developmental support service worker role.            1.2 Demonstrate accountability and responsibility by applying knowledge and performing previously learned skills safely and competently in a variety of community and care settings.            1.3 Demonstrate the direct support professional role responsibilities in developmental services.            1.4 Apply the Core Competencies defined by Ontario's Developmental Services Human Resource Strategy.         </td> </tr> <tr> <th>Course Outcome 2</th> <th>Learning Objectives for Course Outcome 2</th> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Work within the developmental support service worker role in a variety of community and care settings in accordance with all applicable legislation and employer's job description, policies, procedures and guidelines.	1.1 Identify and follow employer's policies and procedures that apply to the developmental support service worker role. 1.2 Demonstrate accountability and responsibility by applying knowledge and performing previously learned skills safely and competently in a variety of community and care settings. 1.3 Demonstrate the direct support professional role responsibilities in developmental services. 1.4 Apply the Core Competencies defined by Ontario's Developmental Services Human Resource Strategy.	Course Outcome 2	Learning Objectives for Course Outcome 2
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Course Outcome 2	Learning Objectives for Course Outcome 2						

<p>2. Participate as a member of the interprofessional care/service team and maintain collaborative working relationships in the provision of supportive care within a variety of care settings.</p>	<p>2.1 Develop and maintain respectful work relationships with other interprofessional care/service team members.  2.2 Demonstrate exceptional communication skills.  2.3 Practice professional writing skills in providing documentation.  2.4 Work and learn as an effective team member of the interprofessional care/service team and ask for guidance as required.  2.5 Follow written and oral directions correctly and promptly.  2.6 Accept and act upon constructive feedback from managers and other interprofessional care/service team members.  2.7 Follow all employer policies and procedures as well as other employer directed legislation.</p>
<p><b>Course Outcome 3</b></p>	<p><b>Learning Objectives for Course Outcome 3</b></p>
<p>3. Provide person-centered support that is based on ethical principles, human rights, privacy, confidentiality, self-determination, a sensitivity to a person's diverse challenges, family values, beliefs and needs, and which follows the direction of the Person-Centered Plan and/or Individual Support Plan and complies with the Developmental Services Quality Assurance Measures.</p>	<p>3.1 Support people to build a wide variety of rich and sustainable relationships.  3.2 Support people to experience and perform a variety of social roles in their community.  3.3 Support people to be participate, interact and be inclusive in their community.  3.4 Support and empower people to exercise their rights, make decisions, choices and be self-determined in their lives.  3.5 Support and advocate for people to be treated fairly and there is adequate due process when rights limitations are imposed.  3.5 Demonstrate respect for the person's right to privacy, confidentiality, and independence.  3.6 Provide people opportunities and experiences to engage in new and preferred meaningful activities throughout their day as well as opportunities for paid work or volunteership.  3.7 Support people with communication challenges through a responsive approach of listening and obtaining an appropriate aided or unaided communication system through referral.  3.8 Demonstrate the use of people first language when communicating and supporting people with developmental disabilities.</p>
<p><b>Course Outcome 4</b></p>	<p><b>Learning Objectives for Course Outcome 4</b></p>
<p>4. Assist people supported across the lifespan with routine activities of daily living, health promotion and preventative care by applying basic knowledge of specific developmental disabilities and common alterations that occur in health status, functional ability, and aging.</p>	<p>4.1 Support people to access health care services, preventative health care exams and to manage and direct their own health care.  4.2 Identify common medical conditions and age-related alterations in function that occur with specific developmental disabilities.  4.3 Assist clients to maximize their ability and minimize the risk of harm, in keeping with client's preferences and the plan of care/service plan.  4.4 Identify enteral supplemental nutrition administration through a gastrostomy tube, oxygen therapy and tracheostomy care and signs of therapy complications.  4.5 Provide education and advocate for adapting approaches</p>



	<p>or procedures with health care professionals for effective interventions and care for people with developmental disabilities.</p> <p>4.6 Identify common gaps in the health care system and the use of educational materials helpful to healthcare professionals in providing care to a person with a developmental disability.</p> <p>4.7 Demonstrate methods of respectfully supporting client's rights to safety, dignity, autonomy, respect, privacy, and confidentiality in the provision of personal care.</p>
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
<p>5. Assist with household management tasks and instrumental activities of daily living in accordance with the person-centered plan and/or individual support plan and considering the preferences, comfort and safety of people supported, families and significant others.</p>	<p>5.1 Demonstrate household management services that promote the health, independence, safety and comfort of the person supported.</p> <p>5.2 Incorporate the person's preferences in the provision of household management tasks and support their involvement in household activities based on the person's wishes and the direction of the person-centered plan or individual support plan.</p> <p>5.3 Support people to obtain adaptations and modifications to allow them to use their environments at home, work or the community.</p> <p>5.4 Provide information to appropriate interprofessional team member to develop and/or update the person-centered plan and/or the individual support plan as per employer's policies and procedures.</p> <p>5.5 Perform general household tasks, safely operate and care for standard household equipment in a variety of care settings including homes and schools.</p> <p>5.6 Follow the established Health and Safety policies and procedures of the employer and the manufacturer's guidelines relevant to household equipment, appliances and product use and disposal.</p>
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
<p>6. Promote and maintain a safe and comfortable environment for people supported across the lifespan demonstrating the responsibility to identify and report situations of safety concerns including infection prevention and control, equipment hazards, behavioural challenges, neglect, abuse (actual or potential) and respond in accordance with all applicable legislation, developmental services quality assurance measures and employer's policies and</p>	<p>6.1 Identify and report to the manager any safety risks in the care setting of the person supported and reduce risk of injury to people supported, the personal and developmental support services worker and others.</p> <p>6.2 Identify and report to the manager any equipment and safety issues commonly used in the care setting of the person supported.</p> <p>6.3 Identify and utilize routine practices/infection control practices related to environmental controls and minimizing microorganisms in the environment.</p> <p>6.4 Identify and use a behaviour support plan individualized for a specific person supported with challenging behaviours.</p>



	procedures.	
	<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
	7. Identify how to assist people supported with medication in keeping with the direction of the medical plan of care under the direction and monitoring of a regulated health care professional or most accountable person and in accordance with all applicable legislation and employer policies and procedures.	7.1 Identify how to assist people supported with medication in compliance with all applicable legislation, employer policies and procedures and the role of the personal and developmental support services worker. 7.2 Explain the difference between the role of the regulated health care provider and the unregulated health care provider with respect to the delegation/teaching of controlled acts and the responsibilities of each provider. 7.3 Identify the level of competency required in the administration of a variety of medications, including specific medications and procedures considered controlled acts. 7.4 Identify and discuss the principles of safe medication administration, the six rights and three checks. 7.5 Identify and discuss the various methods of documentation including proper signing off on the medication administration record (MARS), transcribing orders onto a MARS and documentation of person supported response to medications/procedures. 7.6 Identify, document, and report any noted changes in the health status of a person supported.
	<b>Course Outcome 8</b>	<b>Learning Objectives for Course Outcome 8</b>
	8. Assist people supported and/or families who are caring for people with developmental disabilities, being respectful in following the direction of the person-centered plan and/or individual support plan for the person supported and practicing professional boundaries.	8.1 Identify and use the various person-centered thinking tools used to assist a person in attaining quality of life. 8.2 Identify and discuss the individual support plan and its importance in supporting a person. 8.3 Identify and discuss the person-centered plan and its importance in supporting a person. 8.4 Demonstrate how to support a person in creating quality goals and how to implement them. 8.5 Demonstrate and discuss the principles of professionalism and the importance of practicing professional boundaries as paid supports.
	<b>Course Outcome 9</b>	<b>Learning Objectives for Course Outcome 9</b>
	9. Assist in the provision of person-centered plans and palliative and end of life support for people supported and their families.	9.1 Support people to experience continuity and security to protect themselves by decision making and developing plans for power of attorney, end of life care/palliative care and burial arrangements following person-centered practice and the policies and procedures of the employer. 9.2 Support people and respect their decisions to receive palliative care in their own home or hospice. 9.3 Support families during their time of grief through the palliative process.
	<b>Course Outcome 10</b>	<b>Learning Objectives for Course Outcome 10</b>
	10. Develop professional development plans incorporating reflective	10.1 Demonstrate through learning logs the experiences and reflections documented that guide and enhance the student's practice.



	practice to enhance job performance.	10.2 Demonstrate and discuss the Code of Ethics for Direct Support Professionals and how this is being used in the practicum to reach the highest ideals of the profession.
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**Date:** December 5, 2024

**Addendum:** Please refer to the course outline addendum on the Learning Management System for further information.