



Developmental Services Worker Program Standard

***The approved program standard for
Developmental Services Worker
program of instruction leading to an
Ontario College Diploma delivered by
Ontario Colleges of Applied Arts and
Technology (MTCU funding code 51641)***

**Ministry of Training, Colleges and Universities
December 2012**

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ISBN 978-1-4606-0782-4 (PDF)

Ce document est disponible en français.

Acknowledgements

The Ministry of Training, Colleges and Universities acknowledges with thanks the significant contribution of the many individuals and organizations who participated in the development of this program standard. In particular, the Ministry of Training, Colleges and Universities would like to acknowledge the important roles of

- the Ministry of Community and Social Services;
- all those who participated in the focus groups in Ottawa, Sudbury, Sault Ste. Marie, Thunder Bay, Fort Frances, South Porcupine, Toronto, London and Belleville;
- all individuals and organizations who participated in the consultations;
- the faculty and co-ordinators of PCC Developmental Services Worker and College of Applied Arts and Technology (CAAT) Developmental Services Worker programs for their assistance throughout the project;
- the members of the Steering Committee and the Work Group which were set up to develop the common set of vocational learning outcomes for PCC, CAAT and Apprenticeship programs;
- the project manager, Ron St.Peter, Managing Director KRH Group who led the development of this training standard.

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I. Introduction

This document is the Program Standard for the Developmental Services Worker program of instruction leading to an Ontario College Diploma delivered by Ontario colleges of applied arts and technology (MTCU funding code 51641).

Development of System-Wide Program Standards

In 1993, the Government of Ontario initiated program standards development with the objectives of bringing a greater degree of consistency to college programming offered across the province, broadening the focus of college programs to ensure graduates have the skills to be flexible and to continue to learn and adapt, and providing public accountability for the quality and relevance of college programs.

The Program Standards and Evaluation Unit of the Ministry of Training, Colleges and Universities has responsibility for the development, review, and approval of system-wide standards for programs of instruction at Ontario colleges of applied arts and technology.

Program Standards

Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- **Vocational standard** (the vocationally specific learning outcomes which apply to the program of instruction in question),
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and
- **General education requirement** (the requirement for general education in postsecondary programs of instruction).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program.

Individual colleges of applied arts and technology offering the program of instruction determine the specific program structure, delivery methods, and other curriculum matters to be used in assisting students to achieve the outcomes articulated in the standard. Individual colleges also determine whether additional local learning outcomes will be required to reflect specific local needs and/or interests.

The Expression of Program Standards as Vocational Learning Outcomes

Vocational learning outcomes represent culminating demonstrations of learning and achievement. They are not simply a listing of discrete skills, nor broad statements of knowledge and comprehension. In addition, vocational learning outcomes are interrelated and cannot be viewed in isolation of one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified.

Expressing standards as vocational learning outcomes ensures consistency in the outcomes for program graduates, while leaving to the discretion of individual colleges curriculum matters such as the specific program structure and delivery methods.

The Presentation of the Vocational Learning Outcomes

The **vocational learning outcome** statements set out the culminating demonstration of learning and achievement that the student must reliably demonstrate before graduation.

The **elements of the performance** for each outcome define and clarify the level and quality of performance necessary to meet the requirements of the vocational learning outcome. However, it is the performance of the vocational learning outcome itself on which students are evaluated. The elements of performance are indicators of the means by which the student may proceed to satisfactory performance of the vocational learning outcome. The elements of performance do not stand alone but rather in reference to the vocational learning outcome of which they form a part.

The Development of a Program Standard

In establishing the standards development initiative, the Government determined that all postsecondary programs of instruction should include vocational skills coupled with a broader set of essential skills. This combination is considered critical to ensuring that college graduates have the skills required to be successful both upon graduation from the college program and throughout their working and personal lives.

A program standard is developed through a broad consultation process involving a range of stakeholders with a direct interest in the program area, including employers, professional associations, universities, secondary schools, and program graduates working in the field, in addition to students, faculty, and administrators at the colleges themselves. It represents a consensus of

participating stakeholders on the essential learning that all program graduates should have achieved.

Updating the Program Standard

The Ministry of Training, Colleges and Universities will undertake regular reviews of the vocational learning outcomes for this program to ensure that the Developmental services Worker Program Standard remains appropriate and relevant to the needs of students and employers across the Province of Ontario. To confirm that this document is the most up-to-date release, contact the [Ministry of Training, Colleges and Universities](#).

II. Vocational Standard

All graduates of the Developmental Services Worker program of instruction have achieved the seven vocational learning outcomes listed in the following pages, in addition to achieving the essential employability skills learning outcomes and meeting the general education requirement.

Preamble

Upon successful completion of the Developmental Services Worker program, graduates are prepared to act in a professional, ethical*, competent* and accountable* manner. They work in accordance with human rights, the Developmental Services Worker Standards of Practice*, legal and ethical* requirements and policies and practices of the developmental services sector. They have a legal responsibility to maintain zero tolerance of all forms of abuse.

Graduates of the Developmental Services Worker program are trained to provide person-directed supports and services for people with developmental disabilities in a manner that is respectful and fosters self-determination and empowerment. Additionally, graduates are prepared to promote the development of inclusive communities*.

In practice, graduates demonstrate qualities such as creative problem solving, resiliency and initiative as outlined in the Developmental Services Human Resources Strategy Core Competencies*. They are able to teach skills using strategies that are adapted to individual learning styles and to communicate effectively using a variety of forms. Graduates are trained to maintain the health and safety of the people they support; provide health care, perform health care procedures and administer medications within their scope of practice*.

Developmental Services Worker program graduates can work in a variety of areas including education, accommodation, employment support, advocacy* and recreation.

Graduates of the Developmental Services Worker program recognize that ongoing professional development is essential to ensure that they continue to provide quality support to people with developmental disabilities.

There are opportunities for graduates to pursue further educational and professional qualifications. Through agreements between colleges and universities, graduates may be granted credits toward related diplomas, degrees or certifications. Graduates can contact their individual colleges for further details on articulation agreements with other institutions or professional associations.

Graduates are employed as support workers by developmental services agencies which offer accommodation, community participation, employment support and leisure support services. Graduates are also employed as educational assistants by boards of education.

Graduates may be self-employed, contracting directly with people with developmental disabilities and/or their families to provide support services.

Other areas where graduates may be employed include childcare, long term care and acquired brain injury services.

Synopsis of the Vocational Learning Outcomes Developmental services Worker (Ontario College Diploma)

The graduate has reliably demonstrated the ability to

- 1. conduct oneself in an ethical*, competent* and accountable* manner in all professional relationships.**
- 2. provide person-directed supports and services that respect and promote self-determination for people with developmental disabilities**
- 3. provide for the safety of people with developmental disabilities, self and others in compliance with all applicable legislation, regulations and standards of practice*.**
- 4. support health and well-being of people with developmental disabilities.**
- 5. employ and adapt formal and informal strategies to support the learning of people with developmental disabilities.**
- 6. provide leadership in the development of inclusive communities***
- 7. develop professional and personal plans that enhance job performance and well-being.**

**See Glossary*

Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, nor weighting of significance.

The Vocational Learning Outcomes

1. *The graduate has reliably demonstrated the ability to*
conduct oneself in an ethical*, competent* and accountable* manner in all professional* relationships.

Elements of the Performance

- develop a rapport with people with developmental disabilities while providing supports
- adhere to the professional* values and ethics of the Developmental Services Worker Code of Ethics* and Standards of Practice*
- work within the scope of practice* of Developmental Services Workers in a variety of practice settings
- collaborate as part of interprofessional* teams in all aspects of the service provision
- work in accordance with the mission, visions, values, goals, policies, and procedures of the workplace
- communicate using electronic, oral, written and nonverbal formats which meet the requirements specific to the person with developmental disabilities and the developmental services sector
- communicate using a variety of augmentative communication strategies
- minimize the power imbalance* between Developmental Services Workers and the people they support
- cultivate and maintain an environment of zero-tolerance towards all forms of abuse
- report all alleged, suspected or witnessed incidents of abuse of a person with a developmental disability in accordance with legislation, and workplace policies and procedures
- determine the impact of one's own values, attitudes, and needs on provision of support
- apply strategies for innovative and creative problem solving in the provision of support
- apply legal requirements, ethics and standards of practice* related to professional* conduct and practice
- discuss the legal requirements, ethics and standards of practice* related to the collection of fees for self-employment
- act in accordance with current and relevant legislation and regulations
- use evidence-based practices in all elements of one's job

**See Glossary*

2. *The graduate has reliably demonstrated the ability to*

provide person-directed supports and services that respect and promote self-determination* for people with developmental disabilities.

Elements of the Performance

- use a respectful and holistic, person-directed approach when supporting and planning with people with developmental disabilities
- provide opportunities for people with developmental disabilities to exercise self-sufficiency and self-determination*
- maintain self-determination* of the person as a priority in the planning process taking into account the rights and responsibilities of people with developmental disabilities
- use a variety of models and tools to develop a person-directed plan
- gather information about a person's social, vocational, cultural*, intellectual, emotional, spiritual and physical goals to develop person-directed supports
- collaborate with people with developmental disabilities, their families, social networks, and significant others to develop person-directed supports
- collaborate as part of an interprofessional* team when developing person-directed supports
- coordinate resources, natural supports*, and community services when implementing person-directed supports
- support the person to implement his/her person-directed plan, while including his/her network
- minimize barriers to the achievement of personal goals for people with developmental disabilities
- document, assess, evaluate, review, and report the status of the person-directed plan in accordance with legislation, and workplace policies and procedures
- advocate with and on behalf of people with developmental disabilities to foster self-determination*
- provide opportunities for people with a developmental disability to participate in a variety of experiences with consideration of their faith, culture and language
- facilitate informed decision making
- use a variety of strategies to help the person with a developmental disability to build, support, and maintain reciprocal relationships
- use effective and appropriate communication and/or counselling* skills with respect for their faith, culture, language and communication strategies when providing supports to people with developmental disabilities

**See Glossary*

3. *The graduate has reliably demonstrated the ability to*

provide for the safety of people with developmental disabilities, self and others in compliance with all applicable legislation, regulations and standards of practice*.

Elements of the Performance

- maintain safe physical and psycho-social environments*
- recognize and report situations of abuse in accordance with legislation, and workplace policies and procedures
- conduct regular environmental safety scans, including scans to identify risk factors related to all forms of abuse, and initiate required action in accordance with legislation, and workplace policies and procedures
- implement prevention strategies related to all forms of abuse
- collaborate with team members to identify the immediate and long-term impact of abuse and develop a support plan
- provide support to people with developmental disabilities who have been impacted by abuse in accordance with legislation, policies and procedures, and support plan
- take preventive measures and respond to accidents, emergencies and serious occurrences according to legislation, policies and procedures to ensure the health and safety of people with developmental disabilities
- respond immediately to an individual in crisis, according to the person-directed plan and workplace protocols and seek assistance as appropriate
- report and document all accidents, emergencies and serious occurrences while adhering to legislation, and workplace policies and procedures
- examine equipment prior to use and according to regular maintenance schedules to ensure it is in good working order
- use all equipment safely and appropriately for the protection of self and others
- adhere to health and safety standards by implementing standard precautions, legislation, and workplace policies and procedures
- perform safe lifting and transporting procedures using appropriate techniques/equipment such as lifts, wheelchairs, assistive devices, and vehicles
- instruct and assist people to maintain personal safety
- instruct and assist people in fire safety procedures
- store medication safely in accordance with legislation, and workplace policies and procedures
- administer medications safely and ethically in accordance with legislation, workplace policies and procedures and knowledge based assessment of the health status of people with developmental disabilities

- dispose of medication and medical devices/materials in accordance with legislation, and workplace policies and procedures

**See Glossary*

4. *The graduate has reliably demonstrated the ability to*

support health and well-being of people with developmental disabilities.

Elements of the Performance

- respect the rights, dignity and privacy of the person while providing health support
- consult and collaborate with health care and allied professionals* as part of an interprofessional* team to develop plans and access health services and supports
- advocate for access to health supports and resources
- develop and apply strategies to enhance health and well-being
- provide health care within the limits of the role of a Developmental Services Worker in accordance with legislation, and workplace policies and procedures
- explain the structure, functions, and interdependency of body systems
- provide personal care and hygiene
- provide basic health care, such as assessing vital signs, changing simple dressings, and applying prescribed thermal treatments*
- apply knowledge of common health conditions associated with developmental disabilities to promote health and well being
- assess changes in health status, record and report concerns and initiate appropriate action
- support people with developmental disabilities to participate in a healthy and active lifestyle
- support people with developmental disabilities to access relevant community health services
- apply knowledge of the biopsychosocial* and spiritual factors to promote the health and well-being of people with developmental disabilities across the lifespan
- adapt and provide a continuum of support to people with developmental disabilities as they age using both developmental and senior services
- provide support to people with developmental disabilities dealing with bereavement and non-bereavement loss* with consideration of cultural* practices
- plan balanced menus and prepare meals in accordance with standard nutritional guidelines, culture, and/or personal preferences and/or as prescribed by a registered health professional*
- explain the purpose and the effects of medication when administering medications

- administer medications safely in accordance with legislation, workplace policies and procedures and knowledge based assessment of the health status of people with developmental disabilities
- observe, monitor, record and report the effects of prescription and non-prescription medications regarding their beneficial effects, adverse side effects, or toxicity and implement appropriate measures as directed
- assess the ability of people with developmental disabilities to self-administer medication and implement an appropriate individual teaching plan
- describe the etiology and characteristics of various developmental disabilities and syndromes and the implications for support
- describe the etiology and characteristics of mental health disorders and dual diagnosis*
- identify the factors affecting the prevalence of dual diagnosis*
- observe, monitor and record mental health information to assist with diagnosis and treatment planning
- collaborate as part of an interprofessional* team to develop and implement intervention strategies related to a person with dual diagnosis*
- observe and record behaviour
- conduct a functional behavioural assessment
- collaborate with an interprofessional* team to develop an individualized positive behavioural support plan in conjunction with people with developmental disabilities
- participate in the implementation of the positive behavioural support plan
- document, assess, evaluate, review and report status of the positive behavioural support plan and make adjustments as required

**See Glossary*

5. *The graduate has reliably demonstrated the ability to*

employ and adapt formal and informal strategies to support the learning of people with developmental disabilities.

Elements of the Performance

- assess individual learning needs and styles of people with developmental disabilities
- use teaching strategies targeted to relevant age, developmental stage, culture, needs, environment, and learning styles of people with developmental disabilities
- manage teaching environments that promote optimal learning
- use a person-directed* approach to establish teaching priorities
- conduct ongoing evaluation of the teaching plan and revise the plan as needed and according to the policies and procedures of the workplace
- use evidence based positive learning, teaching, coaching, and assessment strategies to facilitate skill development and autonomy
- compile relevant information from a variety of sources to develop teaching plans
- use a variety of techniques to develop teaching plans
- teach human sexuality including healthy relationships and abuse prevention
- teach citizenship and self-advocacy* skills, emphasizing rights and responsibilities
- teach functional and social skills to people with developmental disabilities
- teach employability skills to people with developmental disabilities
- teach people with developmental disabilities a variety of communication skills including the use of equipment and technology
- collaborate with the person's network, with appropriate consents, in all aspects of the teaching plan
- teach problem-solving, conflict management, and coping skills

**See Glossary*

6. *The graduate has reliably demonstrated the ability to*
provide leadership in the development of inclusive communities*.

Elements of the Performance

- identify how the history of the field of developmental disabilities in Ontario impacts current delivery of services
- compare and contrast the Ontario model of services for people with developmental disabilities with models employed by other jurisdictions
- describe how marginalization impacts the provision of support for people with developmental disabilities
- employ strategies to increase the capacity of a community to welcome and include people with developmental disabilities
- create opportunities for inclusion* and participation of people in all aspects of the community by developing and maintaining partnerships
- foster full citizenship* for people with developmental disabilities
- apply cultural* competencies* when providing support for people with developmental disabilities
- create opportunities for community building
- facilitate the development of networks of support with consideration of faith, culture and language
- use a variety of strategies to support people with developmental disabilities to build and maintain reciprocal relationships including their relationships with family members
- advocate for the development of policies and practices that remove barriers to inclusion* for people with developmental disabilities, including in the workforce
- identify issues impacting people with developmental disabilities and their families when providing support
- model behaviour and attitudes that promote social justice* and support social change
- facilitate active participation in community groups, activities, and events to foster a sense of belonging for people with developmental disabilities in accordance with his/her person-directed* plan
- build inclusive communities* through consensus and negotiated solutions
- employ practical strategies for including people with developmental disabilities in the workforce

**See Glossary*

7. *The graduate has reliably demonstrated the ability to*

develop professional* and personal plans that enhance job performance and well-being.

Elements of the Performance

- explain how ongoing professional* development is essential to effective practice
- recognize the relevance of the Developmental Services Human Resource (DS HR) Strategy Core Competencies to employment in the Developmental Services (DS) field
- demonstrate the DS HR Threshold Competencies* in practice
- conduct routine self-assessments of current behavioural competencies*, knowledge and technical skills to formulate professional* development plans
- develop a professional* portfolio that identifies skills and abilities for employment
- assess and respond professionally to work-related feedback
- implement strategies to enhance self-care, job performance, and work relationships
- identify the entrepreneurial skills and standards of practice* required of a Developmental Services Worker who is self-employed
- use resources, evidence-based practices*, and supervision to enhance professional* growth
- recognize indicators of one's own stress, fatigue, and illness, including bereavement, compassion fatigue*, and vicarious trauma
- identify and access resources to support self-care as needed

**See Glossary*

Glossary

Accountable - the individual or organization is responsible for its actions and answerable to other designated parties with respect to meeting its obligations. Accountability also includes the concept of liability in which the responsible party can be legally penalized for not being accountable.

Active Lifestyle - a way of life in which the individual is engaged in activities that promote health and that are of his/her choice.

Advocacy - taking action to help people to say what they want, secure their rights, represent their interests, and obtain services. (National Lead for Advocacy, Valuing People Now, 2009).

Biopsychosocial - an integrated systems approach to human behaviour and disease which states that each system affects and is affected by all other systems. All aspects of the person – biological, psychological, and social – contribute to disease.

Compassion Fatigue - a condition in which care givers experience a decrease in compassion over time due to repeated exposure to stress which results in anxiety, hopelessness, decrease in pleasure, and pervasive negative attitudes.

Competent - a condition of proficiency which incorporates the concepts of knowledge, skills and experience.

Core Competencies - underlying personal characteristics and behaviours of an individual that are important contributors to predict outstanding performance in a job within a particular organization. (Hay Group, 2009). The Developmental Services Human Resources Strategy, in conjunction with the Ministry of Community and Social Services, has developed Core Competencies (see also Threshold Competencies) specific to the developmental services system in Ontario. For more information, please refer to the following website:

<http://www.ontariodevelopmentalservices.ca/ds-hr-strategies>

Counselling - process of communicating with someone in a professional capacity to assist that person to identify issues, reach decisions and meet their goals.

Cultural - relating to the language, beliefs, values, norms, and behaviours common to the members of a particular group.

Competencies - an underlying characteristic of a person which enables them to deliver superior performance in a given job, role, or situation. (Hay Group, 2003)

Developmental Services Worker Code of Ethics - a written set of guidelines that describe the primary values and ethical standards that guide the actions of Developmental Services Workers, Refer to Ontario Association on Developmental Disabilities, 2011

Dual Diagnosis - the co-existence of a developmental disability and a mental health problem (which may be diagnosed or undiagnosed).

Ethical - conforming to a set of principles or norms etc.

Evidence-based practices - current practices and strategies that have been proven to be both ethical and effective through research.

Full Citizenship - a situation in which all persons with intellectual and other disabilities have the right to be treated with respect and to participate fully in (Canadian) society (Developmental Disabilities in Ontario, p 71)

Inclusion - the practice of valuing, accepting, respecting, involving and providing equal opportunities to people with developmental disabilities.

Inclusive Community - a community which incorporates all its citizens as active and fully participating members.

Interprofessional - a group of individuals and professionals from various disciplines working together to support a person with a developmental disability.

Natural Support - supportive unpaid relationships with family, peers and others in the community.

Non-bereavement loss - a range of reactions such as shock, anger, fear, sadness and depression, to significant negative life events such as the onset of chronic illness, dementia, the departure of a roommate, etc.

Person-Directed - a process of service delivery by which a person with a disability shapes his/her own supports based on his/her own needs, dreams, and wishes.

Power Imbalance - a situation in which the Developmental Services Worker has more power in a relationship with the people they support, resulting in condition that is unfair.

Professional - a person with specific knowledge or training in a particular area who is paid and expected to perform in specific ways.

Psycho-social Environments - the relationship between one's psychological development and his/her interaction within a social environment.

Scope of Practice - a technical description of activities, including boundaries that constitute work permitted by law, for the Developmental Services Worker profession.

Self- Advocacy - the practice of enabling and empowering people with developmental disabilities to act on their own behalf.

Self- Determination - the right to decide one's own course of action without coercion; also known as free will.

Social Justice - a condition in a society in which all citizens have equal economic, political and social rights and opportunities.

Standards of Practice - a framework of principles that describes the knowledge, skills, values, and vision of professionalism that guides the daily practices of Developmental Services Workers.

Thermal Treatment - applications of therapeutic thermal agents to treat disease, relieve pain or aid recovery.

Threshold Competencies - the characteristics that any job holder should possess in order to perform that job effectively at an average level of competency.

The Developmental Services Human Resources Strategy, in conjunction with the Ministry of Community and Social Services, has developed Threshold Competencies specific to the developmental services system in Ontario. For more information, please refer to the following website:

<http://www.ontariodevelopmentalservices.ca/ds-hr-strategies>

III. Essential Employability Skills

All graduates of the Developmental Services Worker program of instruction have reliably demonstrated the essential employability skills learning outcomes listed on the following pages, in addition to achieving the vocational learning outcomes and meeting the general education requirement.

Context

Essential Employability Skills (EES) are skills that, regardless of a student's program or discipline, are critical for success in the workplace, in day-to-day living, and for lifelong learning.

The teaching and attainment of these EES for students in, and graduates from, Ontario's colleges of applied arts and technology are anchored in a set of three fundamental assumptions:

- these skills are important for every adult to function successfully in society today;
- our colleges are well equipped and well positioned to prepare graduates with these skills;
- these skills are equally valuable for all graduates, regardless of the level of their credential, whether they pursue a career path, or they pursue further education.

Skill Categories

To capture these skills, the following six categories define the essential areas where graduates must demonstrate skills and knowledge.

- Communication
- Numeracy
- Critical Thinking & Problem Solving
- Information Management
- Interpersonal
- Personal

Application and Implementation

In each of the six skill categories, there are a number of defining skills, or sub skills, identified to further articulate the requisite skills identified in the main skill categories. The following chart illustrates the relationship between the skill categories, the defining skills within the categories, and learning outcomes to be achieved by graduates from all postsecondary programs of instruction that lead to an Ontario College credential.

EES may be embedded in General Education or vocational courses, or developed through discrete courses. However these skills are developed, all graduates with Ontario College credentials must be able to reliably demonstrate the essential skills required in each of the six categories.

SKILL CATEGORY	DEFINING SKILLS: Skill areas to be demonstrated by graduates:	LEARNING OUTCOMES: The levels of achievement required by graduates. <i>The graduate has reliably demonstrated the ability to:</i>
COMMUNICATION	<ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Presenting • Visual literacy 	<ol style="list-style-type: none"> 1. <i>communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</i> 2. <i>respond to written, spoken, or visual messages in a manner that ensures effective communication.</i>
NUMERACY	<ul style="list-style-type: none"> • Understanding and applying mathematical concepts and reasoning • Analyzing and using numerical data • Conceptualizing 	<ol style="list-style-type: none"> 3. <i>execute mathematical operations accurately.</i>
CRITICAL THINKING & PROBLEM SOLVING	<ul style="list-style-type: none"> • Analysing • Synthesizing • Evaluating • Decision making • Creative and innovative thinking 	<ol style="list-style-type: none"> 4. <i>apply a systematic approach to solve problems.</i> 5. <i>use a variety of thinking skills to anticipate and solve problems.</i>

SKILL CATEGORY	DEFINING SKILLS: Skill areas to be demonstrated by graduates:	LEARNING OUTCOMES: The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to:
INFORMATION MANAGEMENT	<ul style="list-style-type: none"> • Gathering and managing information • Selecting and using appropriate tools and technology for a task or a project • Computer literacy • Internet skills 	<p>6. <i>locate, select, organize, and document information using appropriate technology and information systems.</i></p> <p>7. <i>analyze, evaluate, and apply relevant information from a variety of sources.</i></p>
INTERPERSONAL	<ul style="list-style-type: none"> • Team work • Relationship management • Conflict resolution • Leadership • Networking 	<p>8. <i>show respect for the diverse opinions, values, belief systems, and contributions of others.</i></p> <p>9. <i>interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</i></p>
PERSONAL	<ul style="list-style-type: none"> • Managing self • Managing change and being flexible and adaptable • Engaging in reflective practices • Demonstrating personal responsibility 	<p>10. <i>manage the use of time and other resources to complete projects.</i></p> <p>11. <i>take responsibility for one's own actions, decisions, and consequences.</i></p>

IV. General Education Requirement

All graduates of the Developmental Services Worker program have met the general education requirement described on the following pages, in addition to achieving the vocational and essential employability skills learning outcomes.

Requirement

The General Education Requirement for programs of instruction is stipulated in the Credentials Framework (Appendix A in the Minister's Binding Policy Directive *Framework for Programs of Instruction*).

For certificate programs: While the inclusion of General Education is locally determined for programs of instruction leading to either a college certificate or on Ontario College Certificate, it is recommended that graduates of the Ontario College Certificate programs have been engaged in learning that incorporates some breadth beyond the vocational field of study.

In programs of instruction leading to either an Ontario College Diploma or an Ontario College Advanced Diploma, it is required that graduates have been engaged in learning that exposes them to at least one discipline outside their main field of study and increases their awareness of the society and culture in which they live and work. This will typically be accomplished by students taking 3 to 5 courses (or the equivalent) designed discretely and separately from vocational learning opportunities.

This general education learning would normally be delivered using a combination of required and elective processes.

Purpose

The purpose of General Education in the Ontario college system is to contribute to the development of citizens who are conscious of the diversity, complexity, and richness of the human experience; who are able to establish meaning through this consciousness; and, who, as a result, are able to contribute thoughtfully, creatively, and positively to the society in which they live and work.

General Education strengthens student's essential employability skills, such as critical analysis, problem solving, and communication, in the context of an exploration of topics with broad-based personal and/or societal importance.

Themes

The themes listed below will be used to provide direction to colleges in the development and identification of courses that are designed to fulfill the General Education Requirement for programs of instructions.

Each theme provides a statement of Rationale and offers suggestions related to more specific topic areas that could be explored within each area. These suggestions are neither prescriptive nor exhaustive. They are included to provide guidance regarding the nature and scope of content that would be judged as meeting the intent and overall goals of General Education.

1. Arts in Society:

Rationale:

The capacity of a person to recognize and evaluate artistic and creative achievements is useful in many aspects of his/her life. Since artistic expression is a fundamentally human activity, which both reflects and anticipates developments in the larger culture, its study will enhance the student's cultural and self-awareness.

Content:

Courses in this area should provide students with an understanding of the importance of visual and creative arts in human affairs, of the artist's and writer's perceptions of the world and the means by which those perceptions are translated into the language of literature and artistic expression. They will also provide an appreciation of the aesthetic values used in examining works of art and possibly, a direct experience in expressing perceptions in an artistic medium.

2. Civic Life:

Rationale:

In order for individuals to live responsibly and to reach their potential as individuals and as citizens of society, they need to understand the patterns of human relationships that underlie the orderly interactions of a society's various structural units. Informed people will have knowledge of the meaning of civic life in relation to diverse communities at the local, national, and global level, and an awareness of international issues and the effects of these on Canada, and Canada's place in the international community.

Content:

Courses in this area should provide students with an understanding of the meaning of freedoms, rights, and participation in community and public life, in addition to a working knowledge of the structure and function of various levels of government (municipal, provincial, national) in Canada and/or in an international context. They may also provide an historical understanding of major political

issues affecting relations between the various levels of government in Canada and their constituents.

3. Social and Cultural Understanding:

Rationale:

Knowledge of the patterns and precedents of the past provide the means for a person to gain an awareness of his or her place in contemporary culture and society. In addition to this awareness, students will acquire a sense of the main currents of their culture and that of other cultures over an extended period of time in order to link personal history to the broader study of culture.

Content:

Courses in this area are those that deal broadly with major social and cultural themes. These courses may also stress the nature and validity of historical evidence and the variety of historical interpretation of events. Courses will provide the students with a view and understanding of the impact of cultural, social, ethnic, or linguistic characteristics.

4. Personal Understanding:

Rationale:

Educated people are equipped for life-long understanding and development of themselves as integrated physiological and psychological entities. They are aware of the ideal need to be fully functioning persons: mentally, physically, emotionally, socially, spiritually, and vocationally.

Content:

Courses in this area will focus on understanding the individual: his or her evolution; situation; relationship with others; place in the environment and universe; achievements and problems; and his or her meaning and purpose. They will also allow students the opportunity to study institutionalized human social behaviour in a systematic way. Courses fulfilling this requirement may be oriented to the study of the individual within a variety of contexts.

5. Science and Technology:

Rationale:

Matter and energy are universal concepts in science, forming a basis for understanding the interactions that occur in living and non-living systems in our universe. Study in this area provides an understanding of the behaviour of matter that provides a foundation for further scientific study and the creation of broader understanding about natural phenomena.

Similarly, the various applications and developments in the area of technology have an increasing impact on all aspects of human endeavour and have numerous social, economic, and philosophical implications. For example, the operation of computers to process data at high speed has invoked an interaction between machines and the human mind that is unique in human history. This development and other technological developments have a powerful impact on how we deal with many of the complex questions in our society.

Content:

Courses in this area should stress scientific inquiry and deal with basic or fundamental questions of science rather than applied ones. They may be formulated from traditional basic courses in such areas of study as biology, chemistry, physics, astronomy, geology, or agriculture. As well, courses related to understanding the role and functions of computers (e.g., data management and information processing), and assorted computer-related technologies, should be offered in a non-applied manner to provide students with an opportunity to explore the impact of these concepts and practices on their lives.