



Disability Support Worker

PLAR Candidate Guide

Prior Learning Assessment and Recognition (PLAR)

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Prior learning credit options at Saskatchewan Polytechnic

See [Get Credit for What you Know](#) webpages for important information about all options to get credit for prior learning at Sask Polytech. Options include PLAR, transfer credit, Canadian Armed Forces credit, and equivalency credit.

How to navigate this document

This document contains links to other document sections or webpages. To return from another section in this document to where you were, press the *ALT* key and *left arrow* key at the same time. To return to this webpage from another webpage, close the other webpage or click back on the browser tab for this document.

Contents of this guide

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A. PLAR fees

Fees for PLAR challenges are set to cover our costs for consultation, assessment, and related administrative tasks. PLAR fees are non-refundable and non-transferrable.

The PLAR fees policy is subject to change for each new academic year. Please see the **Cost** section on the [PLAR webpage](#) for current fee information.

B. PLAR eligibility and options

Course pre-requisites and co-requisites

Some courses have one or more other courses that must be completed first (pre-requisite) or at the same time (co-requisite). See [course outlines](#) in this guide to identify any pre- or co-requisites for each course.

Eligibility for individual course PLAR

Individual course PLAR means that each single course is assessed separately. If you have 1800 or more hours of experience in the disability support or rehabilitation field, you may apply to PLAR any course except PRAC 383 and 383. For PRAC 382 and 383, you need to also apply and be admitted to the program. See the Admissions and Special Admission sections on the [program webpage](#).

Eligibility for course block PLAR

The following courses in this program can be assessed together in a block. This may save you time and effort. Ask the [PLAR contact person](#) about fees for block assessment.

Block:	Eligibility requirement
1: SEM 184 & PRAC 382	Admission and 1800 hours' experience
2: ORTN 382, SEM 184 & PRAC 382	Admission and 3600 hours' experience
3: SEM 284 & PRAC 383	Admission and 1800 hours' experience
4: ORTN 382, SEM 184 & 284, PRAC 382 & 383	Admission and 3600 hours' experience

C. Dates when PLAR assessment is available

September 1 to March 31—You can register for individual course or block PLAR

September 1 to June 15—The [PLAR contact person](#) is available for consultation. If approved for PLAR after March 31, you can register the following September.

May 15—All assignments and evidence must be submitted to allow time for grading.

D. Special directions for this program

1. **Review** the [PLAR process and FAQs](#) and the information in this guide.
2. **Self-rate** your learning for each course using the [Course Outlines](#) in this guide.
3. **Consult** with the [PLAR contact person](#) for PLAR approval. Be prepared to provide your resume, course self-ratings (see section F), and a partially completed [PLAR application](#). If you are approved for PLAR, the contact person will sign your PLAR application and explain next steps.
4. **Apply** for admission to the program, if required. See [directions](#) for applying. PLAR approval will be delayed until your admission, if required, is confirmed.

5. **Register** for PLAR at Registration Services if you have signed approval on your [PLAR Application Form](#).
6. **Finalize** a detailed Assessment Plan with your assigned assessor.
7. **Complete** assessment as soon as possible. May 15th is the final deadline for this program.

E. PLAR contact person

Contact the person below **after** you have read this guide and [general PLAR information](#) and rated yourself for each course (see next session). Consultation may be arranged for phone, online, or in person.

Marilyn Philipchuk, Student Advisor
 Saskatchewan Polytechnic, Saskatoon Campus
 Phone: 306-659-4903
 Email: Marilyn.Phipchuk@saskpolytech.ca

F. Self-rating course outlines

Click on a course code below to open a page where you can rate yourself on the course learning outcomes that are assessed for PLAR credit. For courses delivered by Arts & Sciences or another program, clicking on the code will open another PLAR guide. Look for the same course code in that guide. The [PLAR contact person](#) for this program will refer you to another person to discuss PLAR for those courses.

COURSE CODE	COURSE TITLE	Delivered by another department/program
CLTR 100	Diversity	Food & Nutrition Management
COMM 291	Interpersonal Communications	Arts & Science
EMPL 180	Employability Skills	Arts & Science
HLTH 104	Wholistic Health	
HLTH 182	Quality of Life Enhancements	
HUMD 188	Human Growth and Development	
HUMS 180	Comprehensive Behavioural Support	
ORTN 382	Orientation to Practicum	
PERS 180	Basic Care Skills	
PLAN 182	Person-Centredness	
PRAC 382	Practicum 1	
PRAC 383	Practicum 2	

COURSE CODE	COURSE TITLE	Delivered by another department/program
SEM 184	Disability Support Worker Integration Seminar 1	
SEM 284	Disability Support Worker Integration Seminar 2	
SFTY 184	Introduction to Crisis Prevention	
SPSY 101	Introduction to Disability Support Worker and Services	
SPSY 186	Understanding Exceptionalities 1	
SPSY 291	Understanding Exceptionalities 2	

HLTH 104 – Wholistic Health

You will learn a wholistic approach that promotes health and wellness of all Indigenous and non-Indigenous persons with disabilities and disability support workers. You will study the role of the disability support worker in promoting person-centred decision-making, sexual well-being, abuse prevention and intervention in your professional role.

Credit unit(s): 4.0
Pre and Co Requisites: none
Equivalent course(s): HLTH 104CE

Use a checkmark (✓) to rate yourself as follows for each learning outcome		Competent	Learning	None
Competent:	I can apply this outcome without direction or supervision.			
Learning:	I am still learning skills and knowledge to apply this outcome.			
None:	I have no knowledge or experience related to this outcome.			
1.	Discuss wholistic health and its relationship to the medicine wheel.			
2.	Describe the practices of Indigenous communities in relation to wholistic health.			
3.	Discuss sexual health and wellness across the lifespan of persons with disabilities.			
4.	Discuss nutrition and menu planning needs of persons with disabilities.			
5.	Explain occupational safety protocols in the employment setting.			
6.	Describe standard workplace precautions and participant safety requirements.			
7.	Practice personal self-health.			
8.	Recognize mental health and wellness.			

HLTH 182 - Quality of Life Enhancements

You will explore community based and person-centred planning and decision making based on the full participation of persons with disabilities. You will use a wholistic approach to quality of life enhancements and explore the Indigenous community.

Credit unit(s): 3.0
Pre and Co Requisites: none
Equivalent course(s): HLTH 182CE

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Discuss the philosophical, legal, and attitudinal framework for community living supports for persons with disabilities.			
2. Explain the concepts of integration and inclusion.			
3. Describe the Canadian legal framework for persons with disabilities.			
4. Discuss building personal competencies using a wholistic approach for persons with disabilities.			
5. Discuss the behavioural supports in person-centred and community based programming.			
6. Describe the teachings and practices of Indigenous communities to enhance the quality of care for persons with disabilities.			

HUMD 188 – Human Growth and Development

You will learn the physical, sensory, perceptual, cognitive, social, and personality stages of human growth and development from conception to death.

Credit unit(s): 4.0
Pre and Co Requisites: none
Equivalent course(s): HUMD 188CE

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Describe growth and development from conception to end of life.			
2. Describe growth and development in infancy and early childhood.			
3. Describe growth and development in middle childhood and adolescence.			
4. Describe growth and development in early and middle adulthood.			
5. Describe growth and development in late adulthood and the end of life.			
6. Describe death, dying and bereavement.			

HUMS 180 – Comprehensive Behavioural Support

You will study the implementation process of various approaches including restrictive procedures, trauma informed care and strategies used to support positive behaviours.

Credit unit(s): 3.0
Pre and Co Requisites: none
Equivalent course(s): HUMS 180CE

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Discuss the goals of comprehensive behaviour supports for persons with disabilities.			
2. Identify workplace ethics, regulatory expectations, restrictive procedures, trauma informed care and standards of practice for disability support workers.			
3. Discuss approaches to the causes and outcomes of challenging behaviours.			
4. Apply behaviour support strategies with people who have challenging behaviours.			

ORTN 382 – Orientation to Practicum

You will be introduced to the workplace and occupational role settings involved in working with persons with disabilities.

Credit unit(s): 4.0
Pre Requisites: EMPL 180 (concurrent), HLTH 104 (concurrent)
Equivalent course(s): ORTN 382CE

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Demonstrate professional behaviour.			
2. Use effective communication skills.			
3. Demonstrate assigned tasks under supervision.			
4. Practice confidentiality.			
5. Use time effectively.			
6. Demonstrate established safety procedures.			
7. List services offered by various agencies to support persons with disabilities.			
8. Identify roles and responsibilities of a disability support worker in an agency.			

PERS 180 - Basic Care Skills

You will learn and demonstrate the attitudes and skills of providing personal and physical daily care to persons with disabilities. You will learn the essential role of dignity and respect in person-centred planning and care. You will discuss your legal and ethical responsibilities while providing care. You will develop skills to safely assist individuals with activities of daily living and to support their optimal levels of independence. You will study the process of medication administration.

Credit unit(s): 3.0

Pre and Co Requisites: none

Equivalent course(s): HLTH 186, PERS 180CE, SPCR 182

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Describe the importance of dignity, respect and optimal independence in the provision of personal care.			
2. Describe the fundamental component of safety and legal responsibilities that apply to providing personal care.			
3. Describe the dining environment and strategies to assist an individual during mealtimes.			
4. Demonstrate knowledge and skills of body mechanics and the assistive technology/equipment.			
5. Demonstrate basic personal care skills.			
6. Explain the principles and protocols of medication administration and documentation.			

PLAN 182 – Person-Centredness

You will be introduced to person-centred planning in the context of program planning and implementation. You will study and practice the skills needed for accurate report writing and documentation.

Credit unit(s): 3.0
Pre and Co Requisites: none
Equivalent course(s): PLAN 182CE

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Explain person-centred planning.			
2. Identify person-centred planning to support persons with disabilities in achieving optimal independence and goals.			
3. Describe the composition, roles and responsibilities of a person-centred planning team			
4. Demonstrate the ability to complete formal and informal assessment methods and inventories			
5. Record behaviour using language that reflects observable, measurable and objective information.			
6. Practice writing reports, scenarios, case studies, definitions and sample forms from agencies.			
7. List the components of program planning and program implementation.			
8. Describe review process and record keeping procedures and practices.			

PRAC 382 – Practicum 1

You will apply knowledge and principles learned in the program. You will develop the skills needed to work as a disability support worker in a residential, centre-based or community-based agency which provides services to persons with disabilities.

Credit unit(s): 8.0
Pre Requisites: ORTN 382, PERS 180, SEM 184, SEM 284 (concurrent)
Equivalent course(s): PRAC 382CE

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Identify goals and programs of the agency.			
2. Recognize roles of staff in the agency.			
3. Define appropriate boundaries with co-workers and persons being supported.			
4. Demonstrate positive behaviour intervention strategies in persons being supported.			
5. Demonstrate effective interpersonal skills.			
6. Use established procedures for documentation and reporting.			
7. Schedule your workload as assigned by the agency.			
8. Apply universal precautions and safety standards.			
9. Demonstrate the ability to assist persons with disabilities, both one-on-one and in a small group setting.			

PRAC 383 – Practicum 2

You will develop greater independence and expand the skill set needed to work as a disability support worker in a residential, centre-based, or community-based agency providing services to persons with disabilities.

Credit unit(s): 10.0

Pre-requisites: CLTR 100, EMPL 180, HLTH 104, HLTH 182, HUMD 188, HUMS 180, PLAN 182, SEM 284, SPSY 101, SPSY 291, SPSY 185, SPSY 287, SPSY 291

Equivalent course(s): PRAC 383CE

Use a checkmark (✓) to rate yourself as follows for each learning outcome		Competent	Learning	None
Competent:	I can apply this outcome without direction or supervision.			
Learning:	I am still learning skills and knowledge to apply this outcome.			
None:	I have no knowledge or experience related to this outcome.			
1.	Demonstrate a working relationship with people being supported and their support networks.			
2.	Demonstrate a working relationship with co-workers			
3.	Illustrate working as a team member.			
4.	Apply positive reinforcement techniques to clients individually and/or in group settings.			
5.	Discuss inappropriate participant behaviours in a positive manner.			
6.	Employ strategies to overcome communication barriers.			
7.	Use quality of life enhancements with individuals and their support team.			
8.	Demonstrate adaptability with changing needs and unanticipated workload demands.			
9.	Demonstrate crisis intervention skills.			

SEM 184 - Disability Support Worker Integration Seminar 1

You will discuss practicum placement experiences to identify professional practice as it applies to services for persons with disabilities with an emphasis on respectful interaction and confidentiality. You will have an opportunity to reflect on professional practice and discuss the application of theory and knowledge on practice. You will develop a professional portfolio containing documents required for practicum.

Credit unit(s): 1.0
Pre and Co Requisites: none
Equivalent course(s): PRAC 382, SEM 184CE

Use a checkmark (✓) to rate yourself as follows for each learning outcome		Competent	Learning	None
Competent:	I can apply this outcome without direction or supervision.			
Learning:	I am still learning skills and knowledge to apply this outcome.			
None:	I have no knowledge or experience related to this outcome.			
1. Identify professional behaviours required on practicum placements.				
2. Relate the application of theory and knowledge to practical experiences.				
3. Develop a portfolio that supports practicum readiness.				

SEM 284 – Disability Support Worker Integration Seminar 2

You will reflect on practicum experiences and apply theories, knowledge, and skills to practicum placements. You will discuss current issues as well as ethical and professional conduct in relation to practicum experience. You will develop an updated professional portfolio integrating professional experiences and personal career goals.

Credit unit(s): 1.0
Pre-requisites: PRAC 382 (concurrent)
Equivalent course(s): PRAC 383, SEM 284CE

Use a checkmark (✓) to rate yourself as follows for each learning outcome		Competent	Learning	None
Competent:	I can apply this outcome without direction or supervision.			
Learning:	I am still learning skills and knowledge to apply this outcome.			
None:	I have no knowledge or experience related to this outcome.			
1.	Identify professional conduct expected in disability services.			
2.	Discuss practicum experiences as they relate to theory and knowledge presented in program course work.			
3.	Identify personal career goals and integrate them with the practicum learning outcomes to update professional portfolio.			

SFTY 184 - Introduction to Crisis Prevention

You will develop strategies for crisis prevention in working with people based on the crisis prevention model.

Credit unit(s): 1.0
Pre and Co Requisites: none
Equivalent course(s): SFTY 184CE, SFTY 194

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Describe the Crisis Intervention Model and its components.			
2. Apply effective skills throughout the crisis intervention process.			

SPSY 101 – Introduction to Disability Support Worker and Services

You will examine the services available for persons with disabilities. You will study the professional role and expectations of disability support workers. You will be introduced to legislation that governs employer/employee relationships and to the importance of diversity and cultural inclusion in the workplace.

Credit unit(s): 4.0
Pre and Co Requisites: none
Equivalent course(s): SPSY 101CE

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Describe residential, vocational and community based services for persons with disabilities.			
2. Describe issues faced by persons with disabilities and the services assisting them.			
3. Identify trends and features of services that promote inclusion and community integration.			
4. Discuss concepts and conduct related to the disability support worker role.			
5. Explain the role of ethics and values in the disability support worker role.			
6. Explain the importance of respect for cultural diversity and the importance of cultural sensitivity in the workplace.			
7. Discuss legislation affecting the workplace rights and responsibilities of disability support workers.			
8. Discuss the purpose and roles of interdisciplinary teams and their members.			

SPSY 186 - Understanding Exceptionalities 1

You will be introduced to the range of exceptionalities that persons with disabilities may experience across the lifespan. You will explore the role of the disability support worker who supports persons with exceptionalities. You will study principles and practices that underlie the care and education of people with exceptionalities, disabilities and disorders.

Credit unit(s): 3.0
Pre and Co Requisites: none
Equivalent course(s): SPSY 186CE, SPSY 281

Use a checkmark (✓) to rate yourself as follows for each learning outcome		Competent	Learning	None
Competent:	I can apply this outcome without direction or supervision.			
Learning:	I am still learning skills and knowledge to apply this outcome.			
None:	I have no knowledge or experience related to this outcome.			
1.	Explain the principles and practices that underlie the care and education of persons with exceptionalism.			
2.	Discuss family interactions, exceptionalities, trauma informed care and generational trauma.			
3.	Describe learning disabilities.			
4.	Describe emotional behaviour disorders.			
5.	Describe intellectual and developmental disabilities.			
6.	Describe communication disorders.			

SPSY 291 – Understanding Exceptionalities 2

You will study health disorders, challenges with concurrent health conditions and the role of the disability support worker. You will focus on the developmental consequences of having a disability and intervention strategies.

Credit unit(s): 3.0
Pre-requisites: SPSY 186
Equivalent course(s): SPSY 282, SPSY 291CE

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Describe autism spectrum disorders, severe and multiple disabilities, sensory disabilities and intervention strategies.			
2. Describe physical disabilities and other health disorders.			
3. Explain challenges related to exceptionalities and concurrent health conditions.			
4. Describe the role of the disability support worker in assisting individuals with exceptionalities.			