Confederation COLLEGE

Developmental Services Worker Program
2024-25 Program Handbook

Developmental Services Worker Program Handbook

Coordinator Welcome

Welcome to Confederation College and the Developmental Services Worker Program.

Throughout your learning journey, you will learn to recognize the importance of fostering a sense of belonging. As a Developmental Services Worker (DSW), you will provide and encourage accepting, respectful, and meaningful supports that promote inclusion and participation. Recognizing people with disabilities as valued members of their schools and communities is essential.

During your field placements, you will develop the competencies required to provide educational and community supports that level the playing field for people who have a disability.

The next few years will open new doors to learning and living. Knowledge is POWER! We look forward to getting to know you. Work hard, learn lots and have fun. Start making memories. This will be the best 2 years of your life.

The DSW faculty are looking forward to working with you to ensure that you accomplish your educational and career goals.

Have fun and enjoy your chosen career.

Wishing you much success,

Julie

Coordinator Contact Information

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1. Introduction

We want you to be successful in this program. You have chosen it for good reason, and we are excited to work with you to help you succeed.

We designed this handbook to help you understand the expectations of this program, the policies of the college, and the resources available to you.

This handbook is specific to your program, but there are other general college policies that you also need to be familiar with.

These can be found:

- In the SUCCI Student Handbook:
  https://www.confederationcollege.ca/department/succi/student-handbook

- In the Student Guidebook:
  https://www.confederationcollege.ca/sites/default/files/2023-08/College_StudentGuidebook2023_0.pdf

- On the college website: https://www.confederationcollege.ca

It is the responsibility of each student to review and comply with all college policies.

If there are any questions or concerns regarding the content in this handbook, please contact:

Program Coordinator: Julie Zdep
Email address: jzdep@confederationcollege.ca

We wish you all the best in your studies!

2. Program Credential and Courses

2-Year Ontario College Diploma Program

Students in this two-year College Diploma program take six (6) courses in Semesters 1 and 3. In Semester 2 you will take four (4) courses, and a 24 hour per week Field Placement. In Semester 4, you will take four (4) courses, and a 21 hour per week Field Placement.

The standard sequence of courses for the Developmental Services Worker Program are as follows:

Semester 1			Semester 2	
DS115	Professionalism and Field Placement Preparation		DS129	Intervention Strategies
DS127	Developmental Disabilities		DS345	Dual Diagnosis
DS133	Pharmacology		DS347	Person Directed Planning
DS234	Applied Behaviour Analysis		DS452	Field Placement I
DS341	Health Promotion		CS223	Communications for Community Services
CS050	College Writing			
Semester 3			**Semester 4**	
DS236	Trends and Issues		DS232	Field Placement II
DS343	Behavioural Support Strategies		DS238	Teaching Strategies
DS349	Augmentative Communication & Assistive Technology		DS456	Counselling Skills
PY063	Child Development		DS460	Community Development
SS116	Social Welfare		GE	Elective
GE	Elective			

DegreeWorks (available in your MyCampus portal under the "LaunchPad" section) can assist you in tracking your progress throughout your program.

DegreeWorks will show you:

- Courses in progress
- Courses still required
- Courses you have completed
- Grades for each course you have completed
- Pre-requisites for future classes
- Additional classes you have taken outside of the program
- Overall and Program GPA

Developmental Services Worker Program
Diploma Planner

Course Planner Checklist: Name:_____ Student # _____

Full-Time Program Requirements	Pre-req	✓ have (Grade)	X need
SEMESTER 1			
DS115 Professionalism and Field Placement Preparation			
DS127 Developmental Disabilities			
DS133 Pharmacology			
DS234 Applied Behaviour Analysis			
DS341 Health Promotion			
CS050 College Writing			
SEMESTER 2			
DS129 Intervention Strategies			
DS345 Dual Diagnosis			
DS347 Person Directed Planning			
DS452 Field Placement I	DS115 and DS133		
CS223 College Writing	CS050 or equivalent		

Full-Time Program Requirements	Pre-req	✓ have (Grade)	X need
SEMESTER 3			
DS236 Trends and Issues			
DS343 Behavioural Support Strategies	DS234		
DS349 Augmentative Communication & Assistive Technology			
PY063 Child Development			
SS116 Social Welfare			
GE Elective			
SEMESTER 4			
DS232 Field Placement II	DS115, DS127, DS234, DS349, DS238 (co-req)		
DS238 Teaching Strategies	DS127		
DS456 Counselling Skills			
DS460 Community Development	DS127, DS236, DS347		
GE Elective			

*Note: Please check Degree Works for the most recent version of your programs' courses.

3. Class Guidelines

Our goal at Confederation College is to create open, inclusive, and respectful learning environments for everyone – students, professors, and staff.

In order to maintain this kind of learning environment, we have created policies and procedures that outline the rights and responsibilities of students and professors.

Policies regarding Academic and Personal conduct are on the College website (link) and also contained in this handbook. We expect all students to review and follow these policies.

Policies below are specific to the Developmental Services Worker Program.

General Class Structure

On the first day or two of a class your professors will inform you of specific class rules and provide you with a course outline. This outline will describe the course, outline your assignments, explain the grading system, and provide a class schedule with important dates and deadlines. This information will also be posted to Blackboard, so refer to it often to avoid missing any deadlines.

College email will be used for all communication with faculty and with students when communicating about course work. Please **be respectful when using email** to communicate with faculty and other students. You are a professional in training.

It is your responsibility to check and respond to your college email on a daily basis.

4. Program Expectations

Attendance / Participation / Missed Tests & Assignments

- Success is directly related to attendance. It is expected that you will attend all classes. **There will be numerous in-class assignments and/or quizzes associated with the preparation or practice of certain skills. A lack of attendance for the class will mean that the student forfeits the marks assigned for the in-class activity. A grade of zero (0) will be entered for the in-class assignment or quiz.**

- Absences for legitimate and documentable reasons do occur BUT **your professors need to be made aware by email – either prior to, or immediately following (in the case of an emergency) the absence.** Waiting to contact a professor for multiple weeks or months is not acceptable.

- Legitimate and documentable reasons for missing class need to be discussed in advance with your professor. Examples include the following:
  - Illness or Medical Emergency:
    If you are sick or experience a medical emergency, you should inform your professor as soon as possible, preferably before the class.
  - Court summons, jury duty:

A court summons or jury duty notice serves as documentation.
- o Death of family member:
Documented through discussion with your professor

- Unacceptable reasons for missing class include the following:
  - o Procrastination or poor time management
  - o Sleeping in
  - o Trips
  - o Work

- Students that miss a class need to plan with another student to acquire the course material covered during their absence. Information missed during a class is the responsibility of the student. Your professor will not come to you or re-teach the material.

- If you are late for or miss a test/exam/quiz without prior notice or a legitimate reason, you will receive a grade of zero (0). Exceptions may be made (at the discretion of the faculty) for **extraordinary circumstances of an emergency, unplanned nature**. In these situations, the student must have contacted the DSW faculty teaching the course **PRIOR** to the exam date to request consideration of alternate arrangements. If the student failed to contact the faculty prior to the exam date, a grade of zero will be assigned.

  - o Students who are provided the opportunity to write an exam on an alternate date must take responsibility for scheduling the exam with the faculty. The student is required to complete and submit all paperwork in a timely manner.

  - o All books and personal belongings (including watches) must be put at the front of the class during exams. Cell phones must be turned off and stored with the student's personal belongings.

- Assignments, projects, essays, etc. (given as "homework" with a due date) are due on the assigned date before the beginning of the class. Late submissions will be penalized in the following manner:

  - o Deduction of 5% of the grade per day, up to five (5) days late. After five (5) days, a grade of zero (0) will be assigned.

- Assignments are to be submitted to blackboard on or before the assigned due date. All assignments are to include a copy of the assignment rubric. There will be a 2 mark deduction for assignments submitted without a rubric.

- You CANNOT submit a semester's worth of work at the end of the semester.

Assignment Submissions

All assignments will be written in APA format (unless otherwise specified):

- single-sided, double spaced (no extra), using 12pt font

- include a cover page with the name of the assignment, student name, course code (e.g., DS127), name of professor, and date

- a rubric will be attached to the back of all assignments (no rubric = - 2 marks)

- all assignments will be uploaded to the course blackboard (unless otherwise specified)

- PROOFREAD AND CORRECT ERRORS - use spelling and grammar check

- have someone else proofread your work and provide you with feedback. Visit the writing workshop (offered by the library)

- when using acronyms, make sure to write out the whole term before using an acronym the first time in your paper. For example, the first time that you reference a diagnosis, service, etc., you would write…Autism Spectrum Disorder (ASD). Then when referring to Autism throughout the remainder of the writing, you can use the acronym ASD

- Assignments are due at the BEGINNING of class on the assigned date.

- Assignments may be accepted up to five (5) days late with prior approval from faculty. Late assignments will receive an academic penalty of 5% per day late. After five (5) days, the assignment will receive a grade of zero.

- Exceptional circumstances must be discussed with the DSW faculty assigned to the course prior (at least 3 days) to the date due. Faculty will determine the plan for completion.

- **Plagiarism (including the use of artificial intelligence) is a serious academic offence and will result in a grade of zero for the assignment.** The DSW faculty (at the professor's discretion) maintains the right to uphold this policy or to allow the student to submit a new assignment (one time) with an academic penalty. All subsequent offences (in any course across the program) will receive a grade of zero. Repeated offences will result in expulsion from the program.

Teamwork

A significant amount of group work is required in this program. Individual students are expected to be full participants in, and contributors to, each group-based project/assignment.

Individual students who fail to meet this expectation, without discussing (with faculty) and documenting extenuating circumstances may receive a failing grade for the project/assignment.

Grading

All DS (Developmental Services Worker Program) courses require a minimum grade of 60% as a passing grade for the course.

Course Evaluation and Grading Policy Ch5-s1-01 can be found on the [Academic Policies webpage](#).

DegreeWorks is a web-based assessment tool to assist you in tracking your progress throughout your program. Link

Professionalism and In-class Behaviour

- **Conduct yourself as a professional.** This includes your emails and interactions in the classroom and labs with faculty and classmates. Address your colleagues and teachers with respect both online and in-person.

- **Bring a drink or small snack to class if you need.** (Certain lab/shop environments prohibit this, so ask your professor if you are unsure). Dispose of your own garbage.

- **Turn off your cell phone in class**. If you must answer a call, leave the classroom quietly so you do not disturb the class. Tell your professor before class if you are expecting a call that you will have to answer.

- **Focus on what's happening in class.** Talking to classmates while the professor is speaking is considered disrespectful and disruptive. Participate in the theory presented. It will make learning fun and interesting.

- **Arrive on time to class.** If you are late, enter the classroom as quietly and discreetly as possible. Some teachers require students to wait for a break to enter the class if they are late. If you need to leave the class early, try to leave at a break and explain to your professor why you need to leave.

- **Ask for help when you need it.** We have many supports available to all students to help them be successful. If you are feeling challenged in a course or are not doing as well as you'd like to be doing, please request a meeting with the faculty teaching the course. This should happen as soon as you recognize that you are having difficulty. They will be able to provide you with some direction about things that you can do to improve your success.

- **Participate during the class.** Students are encouraged to pay attention, take notes, participate in classroom activities and discussions.

- **Lectures cannot be recorded without the expressed permission of the professor.** This includes audio, video, and Artificial Intelligence (AI) supported recordings.

Additional expectations

- **Have reasonable expectations regarding email/telephone response times.** Messages sent at late hours or on weekends will not be responded to until appropriate working hours.

- **Leave clear messages.** When leaving messages for professors, always (and clearly) include your full name, contact information, and specific class (course code), as well as your question or concern.

- **Keep track of appointments.** If you schedule a meeting outside of class time with your professor, be sure to add it to your calendar and attend. If you cannot make an appointment, contact your professor beforehand to let him/her know you will not be showing up.

- **Know the start date and end date of each semester, as well as dates for any holidays or breaks.** (All relevant dates are identified in your SUCCI Student Handbook). Early departure at the semester's end, early departure or late return at Student Success Week, or other scheduled vacation during the academic semester is not considered as an 'extraordinary circumstance'. You will NOT be granted permission to write tests or exams earlier or later to accommodate this.

5. Field Placement Requirements

In order to be prepared and considered for Field Placement, students must complete PORTFOLIO I: PRE-PLACEMENT PREREQUISITES BY NOV. 8, 2024 *(see below for Portfolio I: Pre-Placement Prerequisite form)*.

Health Requirements

All students are required to complete and/or provide confirmation to Confederation College Health Centre (REACH building) department of the following:

- Immunization and Communicable Diseases Form (http://www.confederationcollege.ca/health-centre/immunization). Print, complete, and deliver to the Health Centre.
- Two step TB skin test (1st year and accelerated) or updated TB skin test for 2nd year students
- Copy of immunization record – immunizations need to be up to date

Students are responsible for notifying the Coordinator of any pre-existing health conditions that could place theirs and/or other's health and/or wellness at risk during their field placement.

First Aid and CPR Certification

All students will complete a course in **Standard First Aid (Level C)**. Students must provide the DSW Coordinator with a copy of their current and valid certification prior to beginning their field placements. Standard First Aid Level C certification must be valid for the time spent in the DSW Program.

Please KEEP ALL ORIGINAL DOCUMENTATION. Students will need to provide field placement supervisors verification that all requirements and prerequisites have been completed prior to attending field placements.

Non-violent Crisis Intervention Certification

Theory and the physical skills training and testing will be scheduled during DS115 Professionalism and Field Placement Preparedness. Students must be in attendance for

all components of the training and must pass the written and physical skills testing (80% required to pass both components) to obtain certification.

Non-violent Crisis Intervention (NCI) training is mandatory. The book is approximately $45.00 and each student MUST purchase their own book. All books must be purchased through the DSW Program. **All students must attend all of the training and obtain certification prior to beginning Field Placement.**

Police Record Check with Vulnerable Sector Screening

Placement providers require a current (within 3 months) Police Record Check with Vulnerable Sector Screening to confirm the absence of a criminal record (*see application instructions below*). Apply in the 2nd week of October each year.

Students must apply for a new Police Record Check with Vulnerable Sector Screening prior to each field placement. Record check results need to be provided to the DSW Program Coordinator to initiate the field placement planning process.

Students will also provide their field placement supervisor with the original Police Record Check with Vulnerable Sector Screening **prior to beginning their field placement.**

POLICE RECORD CHECK WITH VULNERABLE SECTOR SCREENING

You will need to apply for a **Level 3 Police Record Check with Vulnerable Sector Screening** during the 2nd week of October. Your Police Record Check with Vulnerable Sector Screening needs to be dated within 3 months of you starting your placement in January.

You will need to print the **Request for Police Vulnerable Sector Check (PVSC) form** (see forms section below) and fill in your name and the date on the form. Once you have finished this step, you will need to upload the completed form to your computer prior to starting the online application process (you will be asked to upload the completed form during the application process and a failure to do so will nullify your application).

If you live within the city limits of Thunder Bay, you can complete your application at: https://secure.tritoncanada.ca/customerlanding/thunderbay. Once on the website, select employment/other under the **Police Vulnerable Sector Check (PVS)** category and answer the questions asked.

During the **Level 3** application process, you will be asked the following questions. Answer these questions with the information provided below.

DS452 Field Placement I (Agency / Community based):

Title of position: Developmental Services Worker student
Name of the employer of organization: Confederation College
Reason: Employment related field placement – Developmental Services Worker
Details: Supporting people with intellectual disabilities in a group home or community setting

DS232 Field Placement II (School based):

Title of position: Developmental Services Worker student
Name of the employer of organization: Confederation College
Reason: Employment related field placement – Student Support Professional
Details: Supporting children with their learning in the classroom

If you are an International student, you will apply by entering your Thunder Bay address as your home address.

If you live in a rural area or are from a surrounding community, you will need to contact your local Ontario Provincial Police (OPP) detachment to apply for your Police Record Check with Vulnerable Sector Screening. You may need to travel to your home community to pick up the completed record check, so make sure that you plan ahead to ensure that you have your record check prior to Nov. 8, 2024.

Additional information can be found at:
https://www.thunderbaypolice.ca/services/criminal-records-search

6. Code of Ethics

DEVELOPMENTAL SERVICES PROFESSIONALS OF ONTARIO CODE OF ETHICS

OADD approved 2017

This code of ethics reflects a core set of beliefs and values behind the role of the Developmental Services Professional. These core values include: service, social justice, empowerment, dignity and worth of the person, importance of human relationships, integrity and competence. A commitment to these values guides the Developmental Services Professional's behaviour in terms of their ethical responsibilities to people with developmental disabilities, their families, colleagues, and their own professional competence.

Responsibilities to People with Developmental Disabilities and their Families

In all professional functions, the Developmental Services Professional will:

1. Maintain a respectful and professional rapport with people as per core competencies.

2. Ensure all rights within the Canadian Charter of Rights and Freedoms are upheld.

3. Promote prevention and ensure adherence to legislative requirements regarding the reporting of abuse, harassment or discrimination in any form.

4. Promote inclusivity and diversity.

5. Facilitate self-determination that is free of coercion.

6. Promote citizenship and community belonging.

7. Protect and maintain confidentiality.

Responsibilities to Colleagues and Professional Competence

The Developmental Services Professional will:

1. Maintain high standards of professional competence.

2. Participate in the promotion and advancement of the profession.

3. Commit to and engage in ongoing professional development.

4. Promote and participate in communities of belonging.

5. Advocate for policies and laws that promote inclusion.

6. Act with integrity.

7. Core Competencies for Direct Support Professionals

Advocacy

Advocacy is the desire and determination to champion a cause or issue and try to get others to support it. It recognizes the importance of amplifying the voices of the person/family and creating space for them to advocate on their own behalf.

Building Relationships

Building relationships is about intentionally collaborating to develop meaningful relationships with people supported, co-workers, families, community partners and other stakeholders. It is about seeking opportunities to create collaborative partnerships to meet mutual goals. From a sustainability perspective, building relationships is about fostering past relationships, understanding the current context and how to ensure reciprocal satisfaction. It also means anticipating future possibilities of partnerships.

Championing Change and Innovation

This Core Competency is about being flexible and adaptable to changing environments to work effectively with various people and groups. It involves an open mindset to understand, appreciate and empathize with different and opposing perspectives. It is about having a clear vision for change and communicating this in a way that all people are included and understand what the change means to them. It involves demonstrating a personal commitment to change through actions and words.

Facilitating Growth and Development

This competency is about facilitating self-directed growth and development. It fosters self-determination and independence. It intentionally supports the long-term learning or development of others through coaching, recognition, encouragement, and feedback.

Inclusive Leadership

Leadership is about organizing people and processes toward accomplishing a goal. This is done through coaching, mentoring, and motivating others towards a vision, commitments, and goals. Effective leaders foster an inclusive and positive environment. Leaders consistently act and think with personal integrity, as well as with concern for, and sensitivity to, the fundamental values and ethics of the people receiving support/families, the agency/organization/sector and the profession. It includes the capacity for sound ethical judgement in a diverse and ethically complex environment, and in the face of ongoing pressures and constraints to continually promote excellence.

Problem Solving and Decision Making

Problem Solving and Decision Making is the demonstration of behaviours that enable one to identify and solve problems by understanding the situation, seeking additional information, developing and weighing alternatives, and choosing the most appropriate course of action. It involves the willingness to, and demonstration of, behaviours associated with taking a creative approach to problems or issues. It includes "thinking outside of the box" to go beyond the conventional, and to explore creative use of resources.

Resilience

Resilience involves maintaining stamina and performance under continued stress and to act effectively under pressure. It includes bouncing back from disappointments or confrontations, and not letting them negatively influence ongoing performance. It involves keeping one's emotions under control and restraining negative responses when provoked. It includes expressing or resolving stressful situations in an appropriate way that doesn't harm self or others.

Resource Management

Resource Management is the capacity to plan, effectively leverage and optimize resources (people, processes, financial resources, technology etc.). It means that resources are allocated efficiently to provide high quality support. This includes human resource management, which ensures that people have the right skills, capabilities, behaviours, and tools.

Strategic Thinking

Strategic thinking requires initiative, which is the ability to independently decide what to do and when to do it without relying on someone else's direction for short and long-term impacts. People who demonstrate strategic thinking take initiative to thoughtfully respond to current situations and are able to proactively anticipate future opportunities and challenges while ensuring a person directed approach. It is understanding trends and issues, and translating these into ideas, advice and activities that impact various stakeholders.

Valuing Equity, Diversity and Inclusion (EDI)

Valuing EDI uses social competence to understand and respect the practices, customs and values of all people and cultures. It is the ability to work effectively with a diverse community and be aware of current societal issues. It involves evaluating social situations and determining what is expected or required to recognize the feeling, intentions and lived experiences of others, and to select social behaviours that are most appropriate for that given context.

8. Developmental Services Professional Standards of Practice

Developmental Services Professional

Standards of Practice

2011
REVISED MAY 2017

**Published by the Developmental Services Special Interest Group
of the
Ontario Association on Developmental Disabilities**

Approved by OADD Board of Directors June 5, 2017

INTRODUCTION

The Developmental Services Professional (DSP) Standards of Practice describe the values, priorities, and practices of staff in the developmental services sector. These Standards of Practice state a minimal level of performance and are available to guide professional staff in their execution of daily duties.

The ultimate purpose of the Standards of Practice is to promote excellence in the DSP profession.

Explanatory Note

This section will explain three of the key terms utilized throughout this document.

Meaning of Developmental Services Professional (DSP)

A Developmental Services Professional is an individual who has graduated with a Developmental Services Worker Diploma (DSW) in the province of Ontario, or equivalent. Equivalency would include a post secondary degree or diploma in a related area plus direct work experience in developmental services. Upon the establishment of a Professional Organization of Developmental Services Professionals, this body will assume the responsibility of determining the specific requirements for equivalency.

Meaning of the term "Service Recipient"

The term service recipient is very broadly defined and would include all individuals who have developmental disabilities. In addition, they might also have other concurrent disorders. Some of the labels which might have been assigned to these individuals include:

- Intellectual disability

- Developmental disability

- Intellectual handicap

- Developmental handicap

- Autism

- Dual Diagnosis

- "Mental retardation" (Please note that this is acknowledged to be a highly offensive term which is no longer used in the DSP Profession. However, the DSP might work with individuals who have been assigned this archaic label, particularly in medical or psychological assessment reports. Thus, the term is included in the list for purposes of completeness.)

The term "service recipient" does not encompass others who are involved with that person and thus benefit from the DSP's services such as family members or community members.

Scope of Practice

DSPs provide services to individuals in non profit organizations, schools, commercial organizations, family homes, their own homes, and the community. Services can be characterized as activities which improve or maintain the self-defined quality of life of that individual including, but not limited to: facilitating community participation such as education, employment or recreation; teaching; optimizing physical and mental health; supporting expression of the spiritual and creative self; and advocating on behalf of the individual or the broader group of service recipients.

STANDARDS OF PRACTICE

Standard 1: Provision of Services to Service Recipients

1.1. DSPs adhere to the following principles during service provision:

    1.1.1   DSPs use a person-centred approach in the provision of services

    1.1.2   DSPs respect and facilitate self-determination

    1.1.3   DSPs ensure that an individual is provided with complete information in a format which s/he understands when making decisions

    1.1.4   DSPs and service recipients work together to set and evaluate goals

    1.1.5   DSPs utilize all possible methodologies to support individuals to communicate effectively

    1.1.6   DSPs ensure that each service recipient's human rights are maintained

    1.1.7   DSPs provide competent professional services to all individuals, irrespective of gender, race, religion, sexual orientation, age, or ability

Standard 2: Competence

2.1. DSPs have a unique body of knowledge. This in-depth knowledge includes:

    2.1.1   Human development

    2.1.2   Facilitation of person-directed planning

    2.1.3   Promotion of physical and mental health

    2.1.4   Facilitation of community participation

    2.1.5   Effective instructional strategies

    2.1.6   Positive behavioural supports

    2.1.7   Alternative communication strategies

    2.1.8   Teaching advocacy skills

    2.1.9   Facilitation of independence

2.1.10 Collaboration with their colleagues and organizations both within and outside their sector

2.1.11 Development and maintenance of interpersonal relationships

2.2. DSPs engage in professional practice.

2.2.1 DSPs competently apply professional knowledge and experience to promote the quality of life of the people they support

2.2.2 DSPs recognize limitations to their skills and seek consultation and/or supervision when needed

2.3. DSPs are committed to ongoing professional learning.

2.3.1 DSPs recognize that a commitment to ongoing professional learning is essential to the provision of effective services

2.3.2 DSPs engage in ongoing professional learning to remain current with emerging knowledge and practice

2.3.3 DSPs are committed to sharing knowledge with colleagues to promote professional development in the field as a whole

2.4. DSPs have a specific scope of practice.

2.4.1 DSPs are responsible for being aware of the extent and parameters of their competence and scope of practice

2.4.2 When the service recipient's needs fall outside their usual scope of practice, DSPs follow prescribed procedures to ensure that this individual receives services or supports from the appropriate resources

Standard 3: Integrity

3.1. Because they support individuals with developmental disabilities, DSPs are in a position of power with respect to these individuals. DSPs ensure that the service recipients whom they support are protected from abuse of this power.

3.1.1 DSPs avoid professional relationships that involve a conflict of interest that could impair professional judgement and/or competence. "Conflict of Interest" is defined as a situation in which an individual has an interest that might compromise their reliability or integrity. This includes personal, financial, or professional issues.

3.1.2 DSPs do not engage in sexual relations with a service recipient, whether this is an individual with whom they currently work or with whom they formerly worked. Sexual relations include sexual intercourse, touching of a sexual nature, behaviour of a sexual nature, or remarks of a sexual nature that are not properly part of the clinical services provided by a professional.

3.1.3 DSPs do not work professionally with an individual with whom they have had a previous sexual relationship.

3.1.4 DSPs do not engage in any professional conduct which places the service recipient at unacceptable risk.

3.2. DSPs do not engage in professional activities while under the influence of any substance which impairs their abilities to perform their jobs with competence.

3.3. DSPs do not misrepresent their education, training, professional qualifications or experience.

3.4. DSPs do not misuse information obtained from or about service recipients.

    3.4.1 DSPs do not use information about a service recipient for their own financial gain

    3.4.2 DSPs do not use information about a service recipient to harm, control, or otherwise negatively impact on that individual

3.5. DSPs are aware of their personal values, attitudes, and needs and they exercise professional competence to ensure that these do not negatively impact on service provision.

3.6. DSPs strive to enhance the skills and capabilities of service recipients in order to maximize their control over their own lives

Standard 4: Confidentiality

4.1. DSPs maintain the privacy of individuals they support.

    4.1.1 DSPs will hold in strictest confidence all information obtained from or about a service recipient and maintained in any format

    4.1.2 DSPs will ensure that all records are maintained in locked or password protected conditions

    4.1.3 DSPs do not share information with others about a service recipient without obtaining informed consent to release of information by the individual or a legally appointed substitute decision maker (see Standard 5)

    4.1.4 DSPs inform service recipients of any exceptions to confidentiality at the beginning of a professional relationship

    4.1.5 DSPs uphold the right of a service recipient to access his/her own record with specific restrictions:

        i. An individual is not allowed to remove his/her records from the agency site
        ii. An individual is not allowed to view information about other individuals that may be within his/her own record
        iii. Information from the service recipient's file may be withheld from that individual if a professional deems that this information could be harmful to the individual
        iv. A service recipient may be provided with an abridged version of his/her record which summarizes the information in the files as per the previous point

4.2. DSPs may release information about a service recipient without consent under specific circumstances.

 4.2.1. When disclosure is required or allowed by law, DSPs may break confidentiality

  i. When this information involves the abuse or suspected abuse of a child under the age of 18, DSPs may break confidentiality as per the Child and Family Services Act The Child and Family Services Act was published by the Ministry of Community and Social Services in 1990, amended in 2009.
  ii. When this information involves the service recipient's intention to harm himself or herself, DSPs may break confidentiality, i.e. duty to protect
  iii. When this information involves the service recipient's intention to harm another, DSPs may break confidentiality, i.e. duty to warn
  iv. When the DSP is reporting to the police the alleged, suspected or witnessed abuse of a person with a developmental disability as per Regulation 299/10 of the Services and Supports to Promote the Social Inclusion of Persons with a Developmental Disability Act, 2008.
  v. When required by law to disclose information, DSPs do not disclose more information than is necessary

 4.2.2. DSPs are required to divulge information about a service recipient when ordered to do so by a court.

  vi. The concept of "privilege" does not apply in the DSP profession "Privilege" in this context is the concept that specific professional groups are immune from the requirement to divulge information about a client in a court of law. In Canada, the only professional group with "privilege" are attorneys.
  vii. When ordered by a court to disclose information about a service recipient, DSPs do not disclose more information than is necessary.

4.3. DSPs may share information about a service recipient within their agencies without consent.

 4.3.1 DSPs may discuss this information with colleagues without consent for the purposes of improved services for the individual

 4.3.2 DSPs may discuss this information with a supervisor without consent for the purposes of improved services for the individual or professional development

 4.3.3 DSPs may disclose this information to senior agency staff without consent for the purposes of improving services within the agency or meeting mandatory agency reporting requirements

 4.3.4 DSPs may disclose this information to staff in other service departments within the agency without consent for the purposes of improved services for the individual

Standard 5: Consent

5.1. DSPs uphold the legal rights of a service recipient to give voluntary and informed consent to release of information in any format or to receipt of services.

5.1.1 DSPs ensure that the service recipient is giving voluntary consent, i.e. that the individual is not under duress or coercion

5.1.2 DSPs ensure that the service recipient is giving informed consent

    i. DSPs inform the individual regarding why information is being disclosed, what specific information is being disclosed, and to whom information is being disclosed
    ii. DSPs explain to the individual the full nature of the services to be provided
    iii. DSPs provide information to the individual regarding the consequences, positive and/or negative, of giving consent
    iv. DSPs provide information to the individual regarding the consequences, both positive and/or negative, of not giving consent
    v. DSPs provide information to the individual in a format that the s/he understands

5.2. DSPs obtain consent to release information from a service recipient for information in any format including written information, photographs, audio tapes, video tapes, and direct observations

5.3. DSPs ensure that every service recipient who is legally competent is recognized as entitled to provide his/her consent on matters related to provision of services or release of information

5.4. DSPs ensure that a service recipient who is legally declared incompetent is represented by a legally authorized substitute decision maker

5.5. DSPs obtain consent in writing from a service recipient, whenever possible

5.5.1 DSPs ensure that verbal consent is obtained and documented if written consent is not possible

5.5.2 DSPs obtain a separate consent form for each specific instance of releasing information or receiving services

Standard 6: Fees

6.1. DSPs exercise professional behaviour and follow legal requirements when setting or collecting fees from service recipients or designates.

6.1.1 DSPs inform individuals in advance of service provision of all costs that will be charged to them including fees, reimbursements, and penalties

6.1.2 DSPs inform individuals in advance of service provision of the process used to collect unpaid fees.

6.1.3 A written agreement is developed before service provision that is signed by relevant parties, i.e. a service contract, which includes fees, additional costs, payment schedule, process to collect unpaid fees, and a thorough description of the services to be provided

6.2. DSPs do not accept financial benefits for making or receiving a referral

9. Academic Policies

A complete list of Confederation College Policies and Procedures can be found on the website, or accessed through the link below:

Link to main Academic Policies and Procedures webpage

Students should familiarize themselves with the following College policies:

- Charter of Students' Rights & Responsibilities: Ch5-s5-03

- Course Evaluation and Grading Policy: Ch5-s1-01

- Student Code of Conduct: Ch5-s5-02

- Academic Integrity: Ch5-s5-01 (Sign-off Required)

- Use of Electronic Devices in Class: Ch5-s5-06

- Academic Appeal Policy: Ch5-s1-02

10. Academic Integrity

Purpose: Academic integrity is central to the mission of Confederation College. Commitment to academic integrity supports the mutual respect and learning that our community values. The Academic Integrity Policy and Procedure reflect these values.

Scope: Applies to all students and staff to guide behavior and support learning.

Academic Integrity: Having academic integrity means acting fairly and honestly when engaging in academic activities. By having and applying an Academic Integrity Policy and Procedure, Confederation College ensures graduates complete their studies fairly and honestly through hard work and dedication, and thus are well-prepared for their future careers.

Definition of Academic Dishonesty: A violation of academic integrity. Academic dishonesty takes the form of any kind of cheating in academic work, including taking credit for the work of others without crediting them, misrepresenting one's own work, fabricating information, and facilitating academic dishonesty by others.

Examples of academic dishonesty include, but are not limited to, the following:

- Plagiarism: representing the words or ideas of someone else as one's own including copy and pasting from internet, as well as failing to attribute any of the following: quotations, paraphrases, or borrowed information.
- Unauthorized use of artificial intelligence: utilizing AI and specifically foundational models to create writing, computer code, or images from minimal human prompting and presenting that work as one's own is an academic offense. There will be times when you are able to utilize generative artificial intelligence for productive and ethical academic use, but these instances will be guided and introduced by your faculty as part of your learning.
- Cheating: using or attempting to use unauthorized information or materials in any academic exercise; copying from one's own or someone else's work; representing someone else's work as one's own; or violating rules and policies governing examinations, such as bringing pre-written work into an in-class examination or talking during examination or accessing information via the internet.
- Fabrication: inventing or falsifying data, citations, or information.
- Facilitating academic dishonesty: intentionally helping or trying to help someone else commit an act of academic dishonesty.

Consequences: Violations may result in failing grades, suspension, or expulsion. Violation may also entail being recorded in the online tracking tool.

Procedure for Students:

- Read and become familiar with College policy and faculty expectations regarding academic integrity, as stated in the course outline.

- Seek clarification of principles and practices of academic integrity from the faculty and/or other academic resources, such as librarians, tutors, or the writing center, before completing assignments or attempting examinations.

- Cooperate with faculty if issues of Academic Dishonesty arise.

Academic Integrity Sign-off (required)

Sign-off shows acknowledgment of your commitment to uphold academic integrity and understanding of the consequences for academic dishonesty, including specific examples provided.

I, Student Name, have read and understand the Academic Integrity information and policy contained in the Developmental Services Worker Program handbook.

Signature: _____

Date: _____

Print Name: _____

11. Social Networking Directive

The Dean, Program Coordinator, and professors (hereby referred to as "the faculty") of the Developmental Services Worker (DSW) Program at Confederation College, view facets of social networking to be both positive and progressive when used to enhance academic learning in a professional and ethical manner. The faculty respects the rights of students to make use of social networking sites as a medium for self-expression, when such self-expression is considered to be professional and ethical.

For the purposes of this directive, social networking will be defined as, but is not limited to, such venues as Facebook (including personal group Facebook pages), Instagram, Myspace, Twitter and blogs, snap chat, group chats, and communication will refer to all media related interchanges (e.g. written, audio, photographs and video). As future DSWs and members of a recognized, self-regulated profession, it is essential that all DSW students at Confederation College adhere to, and respect the confines of this directive.

In the interest of academic and behavioural integrity, DSW students engaging in the use of social networking will be held accountable to Confederation Colleges policies entitled *"Academic Integrity"* (Policy # 5-5-01), *"Use of Information Technology"* (Policy # 5-5-05), and the *"Student Code of Conduct"* (Policy # 5-5-02).

DSW students must also be aware that placement providers and employers may screen a potential student/employee for social networking activity.

Social Networking Directive

DSW students engaging in social networking will adhere to the *Developmental Services Worker Program – Social Networking Directive*. Failure to adhere to the *Social Networking Directive* will result in disciplinary action as deemed appropriate by the Chair and/or Dean of the School of Health, Negahneewin and Community Services up to and including expulsion from the program depending on the severity of the occurrence(s).

1. DSW students engaging in the use of social media will be professional, ethical and respectful while communicating in reference to Confederation College and the DSW Program; DSW Program faculty and students; and in reference to the students' learning environment (e.g. classrooms and placements).

2. Students will not use social networking sites as a means to disparage Confederation College and the DSW Program; DSW Program faculty and students; or the Colleges' learning partners (e.g. schools or agencies).

3. DSW students engaging in the use of social networking will be professional, ethical and respectful of Confederation College's support staff, faculty and students from other program areas, as well as all invited guests to either the classroom or the College environment.

4. DSW students engaging in the use of social networking will not practice the use of disrespectful language (e.g. obscenities, profanity and racism); will not use vulgar, unkind or discrediting language; will not discuss topics which the DSW profession would regard as disrespectful or dishonourable; and will uphold the confines of Confederation College's Respect Campaign.

5. At no time will DSW students take or post pictures onto social media while in any learning environment (including classrooms and field placements).
6. DSW students will not use social networking sites to harass, bully or intimidate DSW Program faculty, students, or students from other program areas.

Resources

DSW students choosing to identify themselves as a Confederation College Developmental Services Worker student within a social networking environment are encouraged to review the DSW Code of Ethics.

12. Schedule of Important Dates

2024

Sept. 3	Program Orientation
Sept. 4	Classes Begin
Oct. 14	Thanksgiving/college closed
Oct. 21-25	**Student Success Week**
Nov. 8	**Pre-Placement Prerequisite Portfolio I due**
Nov. 15	Last date to withdraw from courses without academic penalty
Dec. 13	Last day of classes

2025

Jan. 15	DSW Field Placement Orientations – time and location to be determined (**ATTENDANCE MANDATORY FOR PLACEMENT**)
Jan. 22	**Placement Prerequisite Portfolio II due**
Feb. 17	Family Day (no classes)
Mar. 10-14	**March Break**

- 1st year students have no classes but can arrange to attend field placement with Field Advisor and agency approval
- no classes or field for 2nd year DSW students

Mar. 17	Last date to withdraw from courses without academic penalty
Apr. 18	Good Friday (no placement or classes)
Apr. 25	**Last day of classes – MANDATORY FIELD WRAP UP**

(details to follow)

13. Resources and Support Services

Academic Date Calendar:
https://www.confederationcollege.ca/department/admissions/registration-services

Crisis Support:

- Good2Talk– 1 (866) 925-5454 (Good2Talk Website)
- Thunder Bay Crisis Response – (807) 346-8282 (CMHA Website)

Degree Works:
https://www.confederationcollege.ca/department/registration/degreeworks

Financial Aid: https://www.confederationcollege.ca/department/financial-aid

Health Centre: https://www.confederationcollege.ca/department/health-centre

Library: https://www.confederationcollege.ca/department/library

Program Pathways: https://www.confederationcollege.ca/program/developmental-services-worker/pathways

Security: https://www.confederationcollege.ca/current-students/services/security

Student Success Centre: https://www.confederationcollege.ca/department/student-success-centre

Writing Centre: https://www.confederationcollege.ca/department/tutoring/writing-centre

14. Contact Information

Program Coordinator: Julie Zdep
jzdep@confederationcollege.ca

Faculty: Linda Kramer
lkramer@confederationcollege.ca

Dean: Shane Strickland

Associate Dean: Tania Pynn

15. Forms

REQUEST FOR LEVEL 3 POLICE VULNERABLE SECTOR CHECK (PVSC)

For more information: https://www.thunderbaypolice.ca/services/criminal-records-search

Student Name (must be filled in <u>PRIOR</u> to submitting/uploading this letter): _____

Date: (must be the date of application and filled in <u>PRIOR</u> to submitting/uploading this letter): _____

Student Program Name (must be filled in <u>PRIOR</u> to submitting/uploading this letter)**:   DEVELOPMENTAL SERVICES WORKER**

As part of the **annual** requirements of students enrolled in many of our health, community, and protective services as programs, students are required to obtain a Criminal Record Check (CRC). The above named student is a registered student of Confederation College in their noted program (see above).

As an authorized representative of an educational organization that is responsible for the well-being of one or more children or vulnerable persons as defined in Section 6.3(1) of the Criminal Records Act, I hereby request that a CRC is conducted on students (on voluntary clinical placements) in the following programs:

Level 3 Police Vulnerable Sector Check Required	Level 3 Police Vulnerable Sector Check Required
Aboriginal Community Advocacy Program	Paramedics
Autism and Behavioral Sciences	Personal Support Worker
Bachelor of Science in Nursing	Practical Nursing
Onajigawin Indigenous Services	Pre-Service Firefighter
Developmental Services Worker	Social Service Worker
Early Childhood Education	Recreation Therapy
Medical Radiation Technology (year 2 students **only**)	
	CRC only (*NO* **Vulnerable Sector Check Required) *these students are to apply for a Level 2: Criminal Record and Judicial Matters Check (CRJMC)***
	Dental Assisting
	Dental Hygiene
	Medical Laboratory Assistant

Students in our Negahneewin, Health and Protective Services, and Community related programs will be performing duties, independently or with supervision, which can include, but are not limited to, working with the following individuals in a clinical/school/day care/hospital/long term care setting or related facilities as it pertains to their programs:

- Children under the age of 18
- Elderly or those in the position of dependence or at risk of being harmed by persons in a position of authority or trust
- Individuals (from birth to old age) with a diagnosed disability
- Those individuals utilizing supports and services by an agency provider that receives funding by the Ministry (Community and Social Services or Health)

If you have any questions regarding this letter or request or require verification of a student's enrollment in any of the above named programs, please do not hesitate to contact me at (807) 475-6456 or email at tpynn@confederationcollege.ca so that we can assist in helping students meet their placement requirements.

Warmest regards,

Tania Pynn, RN, BScN, MHS

Associate Dean, School of Health, Negahneewin, and Community Services

Confederation
COLLEGE
1450 Nakina Dr., PO Box 398
Thunder Bay, ON P7C 4W1
www.confedrationc.on.ca

PRE-PLACEMENT PREREQUISITE PORTFOLIO I

As a student of Confederation College in the Developmental Services Worker (DSW) Program, I recognize that it is my responsibility to fulfill the following requirements as a condition of any and all field placement opportunities provided to me over the course of my program:

Initial	PORTFOLIO I: PRE-PLACEMENT PREREQUISITES (Due November 8, 2024)
	Immunization and Communicable Disease Form has been completed and submitted to Health Services at Confederation College. *Ask Health Services to initial this form.*
	Immunizations are up to date and documentation has been submitted to Health Services at Confederation College. *Ask Health Services to initial this form.*
	TB Skin Test (two step) is up to date (annual renewal) and documentation of this has been submitted to Health Services at Confederation College. *Ask Health Services to initial form.*
	Police Record Check with Vulnerable Sector Screening is current (within 3 months) and a copy is included in this portfolio. Please retain the original document to provide to your Field Placement Supervisor. *Student initials.*
	First Aid and CPR certificate/card is valid for the duration of the Field Placement and a copy is included in this portfolio. *Student initials.*
	Non-violent crisis intervention (NCI) certificate is valid for the duration of the Field Placement and a copy is included in this portfolio (where applicable). *Student initials.*
	Co-op Work Permit (International Students) is current and a copy is included in this portfolio. Please retain the original. *Student initials.*
	Emergency Contact has been completed and is included in this portfolio. *Student initials.*
	Release of Information has been completed and is included in this portfolio. *Student initials.*
	Copy of Portfolio has been made (to be provided to my placement once assigned). *Student initials.*

By signing below, I acknowledge that I have read and have understood the requirements of the Developmental Services Worker (DSW) Program at Confederation College. I accept these requirements as my responsibility and condition prior to attending field placement. Please note that a failure to complete the requirements will result in a forfeiture of field placement for the winter semester.

Student (print): _____   **Signature:** _____

Date: _____   **Faculty:** _____

DEVELOPMENTAL SERVICES WORKER PROGRAM
EMERGENCY CONTACT SHEET

Date:	
Student Name:	
Student Address:	
Student Phone #:	
Do you have a car to get you to placement:	
Name of Emergency Contact:	
Phone # for Emergency Contact:	
Additional Contact Information:	
Student Signature:	

Students must keep faculty <u>and</u> field placement supervisors informed of any change in address and/or phone numbers.

DEVELOPMENTAL SERVICES WORKER PROGRAM
RELEASE OF INFORMATION FORM

I _____ give Confederation College of Applied Arts and Technology permission to release my academic and attendance records and information regarding my progress in the **Developmental Services Worker Program** to the persons, organizations or institutions listed below.

- **Field placement schools/agencies**
- **DSW faculty and field advisors**
- **Current academic professors**
- **Other** (please list)

Date: _____   *Signature:* _____

NOTE: **A formal request** (in writing) **must be made prior to using faculty as a reference for employment related purposes.**

Developmental Services Worker Program
Confederation College
1450 Nakina Drive
Thunder Bay, ON
P7B 0E5

DSW Coordinator
Phone: 475-6345