



COURSE OUTLINE: DSS302 - HEALTH & WELLNESS

Prepared: Christine Gregoire

Approved: Rebecca Keown - Dean

Course Code: Title	DSS302: HEALTH AND WELLNESS
Program Number: Name	3070: PER/DEV SUPPORT SERV
Department:	PERSONAL SUPPORT WORKER
Academic Year:	2025-2026
Course Description:	This course introduces the student to the promotion of health and wellness for people with developmental disabilities. The student will study common developmental disabilities and accompanying medical conditions that co-exist. The impact of aging with people who have developmental disabilities, and its challenges are discussed. Students learn about the challenges and barriers that the health care system presents to people with developmental disabilities. New initiatives in the health care system are explored to promote quality health care and advocacy. The student will also practice the skills of Medication Administration and certain Controlled Acts that are part of the Direct Support Professionals practice in the workplace setting. The student will gain further knowledge and skills in the area of Infection Prevention and Control, Ministry of Community and Social Services Quality Assurance Measures and Ministry Compliance Inspections.
Total Credits:	6
Hours/Week:	6
Total Hours:	84
Prerequisites:	PSW150, PSW151, PSW152, PSW153
Corequisites:	There are no co-requisites for this course.
This course is a pre-requisite for:	DSS305, DSS306, DSS307
Vocational Learning Outcomes (VLO's) addressed in this course:	3070 - PER/DEV SUPPORT SERV
Please refer to program web page for a complete listing of program outcomes where applicable.	<p>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.</p> <p>VLO 2 Conduct oneself in an ethical, competent and accountable manner in all professional relationships.</p> <p>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.</p> <p>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.</p> <p>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),</p>



	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.				
Essential Employability Skills (EES) addressed in this course:	<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 3 Execute mathematical operations accurately.</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 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</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>				
Course Evaluation:	<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>				
Other Course Evaluation & Assessment Requirements:	Course has 42 hours of theory and 42 hours of lab.				
Books and Required Resources:	<p>Developmental Disabilities in Ontario by Brown, I. & Percy, M. (Eds) Publisher: ONTARIO ASSN DEV DISABILITIES Edition: 4th ISBN: 9781777163709</p>				
Course Outcomes and Learning Objectives:	<table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Explain the principles of medication administration and demonstrate competency in the proper administration of medication.</td> <td> 1.1 Discuss the effects of medications on the body. 1.2 Describe the categories and classifications of medications with examples. 1.3 Identify controlled substances and give examples. 1.4 Discuss the principles of medication administration and the process. 1.5 Demonstrate the steps of the administration process. 1.6 Discuss the indications for use, side effects and the </td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Explain the principles of medication administration and demonstrate competency in the proper administration of medication.	1.1 Discuss the effects of medications on the body. 1.2 Describe the categories and classifications of medications with examples. 1.3 Identify controlled substances and give examples. 1.4 Discuss the principles of medication administration and the process. 1.5 Demonstrate the steps of the administration process. 1.6 Discuss the indications for use, side effects and the
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	<p>procedure for the administration of eye, ear, and nasal medication.</p> <p>1.7 Demonstrate the proper procedure for administering eye, ear, and nasal medications.</p>
Course Outcome 2	Learning Objectives for Course Outcome 2
<p>2. Identify Controlled Acts, the responsibilities in the administration of these acts and will demonstrate competency in performing these Controlled Acts.</p>	<p>2.1 Identify which medication administered or treatment is considered a Controlled Act.</p> <p>2.2 Discuss the difference between teaching and delegating a Controlled Act.</p> <p>2.3 Differentiate between the responsibilities of the Nurse teaching/delegating the Controlled Act and the Unregulated Health Care Provider.</p> <p>2.3 Describe the indications and the effects on the body of inhalants and rectal medication.</p> <p>2.4 Demonstrate proper technique for the instillation of rectal medication, inhalants by metered dose, aero chamber and compressor.</p> <p>2.5 Discuss the indications for the use of an Epi-Pen, effects of the medication and demonstrate the steps for proper administration.</p> <p>2.6 Discuss the indications for the use of an Insulin Pen, the different types of insulin, effects of insulin and demonstrate the steps for proper administration.</p> <p>2.7 Discuss the indications for Enteral Feeding Tubes, types of feeding methods, care of the tube and stoma, changing a G-tube and demonstrate proper steps in administering medications through a G-tube.</p> <p>2.8 Discuss the indications for a Tracheostomy, suctioning, care of the stoma and demonstrate the proper steps in tracheostomy care.</p> <p>2.9 Discuss the indications for the use of oxygen, safety of oxygen, sleep apnea and the use of CPAP.</p>
Course Outcome 3	Learning Objectives for Course Outcome 3
<p>3. Explains professional principles with documentation, privacy, and confidentiality.</p>	<p>3.1 Explain the importance and purpose of documentation.</p> <p>3.2 Discuss the challenges of documentation.</p> <p>3.3 Discuss the principles of professional documentation.</p> <p>3.4 Explain the Nursing Process style of documentation.</p> <p>3.5 Discuss various best practices of confidentiality and documentation.</p> <p>3.6 Discuss best practices with documenting care provided through electronic documentation.</p> <p>3.7 Apply proper documentation practices using case scenarios.</p>
Course Outcome 4	Learning Objectives for Course Outcome 4
<p>4. Describe the principles of Infection Control Practices and apply them correctly to specific environmental</p>	<p>4.1 Discuss the definition of the Occupational Health and Safety Act.</p> <p>4.2 Identify the respective roles and responsibilities of the Internal Response System.</p>

	conditions.	<p>4.3 Explain the reporting responsibilities of the employer, supervisor, and worker.</p> <p>4.4 Describe the six links in the chain of transmission and how they relate to the development of infection.</p> <p>4.5 Explain how using infection prevention and control strategies break the links in the chain of transmission.</p> <p>4.6 Explain how to perform a risk assessment prior to the task to evaluate the potential risk of infection.</p> <p>4.7 Identify the modes of transmission.</p> <p>4.8 Describe the categories of Additional Precautions.</p> <p>4.9 Demonstrate the application of the elements of Additional Precautions to scenarios.</p>
	Course Outcome 5	Learning Objectives for Course Outcome 5
	5. Explain the structure, function, and treatment measures for viruses.	<p>5.1 Explain what viruses are and their structure.</p> <p>5.2 Discuss the reproduction/replication process of viruses.</p> <p>5.3 Describe viral mutations.</p> <p>5.4 Discuss the categories of variants.</p> <p>5.5 Explain how Antiviral and Vaccine treatments work in managing particular viruses.</p> <p>5.6 Discuss a current community circulating virus with respect to its history, mode of transmission, incubation period, symptoms, testing and treatment.</p>
	Course Outcome 6	Learning Objectives for Course Outcome 6
	6. Contrast the differences between common types of developmental disabilities with respect to causes, risk factors, symptoms, and screening.	<p>6.1 Explain what a developmental disability is.</p> <p>6.2 Discuss the various developmental disabilities and their causes, risk factors, diagnosis, signs, and symptoms.</p> <p>6.3 Distinguish between the various developmental disabilities the unique physical, cognitive, and medical challenges associated with each one.</p> <p>6.4 Discuss the various testing and screening tools used for each of the developmental disabilities.</p> <p>6.5 Explain the statistical information associated with each type of disability.</p> <p>6.6 Discuss the importance of early intervention and the impact on the person with the developmental disability.</p> <p>6.7 Identify the various health care providers and their role as part of the early intervention health care team.</p> <p>6.8 Explain how good support around the family and person supported impacts their success and quality of life.</p> <p>6.9 Discuss the challenges of aging parents face who have adult children with a developmental disability.</p>
	Course Outcome 7	Learning Objectives for Course Outcome 7
	7. Differentiates between the various types of abuse and reporting procedures.	<p>7.1 Explain the statistics of abuse amongst people with developmental disabilities.</p> <p>7.2 Contrasts the different types of abuse and neglect.</p> <p>7.3 Identify the different types of neglect and acts of omission.</p>

	<p>7.4 Identify common injuries or marks sustained to the body indicative of abuse.</p> <p>7.5 Identify the reasons why abuse may not be reported in the workplace.</p> <p>7.6 Explain the role of the Ministry of Community and Social Services and reporting procedures for abuse.</p> <p>7.7 Explain the duty and responsibility to report.</p> <p>7.8 Discuss characteristics in the profile of an abuser.</p>
Course Outcome 8	Learning Objectives for Course Outcome 8
<p>8. Distinguish between the different health issues that arise in a person with a developmental disability due to aging and their impact.</p>	<p>8.1 Discuss the common medical conditions that are seen with aging in this vulnerable population.</p> <p>8.2 Explain some of the health care disparities seen in this vulnerable population.</p> <p>8.3 Explain some of the issues over their lifespan that impacts current health care for this vulnerable population.</p> <p>8.4 Discuss the approach to assessing change and the impact of age-related change to the body.</p> <p>8.5 Discuss some of the nutritional concerns that affect the person with a developmental disability.</p> <p>8.6 Explain strategies that can promote nutritional health and optimal quality of life.</p> <p>8.7 Discuss changes that affect mobility with aging.</p> <p>8.8 Explain how to assess mobility loss and reduce further loss and safety risks.</p> <p>8.9 Discuss what contributes to polypharmacy and best practices to prevent this.</p>
Course Outcome 9	Learning Objectives for Course Outcome 9
<p>9. Explain common medical conditions, behavioural and cognitive changes that arise from aging with developmental disabilities.</p>	<p>9.1 Discuss the common medical conditions seen in aging adults with a developmental disability.</p> <p>9.2 Explain the unique challenges and disparities around health care practices in the past and today with developmental disabilities.</p> <p>9.3 Discuss the issue of medications and polypharmacy and the impact on the person with a developmental disability.</p> <p>9.4 Explain what factors could contribute to changes in an aging persons function/skills, memory, and behaviour.</p> <p>9.5 Explain the challenges in identifying and assessing pain in a person with communication challenges.</p> <p>9.6 Discuss some ways to identify and assess pain with a person who has communication challenges.</p> <p>9.7 Explain the common conditions that occur in the aging process with people who have Down Syndrome and Cerebral Palsy.</p> <p>9.8 Discuss how the symptoms of Dementia and Alzheimer`s disease are similar and different.</p> <p>9.9 Discuss how aging affects a person`s nutritional status and physical activity level.</p>



<p>Course Outcome 10</p> <p>10. Identify the challenges the health care system presents to people with developmental disabilities and new initiatives to promote quality health care in this vulnerable population.</p>	<p>Learning Objectives for Course Outcome 10</p> <p>10.1 Identify the primary care initiatives that have been put in place to address the gaps in health care and improve health for people with developmental disabilities.</p> <p>10.2 Discuss the primary care guidelines and approaches to care, physical and mental health in supporting a person with a developmental disability.</p> <p>10.3 Discuss the primary care physical health guidelines and mental health guidelines in providing care to a person with a developmental disability.</p> <p>10.4 Discuss educational materials that are helpful for the primary health care provider to use in providing effective care for people with a developmental disability.</p> <p>10.5 Assess situations in the health care visit where procedures and approaches will need to be adapted and responded to effectively.</p> <p>10.6 Determine which educational tools would be effective in health teaching for people supported.</p> <p>10.7 Describe educational tools that can be used by the Primary Health Care Provider.</p>
<p>Course Outcome 11</p> <p>11. Explain the intent of Quality Assurance Measures and how the different measures impact organizations and people supported with developmental disabilities.</p>	<p>Learning Objectives for Course Outcome 11</p> <p>11.1 Explain what the Regulation on Quality Assurance Measures means and who it applies to.</p> <p>11.2 Explain the Regulations expectations with respect to promoting social inclusion, individual choice, independence, and rights.</p> <p>11.3 Discuss the necessary elements required in Individual Support Plans by the Regulation.</p> <p>11.4 Discuss the requirements organizations need to incorporate into their policies and procedures with respect to abuse.</p> <p>11.5 Discuss requirements organizations must have with respect to confidentiality, privacy, and service records.</p> <p>11.6 Discuss the requirements necessary to keep people supported and their personal belongings safe in agency owned or operated places.</p> <p>11.7 Explain the requirements the agency must incorporate into their Behaviour Support Plans and Behaviour Intervention Strategies.</p> <p>11.8 Discuss the extra quality assurance standards that organizations have to meet with respect to Residential Services and Supports.</p>
<p>Course Outcome 12</p> <p>12. Explains how the Ministry Compliance Inspection and Compliance Indicators guide an organization to deliver</p>	<p>Learning Objectives for Course Outcome 12</p> <p>12.1 Discuss the purpose and process of the Ministry Compliance Inspection.</p> <p>12.2 Discuss the different areas that are required to be inspected of an organization by the Ministry.</p> <p>12.3 Discuss the various Health Indicators under Ministry</p>



	quality supports and services.	Compliance and the expectations required for compliance for an organization supporting people with developmental disabilities. 12.4 Discuss the various Financial Indicators under Ministry Compliance and the expectations required for compliance for an organization supporting people with developmental disabilities.
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Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Final Exam	45%
Participation	5%
Quizzes and Assignments (10 @ 5% each)	50%

Date: August 13, 2025

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