



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](#) for important information about all options to get credit for prior learning at Sask Polytech, including 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 to where you were from another section in this document, 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

This guide contains the following specific PLAR information and tools for this program

- A. [PLAR fees](#)
- B. [PLAR eligibility and options](#)
- C. [Dates when PLAR assessment is available](#)
- D. [Special directions for this program](#)
- E. [PLAR contact person](#)
- F. [Self-rating course outlines](#)

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

To be eligible for PLAR for courses in this program, you must first apply for admission and be accepted into the program. You must also consult with the [PLAR contact person](#) and be approved for PLAR assessment.

To be approved for PLAR assessment, you must have attained the skills and knowledge to competently achieve the outcomes for one or more of the program's courses. Additionally, you must have at least two (2) years, or 3600 hours, of successful experience within the last 5 years in the disability field.

- This experience must be with an agency that is funded for, and delivers services for, those who have a disability in Saskatchewan.
- Your work role must have involved providing residential setting direct care needs, demonstrating philosophies of person centredness, and direct practice in working with individuals with complex needs .
- Volunteer hours will NOT contribute to time requirements.

You must be prepared to provide your student advisor with a detailed job description from each workplace that you want counted toward recent youth care experience.

C. Dates when PLAR assessment is available

PLAR assessment for this program is available from Sept 1 to June 15 in each academic year.

All PLAR assessment must be completed by June 15 of each academic year.

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. See [directions](#) for applying.
5. **Register** for PLAR at Registration Services once you have signed approval on your [PLAR Application Form](#). The PLAR fee will be added to your student account.
6. **Finalize** a detailed Assessment Plan with your assigned assessor.
7. **Complete** assessment before your PLAR registration expires.

E. PLAR contact person

Contact the person below to arrange a consultation **after** you have read this guide and [general PLAR information](#) and rated yourself for each course (see next session). Consultation may be by phone, online, or in person. Be prepared to provide your resume, course self-ratings, and a partially completed [PLAR application](#). If agreement is reached to go ahead with PLAR, the contact person will sign approval on your PLAR application and explain the next steps. Admission to the program is required before you can register for PLAR.

Cathy Deneiko (*Program Head*)
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F. Self-rating course outlines

Clicking on a course code below opens a page where you can rate yourself on the knowledge and skills assessed for PLAR credit. For Arts & Sciences courses, clicking on the course code opens another PLAR guide. The [PLAR contact person](#) for this program will refer you to another person to discuss PLAR for courses delivered by Arts & Sciences or another program/department.

COURSE CODE	COURSE NAME	Delivered by another department/program
Semester 1		
EMPL 180	Employability Skills	Arts & Sciences
HLTH 104	Wholistic Health	
ORTN 382	Orientation to Practicum	
PERS 103	Basic Care Skills	
PLAN 182	Person-Centredness	
SAFE 109	Introduction to Crisis Intervention	
SPSY 101	Introduction to Disability Support Worker and Services	
SPSY 186	Understanding Exceptionalities 1	
Semester 2		
COMM 291	Interpersonal Communications	Arts & Sciences
HLTH 182	Quality of Life Enhancements	
HUMD 188	Human Growth and Development	

COURSE CODE	COURSE NAME	Delivered by another department/program
HUMS 180	Comprehensive Behavioural Support	
PRAC 382	Practicum 1	
SPSY 291	Understanding Exceptionalities 2	
Semester 3 & 4		
PRAC 383	Practicum 2	

EMPL 180 – Disability Support Worker

You will receive instruction and practice in written communication skills needed in the workplace. You will develop effective job search strategies, with emphasis on communicating a professional image through job search materials and interview skills.

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

<p>Use a checkmark (P) 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. Apply workplace writing skills.			
2. Use professional email practices.			
3. Write an incident report.			
4. Use job search skills.			
5. Describe portfolio development.			
6. Apply job interview skills.			

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): none

<p>Use a checkmark (P) 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 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.			

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 and Co Requisites: HLTH 104 (concurrent), EMPL 180 (concurrent)
Equivalent course(s): none

<p>Use a checkmark (P) 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 103 – 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-centered 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): none

<p>Use a checkmark (P) 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 person centered care.			
2. Describe the role of the personal care provider, workplace ethics, and legal aspects of care.			
3. Describe the importance of nutrition to maintain health when providing care.			
4. Identify medical terminology and abbreviations used in providing care.			
5. Demonstrate knowledge and skills of body mechanics and the assistive technology/equipment.			
6. Demonstrate basic personal care skills and the principles of infection control.			
7. 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): none

<p>Use a checkmark (P) 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.			

SAFE 109 – Introduction to Crisis Intervention

You will examine the components of crisis situations and apply conflict de-escalation strategies.

Credit unit(s): 1.0
Pre and Co Requisites: none
Equivalent course(s): none

<p>Use a checkmark (P) 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. Examine the components of crisis situations.			
2. Apply conflict de-escalation strategies.			

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): none

<p>Use a checkmark (P) 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): none

<p>Use a checkmark (P) 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 the principles and practices that underlie the care and education of persons with exceptionalities.			
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.			

COMM 291 – Interpersonal Communications

You will develop employability skills through the study of interpersonal communications theory and applications in the workplace. Learning outcomes include the importance of self-awareness and self-esteem, perception problems, verbal and nonverbal messages, and listening skills, creating positive communication climates and resolving interpersonal conflict.

Credit unit(s): 2.0
Pre and Co Requisites: none
Equivalent course(s): none

<p>Use a checkmark (P) 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 interpersonal communication.			
2. Describe how self-concept and perception affect communication.			
3. Discuss verbal and nonverbal messages.			
4. Discuss factors affecting communication climates.			
5. Apply skills to improve communication.			

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): none

<p>Use a checkmark (P) 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): none

<p>Use a checkmark (P) 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): none

<p>Use a checkmark (P) 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.			

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): 9.0
Pre and Co Requisites: ORTN 382 PERS 103
Equivalent course(s): none

<p>Use a checkmark (P) 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 practicum behaviors required on practicum placements.			
2. Develop a portfolio that supports practicum readiness.			
3. Identify goals and programs of the agency.			
4. Recognize roles of staff in the agency.			
5. Define appropriate boundaries with co-workers and persons being supported.			
6. Demonstrate positive behaviour intervention strategies in persons being supported.			
7. Demonstrate effective interpersonal skills.			
8. Use established procedures for documentation and reporting.			
9. Schedule your workload as assigned by the agency.			
10. Apply universal precautions and safety standards.			
11. Demonstrate the ability to assist persons with disabilities, both one-on-one and in a small group setting.			

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 and Co Requisites: SPSY 186
Equivalent course(s): none

<p>Use a checkmark (P) 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.			

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): 11.0
Pre and Co Requisites: EMPL 180 CLTR 100 SAFE 109 HLTH 182 HLTH 104 HUMD 188 HUMS 180 PLAN 182
 SPSY 291 SPSY 101 SPSY 186 COMM 291 PRAC 382
Equivalent course(s): none

<p>Use a checkmark (P) 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 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.			
4. Demonstrate a working relationship with people being supported and their support networks.			
5. Demonstrate a working relationship with co-workers.			
6. Illustrate working as a team member.			
7. Apply positive reinforcement techniques to clients individually and/or in group settings.			
8. Discuss inappropriate participant behaviours in a positive manner.			
9. Employ strategies to overcome communication barriers.			
10. Use quality of life enhancements with individuals and their support team.			
11. Demonstrate adaptability with changing needs and unanticipated workload demands.			
12. Demonstrate crisis intervention skills.			