Activation Co-ordinator/Gerontology is a unique diploma program that will teach you the specialized skills required to work with older adults. Over the course of two years, you'll learn how to design therapeutic programs for older adults that consider the physical, mental and spiritual perspectives of the aging process.

You'll start by developing strong communication skills – both from a management and interpersonal perspective. This work requires the ability to work with people across different life stages so effective communication skills are essential to the job. You will go on to develop coordinator skills that will prepare you to manage physical, financial and human resources.

You'll also study the science and theory behind aging. This in-depth look at the biological changes of aging includes an understanding of diseases often related to aging like Alzheimer's and dementia.

Hands-on learning is a major component of this program. To help you gain confidence as you learn to create specialized therapeutic programs, you'll get lots of practice both on-site at our 21,000+ square foot Simulation Centre facility and off-site with one of our field placement partners. You'll also learn proper documentation and Resident Assessment Instrument – Minimum Data Set (RAI-MDS) training.

This academically challenging program will equip you with the skills required to provide therapeutic recreation in a variety of settings that include long-term care facilities, retirement homes and day programs.

If you are someone who is energetic, organized, creative and enjoys working with older adults, consider this profession.

EXPERIENTIAL LEARNING
Required field education in all four semesters

FIELD STUDY OPTIONS
Field education, also known as work integrated learning, plays an important role in this program by integrating theoretical learning with practical experience in a workplace setting. Each semester of this program offers a field education component, with each semester's experience building on the previous one.

You can expect to complete your field placements in a variety of settings and with older adults of differing needs and abilities.

PROGRAM STANDARDS AND LEARNING OUTCOMES
The graduate has reliably demonstrated the ability to:

1. Function effectively as a member of an inter-professional team in the development and provision of health promoting and life enhancing services and programs for older adults.
2. Accurately and comprehensively assess and record the ongoing needs of the older adult using a variety of widely used electronic systems.
3. Develop, coordinate, deliver and evaluate a variety of services/programs that enhance clients' level of functioning and quality of life by applying relevant research and theory to practice.
4. Apply appropriate health and safety protocols in order to protect the health, safety and well-being of their clients, their co-workers and themselves.
5. Communicate effectively using a variety of therapeutic techniques and in adherence with privacy and freedom of information legislation.
6. Identify, select and use appropriate professional and community resources to meet the needs of the older adult.
7. Ensure programs operate in compliance with relevant policy, legislation and standards of practice for services to older adults in a variety of settings.
8. Establish and maintain professional and ethical standards in the field of activation gerontology as set out by relevant professional bodies.
9. Promote accessible, inclusive and responsive programs and services by recognizing the diverse needs and experiences of individuals, groups, families and communities.
10. Manage physical, financial and human resources in order to effectively coordinate services for older adults.

REQUIRED COURSES

SEMMESTER 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM1081</td>
<td>Interpersonal Communication Skills</td>
</tr>
<tr>
<td>GERT1004</td>
<td>Recreation I: Therapeutic Interventions</td>
</tr>
<tr>
<td>GERT 1038</td>
<td>Pre-Placement Seminar</td>
</tr>
<tr>
<td>GERT1018</td>
<td>Field Practice I</td>
</tr>
<tr>
<td>GERT1035</td>
<td>Alzheimer’s Disease and Related Disorders</td>
</tr>
<tr>
<td>GERT1033</td>
<td>Introduction to Gerontology</td>
</tr>
<tr>
<td>GERT1010</td>
<td>Aging in Place</td>
</tr>
<tr>
<td>GERT1025</td>
<td>Integrated Seminar I</td>
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<tr>
<td>COMM1003</td>
<td>English Skills</td>
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SEMMESTER 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERT1002</td>
<td>Fitness and Wellness</td>
</tr>
<tr>
<td>GERT1015</td>
<td>Recreation II: Therapeutic Programming</td>
</tr>
<tr>
<td>GERT1020</td>
<td>Field Practice II</td>
</tr>
<tr>
<td>GERT1027</td>
<td>Integrated Seminar II</td>
</tr>
<tr>
<td>GERT1012</td>
<td>Assessment Skills and Inter-RAI Methodology</td>
</tr>
<tr>
<td>GERT1036</td>
<td>Management I: Foundation Skills</td>
</tr>
<tr>
<td>GERT1160</td>
<td>Introduction to the Biology of Aging</td>
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<tr>
<td>COMM1007</td>
<td>College English</td>
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SEMMESTER 3

<table>
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<tr>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERT2004</td>
<td>Management II: Professional Development</td>
</tr>
<tr>
<td>GERT2009</td>
<td>Field Practice III</td>
</tr>
<tr>
<td>GERT2016</td>
<td>Integrated Seminar III</td>
</tr>
<tr>
<td>GERT2028</td>
<td>Recreation III: Alternative Therapeutic Programming</td>
</tr>
<tr>
<td>GERT2031</td>
<td>Ethical and Professional Leadership</td>
</tr>
<tr>
<td>SWRK2001</td>
<td>Group Processes</td>
</tr>
<tr>
<td>GNED</td>
<td>General Education Elective</td>
</tr>
</tbody>
</table>

YOUR CAREER

The increase in the number of older adults has created a growing demand for workers with knowledge and skills specific to the needs of later life.

Graduates are employed as Activation Co-ordinators in:
- day centres
- community centres
- long-term care homes
- retirement homes
- community-based service agencies

As Canada’s population continues to age, employment opportunities are growing rapidly.

FUTURE STUDY OPTIONS

Students who successfully complete this program may be considered for exemptions in other programs at George Brown College.

For further information, see georgebrown.ca/transferguide.

EDUCATIONAL/DEGREE PATHWAY

Graduates of the Activation Coordinator/Gerontology program with a grade point average of 2.8 or higher can apply to complete a three-year B.A. in Gerontology at Laurentian University in a reduced timeframe (approximately 12-18 months). Exact time of completion will depend on existing post-secondary credentials. This degree is offered through distance education or at the Laurentian campus in Sudbury. For more information contact admissions@laurentian.ca.

Graduates with a B.A. in Gerontology from Laurentian University can apply to complete the Activation Coordinator/Gerontology diploma in one year. For more information contact astonebu@georgebrown.ca or clongo@georgebrown.ca.

ADMISSION REQUIREMENTS

Applicants are selected on the basis of their academic achievement, including the required courses, and the selection criteria outlined below.

- Ontario Secondary School Diploma or equivalent**
- Grade 12 English (C ) or (U) with a minimum grade of 65%
- Attending an information session is highly recommended.
Admissions decisions are based on academic credit; however, it is recommended that applicants accumulate at least 40 volunteer hours, preferably working with older adults, prior to applying.

** MATURE STUDENT STATUS (19 YEARS OF AGE OR OLDER AND NO OSSD)**

Mature Students may take the Admissions Assessment for English⁴, OR may consider upgrading to achieve the credit(s) needed in English⁵.

Please note that George Brown is committed to ensuring that applicants will succeed in their program of choice, and meeting the minimum requirements does not guarantee admission to the program. Applicants may be required to have grades higher than the minimum requirements stated.

** COURSE EXEMPTIONS**

College or university credits may qualify you for course exemptions. Please visit georgebrown.ca/transferguide for more information.

**INTERNATIONAL STUDENTS**

Visit the International Admissions⁶ page for more information.

**SPECIAL REQUIREMENTS**

**ADDITIONAL MANDATORY REQUIREMENTS**

**PRE-PLACEMENT HEALTH FORM**

- Upon acceptance and confirmation into the program, students must meet all the mandatory pre-placement health requirements for this program. This may take up to four months to complete all the requirements.
- All costs, service fees and fines associated with the overall health requirements are the responsibility of the student.
- For further details and to download the mandatory pre-placement health form, go to the Pre-placement website at georgebrown.ca/preplacement.

**POLICE VULNERABLE SECTOR CHECK (MUST BE VALID ANNUALLY)**

- In compliance with requests from our placement partners, all students in this program are required to have a police vulnerable sector check completed, and this check must be renewed annually before entering into field or clinical placement.
- The police vulnerable sector check process typically takes two to three months, but under some circumstances can take four to eight months. This is required to protect the clientele of our placement partner agencies, who are considered “vulnerable persons” under the law.
- Students are responsible for ensuring that the police record check covers appropriateness for “individuals being employed and/or volunteering who will be working with vulnerable person(s)”.
- Students are required to keep the original copy of their police vulnerable sector check.
- Students who are unable to provide a “clear” police reference check may not be able to start their field or clinical placement and therefore may be unable to complete the program. Students who are not eligible to attend their practice placement due to a “not clear” status will jeopardize their progress in the program.
- Failure to meet the requirements for field placement will prevent students from completing the program and/or securing employment.
- The fees for the police record check vary and must be paid by the student. For more information, please visit the Pre-placement website at georgebrown.ca/preplacement/record_check

"The most satisfying thing of working with seniors is that I feel that every day when I come in to work, I am doing something good for society.”

Hong Thi Khanh Nguyen (Graduate 2017, Activation Co-ordinator/Gerontology)

"The Activation Co-ordinator/Gerontology program at George Brown College provided me with the proper qualifications to work in my chosen field, while the placement experience provided me with two permanent job opportunities. I would highly recommend this program to anyone looking at working with our senior population.”

Andrea Linton (Graduate 2012, Activation Co-ordinator/Gerontology)

**CONTACT US**

To book an information session, call the School of Health and Wellness at 416-415-5000, ext. 4542 between 8 a.m. and 3 p.m., or email kcallemartinez@georgebrown.ca. For more information about George Brown College, call the Contact Centre at 416-415-2000 (TTY 1-877-515-5559) or long distance 1-800-265-2002.
George Brown College is continually striving to improve its programs and their delivery. The information contained in this calendar is subject to change without notice. It should not be viewed as a representation, offer or warranty. Students are responsible for verifying George Brown College admission, graduation, and fee requirements as well as any requirements of outside institutions, industry associations, or other bodies that may award additional designations concurrently with, or after completion of, a George Brown College program.
The Autism and Behavioural Science program was developed in response to the growing public concern about services for children with autism spectrum disorders (ASD).

It was designed to deepen the expertise in the field of autism and behavioural sciences for application within the children’s sector, and simultaneously create a pool of qualified individuals to meet the needs of the nine regional autism service providers and other service agencies that provide autism or children’s services.

The program enables graduates with university degrees and graduates of Early Childhood Education, Social Service Worker, Child and Youth Care, Developmental Service Worker and similar programs to acquire the specialized skills and expertise they need to work as instructor-therapists.

Students learn about:

- Autism Spectrum Disorder (ASD)
- Intervention methods including Intensive Behavioural Intervention (IBI)
- Applied Behaviour Analysis theory (e.g. operant conditioning)
- Working with families and treatment teams
- Relevant legislation

Note: Field education may require travel due to the number of opportunities for appropriate placements within the Greater Toronto Area. Students may be required to travel to locations as far east as Oshawa, as far west as Burlington, and as far north as Vaughan.

SKILLS AND APTITUDES

Consider this career path if these terms describe you:

- Caring
- Tenacious
- Analytic
- Detail-oriented

UNIQUE PROGRAM FEATURES

- Full-time and part-time faculty who have extensive experience in IBI and ASD.
- Well-established relationships with local publicly funded and private IBI providers.

PART TIME STUDY OPTIONS

This program is not available on a part-time basis.

EXPERIENTIAL LEARNING

Field education in semesters one and two

YOUR FIELD STUDY OPTIONS

Field experience plays an important role in preparing students for the real work ahead. Each opportunity is designed to reinforce classroom theory within an actual setting where students could ultimately find work.
In Semester 1, the field placement experience lasts for three weeks. During that time, students will visit an agency partner (e.g., Intensive Behavioural Intervention centre, school, residential home, daycare settings, etc.) to observe an individual with Autism.

During Semester 2, field placement is seven weeks long. Students will go to an agency partner where they will not only observe an individual with autism, but will be required to identify a target behaviour and develop a treatment plan accordingly.

PROGRAM STANDARDS AND LEARNING OUTCOMES

The graduate has reliably demonstrated the ability to:

1. Assess and analyze the characteristics, skills, and behaviour of individuals with ASD to effectively implement evidence-based behavioural interventions.
2. Design and implement effective behavioural intervention plans under appropriate supervision and based on the principles of Applied Behaviour Analysis (ABA).
3. Evaluate the effectiveness of behavioural intervention plans based on the principles of ABA.
4. Work collaboratively with families, teams, service providers, and the broader community to respond to the learning and behavioural needs of individuals with ASD.
5. Design, implement, and evaluate as part of a team ABA-based transition plans for individuals with ASD.
6. Comply with established ethical principles and professional guidelines.
7. Provide leadership in the promotion and provision of services to meet the needs of individuals with ASD and their families.
8. Evaluate empirical evidence in order to select appropriate interventions for individuals with ASD.

REQUIRED COURSES

SEMESTER 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BST1101</td>
<td>Introduction to Applied Behaviour Analysis</td>
</tr>
<tr>
<td>BST1102</td>
<td>Introduction to Autism Spectrum Disorders</td>
</tr>
<tr>
<td>BST1104</td>
<td>Working with Families and Teams</td>
</tr>
<tr>
<td>BST1105</td>
<td>Ethics &amp; Professionalism</td>
</tr>
<tr>
<td>BST1106</td>
<td>Field Placement I</td>
</tr>
<tr>
<td>BST1108</td>
<td>Field Seminar I</td>
</tr>
<tr>
<td>BST1121</td>
<td>Behavioural Skill Building</td>
</tr>
</tbody>
</table>

SEMESTER 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BST1103</td>
<td>Treating Challenging Behaviour</td>
</tr>
<tr>
<td>BST1107</td>
<td>Crisis Prevention and Intervention (2-day module)</td>
</tr>
<tr>
<td>BST1122</td>
<td>Parent and Staff Training</td>
</tr>
<tr>
<td>BST1123</td>
<td>Specialized Instructional Strategies</td>
</tr>
<tr>
<td>BST1124</td>
<td>Transition Planning and Implementation</td>
</tr>
<tr>
<td>BST1125</td>
<td>Field Placement II</td>
</tr>
<tr>
<td>BST1126</td>
<td>Field Work Seminar II</td>
</tr>
</tbody>
</table>

YOUR CAREER

Graduates of the program will be prepared for employment as instructor-therapists with public-sector and private-sector agencies offering IBI for children with Autism Spectrum Disorder, as well as in schools and private family settings.

Graduating from the program may lead to opportunities for advancement into supervisory or consultant roles.

Previous education at the diploma or degree level may also lead to other career opportunities, such as:

- resource teacher
- educational assistant
- program supervisor

ADMISSION REQUIREMENTS

- A 3-year or 4-year Bachelor of Arts or Bachelor of Science degree (no specific major)
- OR
  - A 2-year or 3-year diploma in a human services discipline

ENGLISH LANGUAGE PROFICIENCY

Applicants with international transcripts who do not provide English proficiency test results must test at the College level in the George Brown College English assessment to be considered for admission.

Please visit georgebrown.ca/englishproficiency for more details.

COURSE EXEMPTIONS

College or university credits may qualify you for course exemptions. Please visit georgebrown.ca/transferguide for more information.

INTERNATIONAL STUDENTS

Visit the International Admissions page for more information.

SPECIAL REQUIREMENTS

ADDITIONAL MANDATORY REQUIREMENTS

Students must meet the requirements of the George Brown College pre-placement student health passport before attending a field placement.

PRE-PLACEMENT HEALTH FORM

- Upon confirmation of acceptance into this program, students must meet all the mandatory pre-placement health requirements for the program. It may take up to four months to complete all the requirements.
- All costs, service fees and fines associated with the overall health requirements are the responsibility of the student.
- For further details and to download the mandatory pre-placement health form, go to the Pre-placement website at georgebrown.ca/preplacement
POLICE VULNERABLE SECTOR CHECK

• In compliance with the requirements of our placement partners, all students in this program are required to have a police vulnerable sector check completed, and this check must be renewed annually before entering into field or clinical placement.
• The police vulnerable sector check process typically takes two to three months, but under some circumstances can take four to eight months. This is required to protect the clientele of our placement partner agencies, who are considered “vulnerable persons” under the law.
• Students are responsible for ensuring that the police vulnerable sector check covers appropriateness for “individuals being employed and/or volunteering who will be working with vulnerable person(s).”
• Students are required to keep the original copy of their police vulnerable sector check.
• Students who are unable to provide a “clear” police vulnerable sector check may not be able to start their field or clinical placement and therefore may be unable to complete the program. Students who are not eligible to attend their practice placement due to a “not clear” status will jeopardize their progress in the program.
• Failure to meet the requirements for field placement will prevent students from completing the program and/or securing employment.
• The fees for the police record check vary and must be paid by the student. For more information, please visit the Pre-placement website at georgebrown.ca/preplacement

Without this program at George Brown College, I am certain I would not have had the educational jump-start I was given to land me my first clinical position immediately upon graduation. What I valued most was the privilege to form the influential relationships that I did with the skilled professors already working within the field. I am grateful I chose to pursue this post-graduate certificate; it truly was the catalyst to a profession that I take great pride in every single day.

Shanna Reesor (Graduate 2013, Autism and Behavioural Science)

"The program at George Brown College will play an important role in developing the knowledge, skills and expertise of current and potential instructor-therapists in the public and private sectors. Their strong complement of faculty, innovative plan and existing relationship with many IBI providers put George Brown at a vantage point for getting this program up and running quickly. Few other colleges would have access to the necessary number of student placements required for a program of this magnitude."

Board of Directors of the Ontario Association for Behaviour Analysis

CONTACT US

To book an information session, call the School of Health and Wellness at 416-415-5000, ext. 4542 between 8 a.m. and 3 p.m., or email kcallemartinez@georgebrown.ca. For more information about George Brown College, you may also call the Contact Centre at 416-415-2000 (TTY 1-877-515-5559) or long distance 1-800-265-2002.

LINKS REFERENCE

1https://collegeapply.ontariocolleges.ca/?collegeCode=GBTC&programCode=C405&lang=en
2http://www.georgebrown.ca/international/futurestudents/tuitionfees/
3http://www.georgebrown.ca/international/futurestudents/howtoapply/
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Behavioural Science Technician is a two-year diploma program that provides students with an opportunity to study applied behaviour analysis (ABA) and intensive Behavioural Intervention (IBI). These fields of study help prepare you for work that is often related to autism and developmental disabilities. A common misconception about this program is that it involves teaching students counselling and “talk therapy.” It does not.

The themes in the program include:

- behavioural theory and application
- program development
- scientific method
- ethics and professionalism
- diversity
- general education with an emphasis on practical application in the field

Course work, practicum and employment is often related to autism and developmental disabilities; however, the program also covers behaviour analysis in the areas of dementia, brain injury and childhood disorders.

Students who elect to transfer to our degree program and/or continue their education in Behaviour Analysis may find employment opportunities in a variety of settings.

For applicants who have a bachelor's degree with a major in Psychology or a related discipline, we offer an accelerated delivery of this program [Behavioural Science Technician Program (Accelerated) (C156)] leading to a diploma in less than one year.

To learn more about the work of a behavioural science technician, search the web using these keywords:

- behaviour analysis
- applied behaviour analysis
- intensive behavioural intervention
- operant conditioning

Alternately, you can visit these industry-specific websites for more information on this field of study:

- Association of Behaviour Analysis International
- Behaviourbabe – Ethical Advocate for Accurate Application & Dissemination of Behaviour Analysis
- B.F. Skinner Foundation
- Cambridge Center for Behavioural Studies
- The Ontario Association for Behaviour Analysis, Inc.

PART TIME STUDY OPTIONS

This program does not offer a part-time study option.

EXPERIENTIAL LEARNING

Field education in semesters 2, 3 and 4.

YOUR FIELD STUDY OPTIONS

Field placement gives students the opportunity to apply classroom theory in a real world environment.

Offered in Semesters 2, 3 and 4, each field experience builds upon the previous one and provides access to different clinical populations across the lifespan. The depth and breadth of these opportunities not only enriches the overall learning experience but allows students to start building their own professional network within the sector.

George Brown faculty work with students and our extensive network of community partners to secure placement.

PROGRAM STANDARDS AND LEARNING OUTCOMES

The graduate has reliably demonstrated the ability to:
1. Implement effective behaviour analytic intervention strategies based on the science of Applied Behaviour Analysis (ABA) in order to increase desired behaviours, teach new skills, and decrease contextually problematic behaviours.

2. Integrate background information and knowledge of special populations into therapeutic practice, in order to develop behavioural interventions using a behaviour analytic approach.

3. Communicate with various stakeholders the behaviour analytic principles, processes, and concepts central to the interventions being provided in order to enhance quality of service.

4. Compile measurements of behaviour in accordance with the ONTABA standards of practice and the Behavior Analyst Certification Board's Guidelines for Responsible conduct in order to conduct behavioural assessments and develop behavioural interventions.

5. Apply systems thinking to behavioural processes related to socially significant behaviour change in order to ensure the sustainability of behaviour change programs that increase an individual's quality of life.

6. Adhere to federal, provincial, and professional policies and regulations associated with the ethical practice of Applied Behaviour Analysis (ABA) among various populations or service sectors.

7. Apply input gained from collaboration with stakeholders (including individuals, family members, and community members) and professionals in the field of service into effective client service intervention.

8. Develop a reflective practice, using professional development and self-care strategies to enhance professional competence.

9. Develop client-centered behavioural intervention plans that account for individuals’ rights, needs, goals, and their social and community context.

10. Integrate the conceptual and philosophical underpinnings of behaviour analysis into a comprehensive case formulation of human behaviour to assist in the assessment, design, and implementation of behaviour change programs.

REQUIRED COURSES

SEMMESTER 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>BST1003</td>
<td>Behavioural Theory</td>
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<tr>
<td>BST1007</td>
<td>Behaviour Theory and Practice: Introduction to ABA</td>
</tr>
<tr>
<td>BST1028</td>
<td>Strategies for Student Success</td>
</tr>
<tr>
<td>COMM1007</td>
<td>College English</td>
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<tr>
<td>GSSC1081</td>
<td>Lifespan Development</td>
</tr>
<tr>
<td>GSSC1105</td>
<td>Introduction to Psychology</td>
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<td>GNED</td>
<td>General Education Elective</td>
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SEMMESTER 2

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<th>Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>BST1029</td>
<td>Developmental Disabilities in Ontario: Policy and Process</td>
</tr>
<tr>
<td>BST1030</td>
<td>Behaviour Theory and Practice: Behavioural Assessment</td>
</tr>
<tr>
<td>BST1031</td>
<td>Interpersonal and Group Skills</td>
</tr>
<tr>
<td>BST1032</td>
<td>Ethics and Professionalism</td>
</tr>
<tr>
<td>BST2003</td>
<td>Crisis Prevention and Intervention</td>
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<tr>
<td>BST2009</td>
<td>Field Seminar I</td>
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<tr>
<td>BST2014</td>
<td>Field Placement I</td>
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<tr>
<td>GNED</td>
<td>General Education Elective</td>
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SEMMESTER 3

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<th>Course Name</th>
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<tbody>
<tr>
<td>BST2035</td>
<td>Research Design and Statistics</td>
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<tr>
<td>BST2036</td>
<td>Behaviour Theory and Practice: Acquisition Strategies</td>
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<tr>
<td>BST2037</td>
<td>Behaviour Theory and Practice: Reduction Strategies</td>
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<tr>
<td>BST2027</td>
<td>Field Seminar II</td>
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<tr>
<td>BST2038</td>
<td>Field Placement II</td>
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<tr>
<td>PSY2017</td>
<td>Abnormal Psychology</td>
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SEMMESTER 4

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<th>Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>BST2039</td>
<td>Special Populations: Childhood Issues</td>
</tr>
<tr>
<td>BST2040</td>
<td>Special Populations: Acquired Brain Injury and Gerontology</td>
</tr>
<tr>
<td>BST2041</td>
<td>Behaviour Theory and Practice: Group-Based Interventions</td>
</tr>
<tr>
<td>BST2042</td>
<td>Field Seminar III</td>
</tr>
<tr>
<td>BST2043</td>
<td>Field Placement III</td>
</tr>
</tbody>
</table>

YOUR CAREER

Graduates are employed in a variety of settings with diverse clinical populations of all ages who frequently present challenging behaviours. They may work to develop and implement behavioural interventions designed to teach skills and manage challenging behaviours.

Employment is often related to autism and developmental disabilities; however, it can also include work with clients and families experiencing the impact of dementia, brain injury and mental health issues.

Graduates may find employment in:

- schools
- treatment centres
- residential facilities
- community and vocational agencies
FUTURE STUDY OPTIONS

Graduates of any approved 2-year Ontario College behavioural science technology program with a GPA of 3.0 or higher will be eligible to enter the bridging pathway into the 3rd year of the Honours Bachelor of Behaviour Analysis degree program (S303). For more information about this degree pathway please email Andrew McNamara at Andrew.McNamara@georgebrown.ca.

International students who have successfully completed the Behavioural Science Technology (C116) advanced diploma or the Behavioural Science Technician (C146) may apply to the S303 Honours Bachelor of Behaviour Analysis (Year 3 Bridge) program stream by contacting Program Coordinator, Andrew McNamara.

ADMISSION REQUIREMENTS

Applicants are selected on the basis of their academic achievement, including the required courses, and of the selection criteria outlined below.

- Ontario Secondary School Diploma or equivalent**
- Grade 12 English (C or U)

** Note: Although not required for Admission purposes, one of the following courses is recommended for your success in the program.

- Grade 11 Math (M or U) or Grade 12 (C or U)

AND

- Science - One course from this list: Biology, Grade 12 (U) or Grade 11 (C or U); Chemistry, Grade 12 (C or U) or Grade 11 (U); Physics, Grade 12 (C or U) or Grade 11 (U)

** Mature Student status (19 years of age or older and no OSSD)

Mature Students may take the Admissions Assessment for English, OR may consider upgrading to achieve the credit(s) needed in English.

Please note that George Brown is committed to ensuring that applicants will succeed in their program of choice and meeting the minimum requirements does not guarantee admission to the program. Applicants may be required to have grades higher than the minimum requirements stated.

Students will be expected to engage with technology on a regular basis. George Brown requires the use of the Learning Management System (Blackboard); word processing, presentation, and data/graphing software; and other programs/apps.

COURSE EXEMPTIONS

College or university credits may qualify you for course exemptions. Please visit georgebrown.ca/transferguide for more information.

SPECIAL REQUIREMENTS

ADDITIONAL MANDATORY REQUIREMENTS

PRE-PLACEMENT HEALTH FORM (FOR FIRST YEAR C146 STUDENTS)

- Upon confirmation of acceptance into this program, students must meet all the mandatory pre-placement health requirements for the program. It may take up to four months to complete all the requirements.
- All costs, service fees and fines associated with the overall health requirements are the responsibility of the student.
- For further details and to download the mandatory pre-placement health form, go to the Pre-placement website at georgebrown.ca/preplacement.

POLICE VULNERABLE SECTOR CHECK (MUST BE VALID ANNUALLY) (FOR FIRST YEAR C146 STUDENTS)

- In compliance with the requirements of our placement partners, all students in this program are required to have a police vulnerable sector check completed, and this check must be renewed annually before entering into field or clinical placement.
- The police vulnerable sector check process typically takes two to three months, but under some circumstances can take four to eight months. This is required to protect the clientele of our placement partner agencies, who are considered "vulnerable persons" under the law.
- Students are responsible for ensuring that the police vulnerable sector check covers appropriateness for "individuals being employed and/or volunteering who will be working with vulnerable person(s)."
- Students are required to keep the original copy of their police vulnerable sector check.
- Students who are unable to provide a "clear" police vulnerable sector check may not be able to start their field or clinical placement and therefore may be unable to complete the program. Students who are not eligible to attend their practice placement due to a "not clear" status will jeopardize their progress in the program.
- Failure to meet the requirements for field placement will prevent students from completing the program and/or securing employment.
- The fees for the police record check vary and must be paid by the student. For more information, please visit the Pre-placement website at georgebrown.ca/preplacement.
Louis Busch is passionate about behaviour analysis and its potential for improving people’s lives. The behaviour therapist with the Centre for Addiction and Mental Health (CAMH) uses behaviour analysis – interventions to bring about positive behaviour change – to help individuals with autism, acquired brain injury, intellectual and developmental disabilities and mental health issues. Busch created and implemented a successful pilot program to increase the capacity of staff in community group homes to care for individuals with complex needs and challenging behaviour. The program has since been expanded province-wide. Bear Clan Cree from the Nisichawayasihk Cree Nation, Busch also consults with CAMH’s aboriginal outreach program.

**Louis Busch** (Graduate 2008, Behavioural Science Technology)

Behaviour Therapist, Forensic Rehabilitation Program, Centre for Addiction and Mental Health (CAMH)

"It has been a pleasure to provide placement opportunities for students of this program. The students are professional and well prepared for the placement. They bring with them a refreshing enthusiasm for the field and the individuals they support at Community Living Toronto."

**Linda Dupuis**, Behaviour Therapist, Community Living Toronto

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**CONTACT US**

To book an information session, call the School of Health and Wellness at 416-415-5000, ext. 4542 between 8 a.m. and 3 p.m., or email kcallemartinez@georgebrown.ca. For more information about George Brown College, you may also call the Contact Centre at 416-415-2000 (TTY 1-877-515-5559) or long distance 1-800-265-2002.

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**LINKS REFERENCE**

2. [http://www.georgebrown.ca/international/futurestudents/tuitionfees/](http://www.georgebrown.ca/international/futurestudents/tuitionfees/)
BEHAVIOURAL SCIENCE TECHNICIAN PROGRAM (ACCELERATED) (C156)

PROGRAM NAME: Behavioural Science Technician

COURSE CODE: C156

SCHOOL: School of Health and Wellness

CENTRE: Health Sciences

LOCATION: Waterfront Campus

DURATION: 1 year (3 semesters)

EXPERIENTIAL LEARNING: Field education in semesters 3 and 4.

STARTING MONTH: September

CREDENTIAL: Ontario College Diploma

YEAR OF STUDY: 2019-2020

METHOD OF STUDY: FT

APPLY TO: Ontario Colleges

TUITION:

$3,920.00 * ‡

ADDITIONAL COST:

* Amounts listed are the total of tuition, materials, student service and ancillary fees for the first two semesters of the program starting in Fall 2018. Fees are subject to change for programs starting in Fall 2019 and at later dates.

‡ Spring/summer semester fees are paid separately.

International students: Visit the International Fees and Related Costs page for more information.

Behavioural Science Technician (Accelerated) is a one-year accelerated diploma program for applicants who have a bachelor's degree with a major in Psychology or a related discipline. Applicants must have completed Introduction to Psychology and one other psychology-related course.

This program provides students with an opportunity to study applied behaviour analysis (ABA) and behavioural intervention.

The themes in the program include:

- behavioural theory and application
- program development
- scientific method
- ethics and professionalism
- diversity
- general education with an emphasis on practical application in the field

Practicum and course work is often related to autism and developmental disabilities.

Note: Travel may be required for field education due to the number of opportunities for appropriate placements within the Greater Toronto Area (GTA). Students may be placed in locations as far east as Oshawa, as far west as Burlington and as far north as Vaughan.

PART TIME STUDY OPTIONS

This program does not currently offer a part-time study option.

EXPERIENTIAL LEARNING

Field education in semesters 3 and 4.

YOUR FIELD STUDY OPTIONS

This program offers two intensive field placements in Semesters 3 (January placement) and Semester 4 (May/June placement).

Each placement is seven weeks long with four days offsite (approximately 7.5 hours per day) with the field partner and the fifth day onsite in class at George Brown. The in-class day allows students the opportunity to reflect on their placement experience and help to connect classroom theory with the work they are doing offsite.

Placements will be conducted with a variety of populations and agencies whose clients could have Autism, mental health issues, acquired brain injury, developmental disabilities or issues related to aging. Partner agencies are located across the GTA and students may be required to travel.

PROGRAM STANDARDS AND LEARNING OUTCOMES

The graduate has reliably demonstrated the ability to:

1. Implement effective behaviour analytic intervention strategies based on the science of Applied Behaviour Analysis (ABA) in order to increase desired behaviours, teach new skills, and decrease contextually problematic behaviours.

2. Integrate background information and knowledge of special populations into therapeutic practice, in order to develop behavioural interventions using a behaviour analytic approach.

3. Communicate with various stakeholders the behaviour analytic principles, processes, and concepts central to the interventions being provided in order to enhance quality of service.

4. Compile measurements of behaviour in accordance with the ONTABA standards of practice and the Behavior Analyst Certification Board's Guidelines for Responsible conduct in order to conduct behavioural assessments and develop behavioural interventions.

5. Apply systems thinking to behavioural processes related to socially significant behaviour change in order to ensure the sustainability of behaviour change programs that increase an individual’s quality of life.
6. Adhere to federal, provincial, and professional policies and regulations associated with the ethical practice of Applied Behaviour Analysis (ABA) among various populations or service sectors.

7. Apply input gained from collaboration with stakeholders (including individuals, family members, and community members) and professionals in the field of service into effective client service intervention.

8. Develop a reflective practice, using professional development and self-care strategies to enhance professional competence.

9. Develop client-centered behavioural intervention plans that account for individuals’ rights, needs, goals, and their social and community context.

10. Integrate the conceptual and philosophical underpinnings of behaviour analysis into a comprehensive case formulation of human behaviour to assist in the assessment, design, and implementation of behaviour change programs.

REQUIRED COURSES

SEMESTER 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>BST1003</td>
<td>Behavioural Theory</td>
</tr>
<tr>
<td>BST1037</td>
<td>Behaviour Theory and Practice: Introduction to ABA</td>
</tr>
<tr>
<td>BST1030</td>
<td>Behaviour Theory and Practice: Behavioural Assessment</td>
</tr>
<tr>
<td>BST1032</td>
<td>Ethics and Professionalism</td>
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<tr>
<td>BST2002</td>
<td>Research Design</td>
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SEMESTER 3

<table>
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<tr>
<th>Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>BST2003</td>
<td>Crisis Prevention and Intervention</td>
</tr>
<tr>
<td>BST2036</td>
<td>Behaviour Theory and Practice: Acquisition Strategies</td>
</tr>
<tr>
<td>BST2037</td>
<td>Behaviour Theory and Practice: Reduction Strategies</td>
</tr>
<tr>
<td>BST2041</td>
<td>Behaviour Theory and Practice: Group-Based Interventions</td>
</tr>
<tr>
<td>BST2044</td>
<td>ABA Application to Special Populations</td>
</tr>
<tr>
<td>BST2027</td>
<td>Field Seminar II</td>
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<tr>
<td>BST2038</td>
<td>Field Placement II</td>
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SEMESTER 4

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<tr>
<th>Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>BST2041</td>
<td>Behaviour Theory and Practice: Group-Based Interventions</td>
</tr>
<tr>
<td>BST2042</td>
<td>Field Seminar III</td>
</tr>
<tr>
<td>BST2043</td>
<td>Field Placement III</td>
</tr>
</tbody>
</table>

YOUR CAREER

Employment is often related to autism and developmental disabilities.

Graduates are employed in a variety of settings with diverse clinical populations of all ages who frequently present challenging behaviours. They may work to develop and implement behavioural interventions designed to manage challenging behaviours and/or teach skills.

Graduates may find employment in:

- intensive behavioural intervention programs (IBI)
- schools
- hospitals
- residential and treatment facilities
- vocational agencies

ADMISSION REQUIREMENTS

- Completion of a 3-year or 4-year Bachelor of Arts with a major in Psychology (or related discipline) or Bachelor of Science degree
- Related degrees must include at least one or more psychology course(s)

ENGLISH LANGUAGE PROFICIENCY

Applicants with international transcripts who do not provide English proficiency test results must test at the College level in the George Brown College English assessment to be considered for admission.

Please visit georgebrown.ca/englishproficiency for more details.

COURSE EXEMPTIONS

College or university credits may qualify you for course exemptions. Please visit georgebrown.ca/transferguide for more information.

INTERNATIONAL STUDENTS

Visit the International Admissions page for more information.

SPECIAL REQUIREMENTS

ADDITIONAL MANDATORY REQUIREMENTS

PRE-PLACEMENT HEALTH FORM

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“My completion of the Behavioural Science Technology (Accelerated) program at George Brown College was an integral step towards beginning an exciting career in applied behaviour analysis. In a short amount of time I had both a thorough knowledge base from detailed coursework and invaluable experience from two extremely hands-on, immersive field placements, allowing me entry into a job position straight from graduation. Above all, the preparedness that this program provides to students for entry into an exciting and challenging career is second to none.”

Marina Jiujia (Graduate 2016, Behavioural Science Technology [Accelerated])

“The behavior science technology program provided me with the essential connections and practical experience to get employed after graduation. The program provided me with placements at the top agencies in the city which played a critical role in me getting hired. The professors were well known in the field and did an excellent job in preparing us for the workforce. They provided a great overview about the field of Applied Behaviour Analysis (ABA) and all the things that can be done within the field.”

Michelle Soares (Graduate 2015, Behavioural Science Technology [Accelerated])

“It was the field placements that really drew me to the program because I wanted to find out that this was something I could do for 30 or 40 years. Looking back, I’m really glad that I chose to go to George Brown. It provided me with the foundation that I was looking for to get the job that I wanted.”

Oliver Blunn (Graduate 2007, Behavioural Science Technology [Accelerated])

CONTACT US

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LINKS REFERENCE

1https://collegeapply.ontarioccolleges.ca/?collegeCode=GBTC&programCode=C156&lang=en
2http://www.georgebrown.ca/international/futurestudents/tuitionfees/
3http://www.georgebrown.ca/international/futurestudents/howtoapply/
George Brown College is continually striving to improve its programs and their delivery. The information contained in this calendar is subject to change without notice. It should not be viewed as a representation, offer or warranty. Students are responsible for verifying George Brown College admission, graduation, and fee requirements as well as any requirements of outside institutions, industry associations, or other bodies that may award additional designations concurrently with, or after completion of, a George Brown College program.
Clinical Methods in Orthotics/Prosthetics is a two-year postgraduate program that trains students to make and fit prostheses (artificial limbs) and orthoses (braces and splints).

This is a unique full-time program taught at Sunnybrook Health Sciences Centre by faculty currently working in the field.

Classes start in September only. Winter and summer start options are not available.

Applications must be submitted to OCAS by February 1 of each year.

Co-ordinated between George Brown College and Sunnybrook Health Sciences Centre, the program allows students to obtain clinical experiences under the direction of certified prosthetists/orthotists at:

- Ron Joyce Children’s Health Centre
- Holland Bloorview Kids Rehabilitation Hospital
- The Hospital for Sick Children

This program will appeal to students who have a background in health sciences and are interested in working with people and helping patients in their attempts to overcome disabilities.

Graduates will be eligible for certification by Orthotics Prosthetics Canada (formerly the “Canadian Board of Certification”).

**PART TIME STUDY OPTIONS**

This program is not available on a part-time basis.

**EXPERIENTIAL LEARNING**

Clinical experiences in various GTA healthcare institutions

**YOUR FIELD STUDY OPTIONS**

The onsite and offsite clinical experience in this program helps prepare students for the real work ahead. The design and fabrication of the prosthetic/orthotic devices take place in the laboratory procedure’s courses. During the “Clinical Techniques” classes in each semester, students will have the chance to work directly with clients that require prosthetic/orthotic treatment including the client assessment, measurement, shape capture & rectification. Provision and evaluation of treatment will be unique to suit each client’s individual needs.

**PROGRAM STANDARDS AND LEARNING OUTCOMES**

The graduate has reliably demonstrated the ability to:
1. Gather and assimilate information about a patient through medical records, prosthetic/orthotic history, patient's comments and clinical examination, and be sensitive to the implications of the relevant information.
2. Recognize patient conditions requiring medical/health care beyond the scope of orthotic and prosthetic practice.
3. Based on the appropriate prescription, design and articulate a prosthetic/orthotic treatment plan based upon the prescription received and assessment made of the patient and, when necessary, in communication with various members of the health care team.
4. Analyze information concerning the proposed prosthetic/orthotic treatment plan and forecast the success of the appliance in terms of clinical principles and the patient's disability/pathology and expectations.
5. Obtain all appropriate measurements, casts, layouts, etc., necessary to proceed with the prosthetic/orthotic treatment plan.
6. Perform and prepare all the appropriate positive cast modifications, layout adjustments, and other procedures necessary to proceed with the fabrication of the prosthetic/orthotic appliance.
7. Formulate and fabricate prosthetic/orthotic appliances utilizing knowledge of the appropriate prosthetic/orthotic materials and employing prescribed and accepted laboratory procedures.
8. Perform patient fittings of the appropriate prosthetic/orthotic devices, including static and dynamic alignments, evaluating the appliance on the patient, instructing the patient in its use.
9. Perform reassessments, adjustments or replacements of the prosthetic/orthotic appliance, in consultation with the referring physician, as the patient's age, physical condition, or life-style change.
11. Maintain organized patient records, encompassing all pertinent information relating to the ongoing prosthetic/orthotic treatment.
12. Identify and relate to the various health care resources that are available to the prosthetist/orthotist and his or her patients.
13. Appreciate the roles that the prosthetic/orthotic professional bodies play in the maintenance of standards and the development of the profession and to be willing to contribute towards its advancement.

**REQUIRED COURSES**

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<thead>
<tr>
<th>SEMESTER 1</th>
<th>Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td></td>
<td>ORTH1001</td>
<td>Orthotics/Prosthetics Clinical Theory I</td>
</tr>
<tr>
<td></td>
<td>ORTH1005</td>
<td>Laboratory Procedures I</td>
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<tr>
<td></td>
<td>ORTH1002</td>
<td>Applied Orthotic/Prosthetic Techniques I</td>
</tr>
<tr>
<td></td>
<td>ANAT1017</td>
<td>Anatomy for Orthotics/Prosthetics I</td>
</tr>
<tr>
<td></td>
<td>KINE1002</td>
<td>Kinesiology and Biomechanics I</td>
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</tbody>
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**SEMESTER 2**

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<th>Course Name</th>
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<tbody>
<tr>
<td>ORTH1003</td>
<td>Orthotics/Prosthetics Clinical Theory II</td>
</tr>
<tr>
<td>ORTH1004</td>
<td>Applied Orthotic/Prosthetic Techniques II</td>
</tr>
<tr>
<td>ORTH1006</td>
<td>Laboratory Procedures II</td>
</tr>
<tr>
<td>ANAT1018</td>
<td>Anatomy for Orthotics/Prosthetics II</td>
</tr>
<tr>
<td>PHSL1003</td>
<td>Physiology for Orthotics/Prosthetics</td>
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**SEMESTER 3**

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<th>Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>ORTH2003</td>
<td>Orthotics/Prosthetics Clinical Theory III</td>
</tr>
<tr>
<td>ORTH2004</td>
<td>Applied Orthotic/Prosthetic Techniques III</td>
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<tr>
<td>ORTH2007</td>
<td>Laboratory Procedures III</td>
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<tr>
<td>ORTH2005</td>
<td>Powered Prosthetics</td>
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<tr>
<td>PATH2003</td>
<td>Pathophysiology for Orthotics/Prosthetics I</td>
</tr>
<tr>
<td>KINE2001</td>
<td>Orthotics/Prosthetics Clinical Case Studies</td>
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**SEMESTER 4**

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<th>Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>ORTH2018</td>
<td>Orthotics/Prosthetics Clinical Theory IV</td>
</tr>
<tr>
<td>ORTH2008</td>
<td>Laboratory Procedures IV</td>
</tr>
<tr>
<td>ORTH2006</td>
<td>Applied Orthotic/Prosthetic Techniques IV</td>
</tr>
<tr>
<td>ORTH2001</td>
<td>Practice Management and Professional Issues in Orthotics/Prosthetics</td>
</tr>
<tr>
<td>PATH2004</td>
<td>Pathophysiology for Orthotics/Prosthetics II</td>
</tr>
</tbody>
</table>

**YOUR CAREER**

Employment is available in orthotic and prosthetic management at hospitals, rehabilitation centres and private facilities throughout Canada.

**FUTURE STUDY OPTIONS**

This program follows a co-operative curriculum model with McMaster University's master's of science program in Rehabilitation Science.

Students who elect to pursue both credentials are responsible for all fees at both institutions. For more information, see georgebrown.ca/prostheticsorthotics.

**ADMISSION REQUIREMENTS**

This program is available to domestic applicants only.

- 4-year Bachelor of Science degree AND demonstrated, relevant work experience. A 4-year degree in Engineering or Kinesiology will be considered.
- Courses in anatomy, biomechanics and gait, human physiology and pathology, and rehabilitation sciences are preferred
- Transcripts for all post-secondary academic work (in progress or complete) must be submitted
• Departmental review which will include:
  ◦ Written entrance exam
  ◦ Submission of two reference letters
  ◦ Program-specific admissions assessment via video interview, designed to allow applicants to demonstrate their aptitude for developing the necessary applied and interpersonal skills essential to holistic clinical care*.

• For more information please visit the Clinical Methods in Orthotics & Prosthetic page

Please note: Only eligible applicants who meet the academic requirements will complete a written entrance exam. The top ranked applicants are then invited to submit two reference letters and attend the next stage of the admissions process.

*Video interview results are only applicable for one academic cycle. Applicants who reapply must take the interview again, regardless of their previous result.

This program is highly competitive and space is limited.
The eight top ranked applicants may be offered one of the Toronto-based program placements available. Beginning in September 2020, two additional applicants, in order of admissions ranking, may be considered for clinical spots at our Manitoba partners (the Manitoba Orthotics and Prosthetics Association/Winnipeg Health Sciences Centre); be required to reside in Manitoba; and take classes via online delivery with our Toronto-based students in synchronous time. Note that any travel, re-location, or living costs associated with acceptance of a clinical spot in Manitoba will be fully the responsibility of the accepted student.

ENGLISH LANGUAGE PROFICIENCY

Applicants with international transcripts who do not provide English proficiency test results must test at the College level in the George Brown College English assessment to be considered for admission.

Please visit georgebrown.ca/englishproficiency for more details.

For more information on the program, please visit georgebrown.ca/prostheticsorthotics

CONTACT US

Phone: 416-480-5783. Please leave a message at this number.
Email: applicant_info@gbcpando.com
Visit the program website at georgebrown.ca/prostheticsorthotics

For more information about George Brown College, you may also call the Contact Centre at 416-415-2000 (TTY 1-877-515-5559) or long distance 1-800-265-2002.

LINKS REFERENCE

2http://www.georgebrown.ca/prostheticsorthotics/clinical_methods/#selection
Fitness and Health Promotion is a two-year diploma program designed to prepare you for a rewarding career in the fitness industry. You'll learn the science behind how the human body works along with a range of physical activity techniques to help your clients meet their fitness and overall health goals. This program has earned a strong reputation among employers because our graduates are well prepared to work in a variety of fitness-related positions.

Year one includes science-based courses in anatomy and physiology. Year two builds on these basic building blocks to include more specialized courses like biomechanics, injury prevention, chronic disease prevention and healthy aging.

Students also learn applied skills in the areas of:

- health screening
- fitness assessment
- exercise prescription, demonstration and modification
- counselling healthy active living
- group exercise leadership
- interprofessional collaboration

This program is academically challenging and our experience shows that the most successful students:

- participate in physical activity and exercise
- want to learn to lead individual and group exercise activities
- are interested in helping others achieve health and fitness goals
- have good time management skills and are self-disciplined
- enjoy studying and learning about the science that underlies fitness and health promotion
- are willing to spend extra time outside of assigned class/lab time to develop strong practical skills
- know why they want to take this program

Qualified students who assume responsibility for all additional fees and testing (if required) have the opportunity to apply for nationally recognized industry certifications including:

- **Weight Training Instructor (WTI)** offered through Canadian Fitness Education Services (CFES). Written and practical evaluations are included within the curriculum.*
- **Group Fitness Instructor (GFI)** offered through Canadian Fitness Education Services (CFES). Written and practical evaluations are included within the curriculum.*
- **Personal Trainer (PT)** offered through Canadian Fitness Education Services (CFES). Written and practical evaluations are included within the curriculum.*
- **Certified Personal Trainer (CPT)** offered through the Canadian Society for Exercise Physiology (CSEP). Written evaluation, practical evaluation and certification are not included in the curriculum.**

Graduates of the program continue to have high employability in the various fitness sectors.

*Additional fees apply

**Additional fee payable to CSEP required
PART TIME STUDY OPTIONS

This program is not available part-time.

EXPERIENTIAL LEARNING

Client experiences and field education in semesters three and four

YOUR FIELD STUDY OPTIONS

To gain hands-on experience and to build confidence in newly learned skills, students in semester 3 are required to provide various fitness and health related services to clients in our WAVE Fitness Studios. Faculty supervise this on-site lab work to support student learning.

In addition to the internal internship opportunity in the WAVE Fitness Studios, during the final seven weeks of semester 4, students will spend almost 200 hours at an external field education setting of their choice. Possibilities include:

- Commercial clubs and private fitness centres
- Corporate fitness and wellness programs
- Community centres
- Educational institutions
- Other health-care settings including clinics and hospitals

Many of our placement partners have been hosting and hiring our student interns for over a generation. They find our graduates with strong technical skills can transition from the school environment to the workforce and “hit the ground running.” Many of the staff who hire our graduates are George Brown alumni themselves and now have more responsibility, including hiring and training new staff.

There is an opportunity to apply for an international field education experience. Previous placements have occurred in India, Haiti and the U.S.

Some institutions and programs require field education students to have a Police Vulnerable Sector Check (PVSC).

Police Vulnerable Sector Check (must be valid annually)

- In compliance with the requirements of our placement partners, some students in this program may be required to have a police vulnerable sector check completed, and this check must be renewed annually before entering into field or clinical placement.
- The police vulnerable sector check process typically takes two to three months, but under some circumstances can take four to eight months. This is required to protect the clientele of our placement partner agencies, who are considered “vulnerable persons” under the law.
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- Students who are unable to provide a “clear” police reference check may not be able to start their field or clinical placement and therefore may be unable to complete the program. Students who are not eligible to attend their practice placement due to a “not clear” status will jeopardize their progress in the program.
- Failure to meet the requirements for field placement will prevent students from completing the program and/or securing employment.
- The fees for the police record check vary and must be paid by the student. For more information, please visit the Pre-placement website at georgebrown.ca/preplacement/record_check

PROGRAM STANDARDS AND LEARNING OUTCOMES

The graduate has reliably demonstrated the ability to:

1. Conduct assessments of fitness, well-being, and lifestyle for clients and effectively communicate assessment results.
2. Prescribe appropriate physical activity, fitness, active living, and lifestyle programs to enhance health, fitness, and well-being of clients.
3. Utilize appropriate interviewing and counseling skills to promote or enhance health, fitness, active living, and well-being of clients.
4. Collaborate with individuals in the selection and adoption of strategies that will enable them to take control of and improve their health, fitness, and wellbeing.
5. Develop, implement, and evaluate activities, programs, and events which respond to identified needs and interests of clients and maximize the benefits of health, fitness, and well-being.
6. Train individuals and instruct groups in exercise and physical activities.
7. Contribute to community health promotion strategies.
8. Assist in the development of business plans for health and fitness programs, activities, and facilities.
9. Implement strategies and plans for ongoing personal and professional growth and development.
10. Develop and implement risk management strategies for health and fitness programs, activities, and facilities.
11. Interact effectively with clients, staff, and volunteers in health and fitness programs, activities, and facilities.
REQUIRED COURSES

SEMESTER 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT1063</td>
<td>Structural Anatomy</td>
</tr>
<tr>
<td>HLTH1005</td>
<td>Health Screening and Fitness Assessment</td>
</tr>
<tr>
<td>HLTH1003</td>
<td>Exercise Techniques I</td>
</tr>
<tr>
<td>PHSL1005</td>
<td>Exercise Physiology</td>
</tr>
<tr>
<td>HPRM1045</td>
<td>Principles of Nutrition</td>
</tr>
<tr>
<td>HPRM1063</td>
<td>Health and Wellness Counselling</td>
</tr>
<tr>
<td>GSCI1027</td>
<td>Health: Living the Connections</td>
</tr>
</tbody>
</table>

* Based on the results of your placement test, you may be required to take COMM 1003 (English Skills) before progressing to COMM 1007. COMM 1003 does not count as a course required for graduation and you will be charged for this extra course. Please visit georgebrown.ca/assessment for more information.

SEMESTER 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT1064</td>
<td>Anatomy and Movement Analysis</td>
</tr>
<tr>
<td>PHSL1007</td>
<td>Muscle Physiology</td>
</tr>
<tr>
<td>HLTH1033</td>
<td>Guidelines for Exercise Prescription</td>
</tr>
<tr>
<td>GSCI1160</td>
<td>The Aging Population</td>
</tr>
<tr>
<td>HLTH1034</td>
<td>Fitness Assessment and Health Promotion</td>
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<tr>
<td>HLTH1007</td>
<td>Group Exercise Leadership I</td>
</tr>
<tr>
<td>HLTH1004</td>
<td>Exercise Techniques II</td>
</tr>
<tr>
<td>GNED</td>
<td>General Education Elective</td>
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<tr>
<td>COMM1007</td>
<td>College English *</td>
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SEMESTER 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH2031</td>
<td>Personal Training I</td>
</tr>
<tr>
<td>HLTH2023</td>
<td>Fitness and Health Promotion Internship I</td>
</tr>
<tr>
<td>HPRM2015</td>
<td>Prescription for Special Populations</td>
</tr>
<tr>
<td>HLTH2025</td>
<td>Advanced Fitness Assessment</td>
</tr>
<tr>
<td>HLTH2042</td>
<td>Group Exercise Leadership II</td>
</tr>
<tr>
<td>HLTH2026</td>
<td>Biomechanics and Ergonomics</td>
</tr>
<tr>
<td>HLTH2043</td>
<td>Advanced Fitness Techniques</td>
</tr>
<tr>
<td>GNED</td>
<td>General Education Elective</td>
</tr>
<tr>
<td>HLTH2046</td>
<td>Career Launch: Fitness and Health Promotion</td>
</tr>
</tbody>
</table>

SEMESTER 4

COURSES OFFERED FOR THE FIRST 7 WEEKS OF THE SEMESTER

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPRM2046</td>
<td>Advanced Topics in Nutrition</td>
</tr>
<tr>
<td>HPRM2018</td>
<td>Injury Prevention and Rehabilitation</td>
</tr>
<tr>
<td>HLTH2008</td>
<td>Prescription for Performance</td>
</tr>
<tr>
<td>HLTH2044</td>
<td>Fitness and Health Promotion Internship II</td>
</tr>
<tr>
<td>HLTH2045</td>
<td>Personal Training II</td>
</tr>
<tr>
<td>HLTH2052</td>
<td>Fitness and Entrepreneurship</td>
</tr>
</tbody>
</table>

Courses offered for the last 7 weeks of the semester

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH2050</td>
<td>Fitness and Health Promotion Field Education</td>
</tr>
</tbody>
</table>

YOUR CAREER

Graduates will be prepared for employment in a broad range of fitness and health related sectors including:

- commercial clubs and private fitness centres
- corporate settings
- community centres
- clinical and rehabilitation facilities

Graduates provide services in the areas of:

- exercise prescription and demonstration
- personal training
- group exercise leadership
- health promotion
- facility management

These services reflect the academic and applied curriculum. The program is constantly being reviewed and modified to ensure that the skills being developed are those required of a graduate for employment.

FUTURE STUDY OPTIONS

Graduates of this program may qualify for exemptions in some university physical education and kinesiology programs.

In addition, after a summer bridging semester, qualifying graduates are able to complete the Kinesiology program at the University of Guelph – Humber in two years. Alternately, graduates can apply to complete a degree in Kinesiology at York University in a significantly reduced timeframe (between two and two and a half years).

For more information, see georgebrown.ca/transferguide/

ADMISSION REQUIREMENTS

Applicants are selected on the basis of their academic achievement, including the required courses, and any other selection criteria outlined below.

- Ontario Secondary School Diploma or equivalent**
- Grade 12 English (C or U) with a minimum grade of 60%
- Grade 11 Math (M or U) or Grade 12 (C or U)
- Grade 11 Biology (C or U) or Grade 12 (U) with a minimum grade of 60%
- Exercise Science (PSE4U) and Introductory Kinesiology (PSK4U) may be accepted in lieu of Biology
- An information session is strongly recommended.
**MATURE STUDENT STATUS (19 YEARS OF AGE OR OLDER AND NO OSSD)**

Mature Students may take the Admissions Assessment\(^5\) for English, Math or Science, OR may consider upgrading to achieve the credit(s) needed in English\(^6\), Math\(^7\) or Science\(^8\).

**COURSE EXEMPTIONS**

College or university credits may qualify you for course exemptions. Please visit georgebrown.ca/transferguide for more information.

**INTERNATIONAL STUDENTS**

Visit the International Admissions\(^9\) page for more information.

"My experience in the Fitness and Health Promotion program at George Brown College has given me the theoretical and practical knowledge, along with the confidence, to kick-start my career in the health and fitness industry."

Nicholas Karpiuk (Graduate 2018, Fitness and Health Promotion)

**CONTACT US**

To participate in an information session, contact the School of Health and Wellness at 416-415-5000, ext. 4542 or email kcallemartinez@georgebrown.ca. For more information about George Brown College, you may also call the Contact Centre at 416-415-2000 (TTY 1-877-515-5559) or long distance 1-800-265-2002.

**LINKS REFERENCE**

1\https://collegeapply.ontariocolleges.ca/?collegeCode=GBTC&programCode=S125&lang=en
2\http://www.georgebrown.ca/international/futurestudents/tuitionfees/
3\http://www.georgebrown.ca/wave/fitnessstudios/
4\https://futurestudents.yorku.ca/program/kinesiology-health-science
5\http://www.georgebrown.ca/assessment/admi-pre/
6\http://www.georgebrown.ca/upgrading-credits/english-diploma/
7\http://www.georgebrown.ca/upgrading-credits/math-diploma/
8\http://www.georgebrown.ca/upgrading-credits/sciences-diploma/
9\http://www.georgebrown.ca/international/futurestudents/howtoapply/

George Brown College is continually striving to improve its programs and their delivery. The information contained in this calendar is subject to change without notice. It should not be viewed as a representation, offer or warranty. Students are responsible for verifying George Brown College admission, graduation, and fee requirements as well as any requirements of outside institutions, industry associations, or other bodies that may award additional designations concurrently with, or after completion of, a George Brown College program.
Hearing Instrument Specialist is a three-year, six-semester advanced diploma program that uses the latest technology to train students to work in this field.

As our population ages, there is greater demand for highly qualified hearing instrument specialists who can provide a client-centred approach to better hearing health care. Our vision is to be the leader in preparing hearing professionals with applied and academic skills and competencies.

Students will develop clinical skills that will enable them to not only test hearing, but to select and fit hearing aids.

Graduates will have a strong foundation in the theory and skills related to the hearing instrument sciences, such as:

- acoustics
- audiometric testing
- hearing aid technology

The curriculum offers significant opportunities for applied learning. To help prepare our graduates for employment, we offer additional courses that cover key contemporary topics including:

- health promotion
- counselling
- business management

Have an Existing Credential?

Applicants who have successfully completed a bachelor’s degree or a diploma in a Health Sciences, Social Sciences, or a related field, with an overall average of B minus (or 2.7 GPA or 70%) may be considered for advanced standing into the third semester of the program.
Students will conduct a 21-hour placement onsite at our state-of-the-art WAVE Hearing Clinic (Hearing Clinic IV). During this time they will practice treating members of the public, including George Brown students, by performing the day-to-day tasks of a Hearing Instrument Specialist (e.g., testing hearing, fitting hearing aids and providing client counselling).

The more substantial of the two placements takes place in the second half of the final semester. Students will work offsite with a community partner for seven weeks (equivalent to 245 clinic hours) and will once again perform the day-to-day tasks of a Hearing Instrument Specialist.

PLEASE NOTE: Students are responsible for finding their own field experience opportunities but will be supported in this process by program faculty.

External field education generally occurs in the broader Greater Toronto Area, so travel will be required. Students should be aware that field education opportunities may be located anywhere within the province, especially if suitable opportunities cannot be found in Toronto and surrounding areas. Students are responsible for travel and other associated costs related to external field education opportunities.

PROGRAM STANDARDS AND LEARNING OUTCOMES

The graduate has reliably demonstrated the ability to:

1. Administer a battery of hearing tests and analyze the results of these tests based on a thorough knowledge of functional anatomy and within the current scope of practice of a Hearing Instrument Specialist.
2. Obtain an accurate ear mould impression based on an otoscopic examination.
3. Advocate and effectively communicate to a diverse audience the psycho-social implications of hearing loss.
4. Design a hearing health care plan incorporating health promotion, rehabilitation and appropriate referrals based on comprehensive client history, observation and counselling.
5. Verify the benefits of the recommended devices, utilizing appropriate technology.
6. Fit and adjust the hearing devices using available technology and based on client observation, acoustical needs and counselling.
7. Teach the use and maintenance of hearing aids and/or assistive listening devices to clients and others.
9. Recommend appropriate hearing devices based on a comparison of manufacturers’ specifications and features and compatibility with other assistive listening devices.
10. Treat, counsel and communicate effectively with all clients, utilizing knowledge of the aging process as required.
11. Perform all roles and responsibilities as a Hearing Instrument Specialist in accordance with accepted professional, ethical and legislative standards of the health care system.
12. Determine effective management practices for the operations of a Hearing Aid Dispensary, including but not limited to accounting, health and safety practices, marketing, and business and resource planning.
13. Research and evaluate current community and government resources, new technologies and medical advances available for the benefit of the client.
14. Participate collaboratively as an integral member of the interprofessional health care team.

REQUIRED COURSES

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>Code</th>
<th>Course name</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>HEAR1001</td>
<td>Clinical Acoustics</td>
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<tr>
<td></td>
<td>HEAR1003</td>
<td>Introduction to Hearing Instrument Sciences</td>
</tr>
<tr>
<td></td>
<td>HEAR1013</td>
<td>Functional Anatomy and Physiology</td>
</tr>
<tr>
<td></td>
<td>HEAR1014</td>
<td>Ethics and Professionalism</td>
</tr>
<tr>
<td></td>
<td>GSSC2027</td>
<td>Gerontology</td>
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<table>
<thead>
<tr>
<th>SEMESTER 2</th>
<th>Code</th>
<th>Course name</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>HEAR1002</td>
<td>Hearing Disorders</td>
</tr>
<tr>
<td></td>
<td>HEAR1009</td>
<td>Hearing Instrument Technology I: Linear to Digital Evolution</td>
</tr>
<tr>
<td></td>
<td>HEAR1010</td>
<td>Hearing Testing I: Introduction to Audiometry</td>
</tr>
<tr>
<td></td>
<td>HEAR1011</td>
<td>Psycho-social Impact of Hearing Loss</td>
</tr>
<tr>
<td></td>
<td>COMM1007</td>
<td>College English</td>
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<table>
<thead>
<tr>
<th>SEMESTER 3</th>
<th>Code</th>
<th>Course name</th>
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<tbody>
<tr>
<td></td>
<td>HEAR1015</td>
<td>Fundamental Skills for HIS</td>
</tr>
<tr>
<td></td>
<td>HEAR2016</td>
<td>Hearing Instrument Technology II: Programming and ANSI Testing</td>
</tr>
<tr>
<td></td>
<td>HEAR2010</td>
<td>Hearing Testing II: Intermediate Audiometry and Masking</td>
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<tr>
<td></td>
<td>HEAR2012</td>
<td>Interviewing and Counselling</td>
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<tr>
<td></td>
<td>HEAR2022</td>
<td>Hearing Clinic I</td>
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<td></td>
<td>GNED</td>
<td>General Education Elective</td>
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<tr>
<th>SEMESTER 4</th>
<th>Code</th>
<th>Course name</th>
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<tbody>
<tr>
<td></td>
<td>HEAR2019</td>
<td>Hearing Instrument Technology III: Real Ear Measurement</td>
</tr>
<tr>
<td></td>
<td>HEAR2021</td>
<td>Hearing Testing III: Advanced Audiometry</td>
</tr>
<tr>
<td></td>
<td>HEAR2014</td>
<td>Business Management I: Introduction and Marketing</td>
</tr>
<tr>
<td></td>
<td>HEAR2023</td>
<td>Hearing Clinic II</td>
</tr>
<tr>
<td></td>
<td>GNED</td>
<td>General Education Elective</td>
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SEMESTER 5

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<tr>
<th>Code</th>
<th>Course name</th>
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<tbody>
<tr>
<td>HEAR3001</td>
<td>Hearing Instrument Technology IV: Hearing Instrument Features &amp; Case Studies</td>
</tr>
<tr>
<td>HEAR3003</td>
<td>Field Placement &amp; Workplace Preparation</td>
</tr>
<tr>
<td>HEAR 3014</td>
<td>Business Management II: Finance &amp; Planning</td>
</tr>
<tr>
<td>HEAR3020</td>
<td>Hearing Clinic III</td>
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SEMESTER 6

<table>
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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>HEAR3025</td>
<td>Hearing Clinic IV</td>
</tr>
<tr>
<td>HEAR3029</td>
<td>Applied Counselling &amp; Health Promotion</td>
</tr>
<tr>
<td>HEAR3028</td>
<td>Hearing Instrument Technology V: Product Update</td>
</tr>
<tr>
<td>HEAR3027</td>
<td>Community Field Placement</td>
</tr>
</tbody>
</table>

YOUR CAREER

Program faculty have strong partnerships with industry and professional associations so that they can fully prepare graduates for employment.

The employment rate continues to be high in related career sectors, including:

- clinical
- manufacturing
- training
- self-employment

In Ontario, hearing aids may only be dispensed by prescription from a professional authorized by the Regulated Health Professions Act.

Graduates are eligible for full membership in the Association of Hearing Instrument Practitioners of Ontario (AHIP) as a Hearing Instrument Dispenser (HID); annual dues are paid to maintain membership in AHIP. Typically, graduates enroll in the Hearing Instrument Specialist (HIS) Internship Program and successfully complete 1,000 hours of practical work within 36 months of graduation. In addition, graduates must successfully complete the International Licensing Exam within the time period in order to become full Hearing Instrument Specialist (HIS) members of AHIP.

Full HIS members of AHIP can apply to become a hearing aid authorizer under the Ontario Ministry of Health's Assistive Devices Program (ADP).

ADMISSION REQUIREMENTS

Applicants are selected on the basis of their academic achievement, including the required courses, and any other selection criteria outlined below.

- Ontario Secondary School Diploma or equivalent**
- Grade 12 English (C or U)
- Grade 11 Math (M or U) or Grade 12 (C or U) – a grade of 70% or higher is required OR Grade 11 Physics (U) or Grade 12 (C or U) with a grade of 60% or higher, may be accepted in lieu of Math.
- Grade 11 Biology (C or U) or Grade 12 (U) – a grade of 70% or higher is required.
- An information session is strongly recommended.

** MATURE STUDENT STATUS (19 YEARS OF AGE OR OLDER AND NO OSSD)

Mature Students may take the Admissions Assessment for English, Math or Science, OR may consider upgrading to achieve the credit(s) needed in English, Math or Science.

George Brown is committed to ensuring that applicants will succeed in their program of choice and meeting the minimum requirements does not guarantee admission to the program. Applicants may be required to have grades higher than the minimum requirements stated.

Please note: Applicants who have successfully completed a bachelor’s degree or a diploma in a Health Sciences, Social Sciences, or a related field, with a program average of B minus (or 2.7 GPA or 70%) may be considered for advanced standing into the third semester of the program. For more information, please contact Constantine Karolidis at ckarolid@georgebrown.ca or 416-415-5000, ext. 3830.

COURSE EXEMPTIONS

College or university credits may qualify you for course exemptions. Please visit georgebrown.ca/transferguide for more information.

INTERNATIONAL STUDENTS

Visit the International Admissions page for more information.

"The Hearing Instrument Specialist program at George Brown provided me with the skills to enter this growing field with a competitive educational background. Practicing on real patients with supervision allowed me to build up my confidence and identify what I needed to improve on prior to being sent out on my field education placement. When I was placed into my clinical practicum, I felt assured that I was ready to do the job. Consequently the placement led to a job offer that I was happy to accept."

Kyuha Jung (Graduate 2015, Hearing Instrument Specialist)

CONTACT US

Call the School of Health and Wellness at 416-415-5000, ext. 4542 or email kcallemartinez@georgebrown.ca. For more information about George Brown College, you may also call the Contact Centre at 416-415-2000 (TTY 1-877-515-5559) or long distance 1-800-265-2002.
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<table>
<thead>
<tr>
<th>PROGRAM NAME</th>
<th>Honours Bachelor of Behaviour Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE</td>
<td>S302</td>
</tr>
<tr>
<td>SCHOOL</td>
<td>School of Health and Wellness</td>
</tr>
<tr>
<td>CENTRE</td>
<td>Health Sciences</td>
</tr>
<tr>
<td>LOCATION</td>
<td>Waterfront Campus</td>
</tr>
<tr>
<td>DURATION</td>
<td>4 years (8 semesters) + 14-Week Field Experience Term (unpaid)</td>
</tr>
<tr>
<td>EXPERIENTIAL LEARNING</td>
<td>Field work begins in semester 3 and includes a 14-week placement in the summer before semester 7</td>
</tr>
<tr>
<td>STARTING MONTH</td>
<td>September</td>
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<tr>
<td>CREDENTIAL</td>
<td>Honours Bachelor's Degree</td>
</tr>
<tr>
<td>YEAR OF STUDY</td>
<td>2019-2020</td>
</tr>
<tr>
<td>METHOD OF STUDY</td>
<td>FT</td>
</tr>
<tr>
<td>APPLY TO</td>
<td>Ontario Colleges</td>
</tr>
</tbody>
</table>

The Honours Bachelor of Behaviour Analysis is a four-year degree program that takes an in-depth look at Applied Behaviour Analysis (ABA) – a field of study that uses a systematic and analytical approach to modify behaviour in a desirable way.

We have been providing training and education in applied behaviour analysis in Toronto for more than 15 years. Our graduates are leaders of behavioural treatment in fields as varied as forensic mental health, autism spectrum disorder, and acquired brain injury.

**ABA is an effective practice that is often used with populations who have:**

- Autism Spectrum Disorder (ASD)
- Brain injury
- Dementia
- Developmental disabilities
- Addiction
- Mental health disorders

What you will be studying:

Applied behaviour analysis (ABA) is a scientific approach to the treatment and understanding of human behaviour. This approach can be applied to the entire range of human behaviour (i.e., thoughts, feelings and actions). Research has shown that an evidence-based approach such as ABA is most effective at decreasing problem behaviour and developing a variety of skills.

The ABA approach involves three main components:

**Component 1:** A complete behavioural assessment is conducted. A variety of interview and observational techniques are used to gain an understanding of the behaviour to be changed. Students learn how to observe and analyze behaviour in a variety of situations in order to develop an effective treatment strategy.

**Component 2:** The next step is to use the results of the behavioural assessment to develop an effective plan that will reduce specific problem behaviours and develop or strengthen cognitive and behavioural skills. Students will learn a variety of behavioural and cognitive behavioural techniques that can be used to change behaviour.

**Component 3:** The final phase is an ongoing evaluation of components one and two. Students will learn how to measure the effectiveness of their interventions, and continue to refine and revise their interventions based on the results of these measures.

**RESEARCH COMPONENT**

A foundational aspect of this degree lies with the research component of the program. Students will begin preparing for this capstone project in Years 1 and 2 through research preparatory courses. During the fall and winter semesters of year 3, students will learn how to prepare an Applied Research Proposal. The actual research will be conducted during the fall semester of the fourth year. Students will receive faculty support throughout the entire process.

The Behaviour Analyst Certification Board, Inc.® has approved the following course sequence as meeting the coursework requirements for eligibility to take the Board Certified Assistant Behaviour Analyst Examination®. Applicants will have to meet additional requirements to qualify.
The Behavior Analyst Certification Board (BACB) has recently published Verified Course Sequence pass rate data for 2017. This provides information on the percentage of first-time candidates who sat and passed the exam to become Board Certified Assistant Behavior Analysts (BCaBAs) from each Verified Course Sequence in this year.

**PREPARING FUTURE LEADERS**

In addition to preparing students to be practicing behaviourists, the degree program helps prepare them to become leaders in this emerging field. Not only will students be supported in becoming client-centred clinicians, they will also have the opportunity to learn the skills to advance behaviour analysis from a system-wide perspective, to support large-scale changes in agencies, organizations and government.

This intensive program, delivered on-site at George Brown’s state-of-the-art Daphne Cockwell Centre for Health Sciences located at the Waterfront Campus, is suitable for students who are data driven, enjoy analyzing patterns and like to work with challenging behaviours.

The program’s core courses are focused on five areas of learning:

- behavioural science theories, principles and methods
- special populations
- psychology
- research methods/statistics
- ethics, professionalism and leadership

**ADVANCED-ENTRY OPTIONS**

Students with a 3.0 GPA or higher, who meet one of the following requirements, are eligible to enter a summer (May-August) bridging pathway that leads into the 3rd year (Semester 5) of the Honours Bachelors of Behaviour Analysis (S303) degree program.

- any approved Ontario college behavioural science technician diploma program, OR
- George Brown students who have successfully completed two years of the Behavioural Science Technology advanced diploma (C116) program, OR
- graduates of George Brown’s Behaviour Science Technician diploma program

Starting in January 2020 (201902 semester), graduates of any approved Ontario college behavioural science technology advanced diploma program who earned a 3.0 GPA or higher are eligible to enter a bridging pathway that leads to the 4th year (Semester 7) of the Honours Bachelors of Behaviour Analysis (S304) degree program.

For more details, please contact program coordinator, Andrew McNamara andrew.mcnamara@georgebrown.ca.

External applicants from other institutions will be assessed for advanced standing on a case-by-case basis.

**PART TIME STUDY OPTIONS**

This program does not offer a part-time study option.

**EXPERIENTIAL LEARNING**

Field work begins in semester 3 and includes a 14-week placement in the summer before semester 7.

**YOUR FIELD STUDY OPTIONS**

While classroom theory is a very important part of your learning experience, we believe that field placement plays a critical role in solidifying that experience by letting you apply classroom theory to a real-world environment.

You can expect to participate in field placement one day (eight hours) per week in Semesters 3, 4, 5 and 6. Between semesters 6 and 7 (between years three and four), you will complete one 14-week field experience term (unpaid) during which you will be expected to conduct a research thesis.

Prior to starting the field experience term, a field coordinator will help students:

- explore their interests
- prepare for interviews
- facilitate interview meetings by providing feedback

Once students are in their placement settings, they will obtain support from the agency on-site supervisor as well as support from a college faculty field liaison.

**PROGRAM STANDARDS AND LEARNING OUTCOMES**

The graduate has reliably demonstrated the ability to:

1. Learn about psychological theory, research and practices.
2. Design and conduct various assessments across a variety of settings and populations.
3. Design and implement research-based programs in applied behaviour analysis and evaluate their effectiveness.
4. Practice behavioural consulting skills, with different populations.
5. Demonstrate appropriate social, professional, and clinical skills in the context of an interdisciplinary setting with a variety of clients, their support networks, professionals, and the community.
6. Maintain a high degree of professionalism and ethical standards.
7. Communicate, orally and in written form, results of behavioural assessments and treatment programs.
8. Understand, critically evaluate, and synthesize issues in society.
### REQUIRED COURSES

#### SEMESTER 1

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>BEHA 1001</td>
<td>Behaviour Theory and Principles I</td>
</tr>
<tr>
<td>BEHA 1002</td>
<td>Introduction to Psychology</td>
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<tr>
<td>BEHA 1003</td>
<td>Communication and Critical Thinking</td>
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<td>COMM1190</td>
<td>Critical Thinking to Scholarly Writing</td>
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<thead>
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<tbody>
<tr>
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#### SEMESTER 2

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<tbody>
<tr>
<td>BEHA 1101</td>
<td>Behaviour Theory and Principles II</td>
</tr>
<tr>
<td>BEHA 1102</td>
<td>Developmental Disabilities in Ontario: Policy and Process</td>
</tr>
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<td>BEHA 1103</td>
<td>Developmental Psychology</td>
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<table>
<thead>
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<td>Liberal Studies Elective</td>
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#### SEMESTER 3

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<tbody>
<tr>
<td>BEHA 2001</td>
<td>Behavioural Assessment</td>
</tr>
<tr>
<td>BEHA 2002</td>
<td>Introduction to Skill Acquisition: Assessment and Intervention Strategies</td>
</tr>
<tr>
<td>BEHA 2003</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>BEHA 2005</td>
<td>Professional Communications</td>
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<td>BEHA 2104</td>
<td>Research Methods</td>
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#### SEMESTER 4

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<tr>
<td>BEHA 2004</td>
<td>Statistics</td>
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<td>BEHA 2006</td>
<td>Crisis Prevention Intervention Training</td>
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<tr>
<td>BEHA 2101</td>
<td>Skill Acquisition: Advanced Theory and Application</td>
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<tr>
<td>BEHA 2102</td>
<td>Treating Challenging Behaviours</td>
</tr>
<tr>
<td>BEHA 2103</td>
<td>Behavioural Approaches to Autism, Developmental Disabilities and Other Behavioural issues</td>
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<tr>
<td>BEHA 2105</td>
<td>Ethics: Moral Philosophy</td>
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#### SEMESTER 5

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<th>Course Code</th>
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<tr>
<td>BEHA 3001</td>
<td>Group Behaviour Therapy</td>
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<tr>
<td>BEHA 3002</td>
<td>Behavioural Approaches to Acquired Brain Injury and Gerontology</td>
</tr>
<tr>
<td>BEHA 3003</td>
<td>Applied Thesis Proposal</td>
</tr>
<tr>
<td>BEHA 3004</td>
<td>Psychometrics</td>
</tr>
<tr>
<td>BEHA 3005</td>
<td>Ethics: Standards of Practice in ABA</td>
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#### SEMESTER 6

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<tr>
<td>BEHA 3101</td>
<td>Clinical Behaviour Analysis</td>
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<tr>
<td>BEHA 3102</td>
<td>Mediator Training: Application to Parents and Staff</td>
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<td>BEHA 3103</td>
<td>Behavioural Approaches to Education</td>
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<td>BEHA 3104</td>
<td>Independent Study Thesis</td>
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<table>
<thead>
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#### SEMESTER 7

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<td>Organizational Behaviour Management</td>
</tr>
<tr>
<td>BEHA 4002</td>
<td>Behavioural Approaches to Health and Well-being</td>
</tr>
<tr>
<td>BEHA 4003</td>
<td>Service Delivery Systems and Interprofessional Practice</td>
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<table>
<thead>
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</tr>
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<tbody>
<tr>
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</table>

14-Week Field Experience Term (unpaid)

#### SEMESTER 8

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<tbody>
<tr>
<td>BEHA 4101</td>
<td>Consolidation of Behavioural Principles and Practice</td>
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<tr>
<td>BEHA 4102</td>
<td>Advanced Topics in Behavioural Science</td>
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<tr>
<td>BEHA 4103</td>
<td>Leadership in Behavioural Science</td>
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<tr>
<td>BEHA 4104</td>
<td>Professional Standards and Practices in Dissemination</td>
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<tr>
<td>BEHA 4105</td>
<td>Thesis (42 hours)</td>
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<td>Liberal Studies Elective</td>
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### CAREER OPTIONS

ABA practitioners may find themselves in roles that include the following responsibilities:

- assessment of a client’s skills
- the development and implementation of skill acquisition programs
- functional assessment of challenging behaviours
- behaviour management plans
- data collection and analysis
- case management

Their knowledge and skills are applicable to numerous opportunities, which may include such job titles as:

- Autism Spectrum Disorders Consultant
- Behaviour Technician
- Behaviour Therapist
- Behavioural Consultant
- Behavioural Specialist
- Instructor Therapist
- Recreational Therapist
- Residential Support Worker
- Transition Coordinator
- Vocational Support Worker
ADMISSION REQUIREMENTS

Applicants are selected on the basis of their academic achievement, including the required courses, and any other selection criteria outlined below.

• Ontario Secondary School Diploma with six Grade 12 University (U) or University/College (M) courses, with a combined average of 65% or higher
• English, Grade 12 (U) with a grade of 65% or higher
• Grade 11 Math (M or U) or Grade 12 Math (U) with a grade of 60% or higher
• Biology, Grade 11 (U) or Grade 12 (U); OR Chemistry, Grade 11 (U) or Grade 12 (U); OR Physics, Grade 11 (U) or Grade 12 (U); OR Environmental Science, Grade 11 (M) (SVN3M) with a grade of 60% or higher

OR

Mature Student status (19 years of age or older and no OSSD)**:

• Grade 12 (U) English with a grade of 65% or higher
• Grade 11 (U or M) or Grade 12 (U) Mathematics with a grade of 60% or higher
• Biology, Grade 11 (U) or Grade 12 (U); OR Chemistry, Grade 11 (U) or Grade 12 (U); OR Physics, Grade 11 (U) or Grade 12 (U); OR Environmental Science, Grade 11 (M) (SVN3M) with a grade of 60% or higher
• Postsecondary courses in English, Mathematics and Science will be considered (certain courses only)

** There is no mature student testing in the required credits for degree programs. Mature applicants must have the English, Math and Science credits required. Mature student applicants, who require Grade 12 University (U) credits for their application to a George Brown degree program, may consider completing our on-campus Degree Preparation (U-level) Courses at no extra cost. Additional information on where and how to upgrade can be found on the English, Math and Science upgrading pages.

Please note that George Brown is committed to ensuring that applicants will succeed in their program of choice and meeting the minimum requirements does not guarantee admission to the program. Applicants may be required to have grades higher than the minimum requirements stated.

English language proficiency required:

• George Brown College ESL Level 9; TOEFL 84 overall and 21 in each skill band (Online); IELTS 6.5 overall and 6.0 in each skill band; MELAB 85; CAEL overall 70 (writing 60)

Proficiency in English communications is necessary for success in this program.

Please visit georgebrown.ca/englishproficiency for more details.

COURSE EXEMPTIONS

Some college and university credits may qualify you for exemptions. Please visit georgebrown.ca/transferguide for more information.
HONOURS BACHELOR OF BEHAVIOUR ANALYSIS PROGRAM (YEAR 3 BRIDGE) (S303)

<table>
<thead>
<tr>
<th>PROGRAM NAME</th>
<th>Honours Bachelor of Behaviour Analysis</th>
</tr>
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<tbody>
<tr>
<td>COURSE CODE</td>
<td>S303</td>
</tr>
<tr>
<td>SCHOOL</td>
<td>School of Health and Wellness</td>
</tr>
<tr>
<td>CENTRE</td>
<td>Health Sciences</td>
</tr>
<tr>
<td>LOCATION</td>
<td>Waterfront Campus</td>
</tr>
<tr>
<td>DURATION</td>
<td>5 semesters + 14 week Field Experience term (Unpaid)</td>
</tr>
<tr>
<td>EXPERIENTIAL LEARNING</td>
<td>14-week placement in the summer before semester 7</td>
</tr>
<tr>
<td>STARTING MONTH</td>
<td>May</td>
</tr>
<tr>
<td>CREDENTIAL</td>
<td>Honours Bachelor’s Degree</td>
</tr>
<tr>
<td>YEAR OF STUDY</td>
<td>2019-2020</td>
</tr>
<tr>
<td>METHOD OF STUDY</td>
<td>FT</td>
</tr>
<tr>
<td>APPLY TO</td>
<td>Ontario Colleges¹</td>
</tr>
</tbody>
</table>

What you will be studying:

Applied behaviour analysis (ABA) is a scientific approach to the treatment and understanding of human behaviour. This approach can be applied to the entire range of human behaviour (i.e., thoughts, feelings and actions). Research has shown that an evidence-based approach such as ABA is most effective at decreasing problem behaviour and developing a variety of skills.

The ABA approach involves three main components:

Component 1: A complete behavioural assessment is conducted. A variety of interview and observational techniques are used to gain an understanding of the behaviour to be changed. Students learn how to observe and analyze behaviour in a variety of situations in order to develop an effective treatment strategy.

Component 2: The next step is to use the results of the behavioural assessment to develop an effective plan that will reduce specific problem behaviours and develop or strengthen cognitive and behavioural skills. Students will learn a variety of behavioural and cognitive behaviour techniques that can be used to change behaviour.

Component 3: The final phase is an ongoing evaluation of components one and two. Students will learn how to measure the effectiveness of their interventions, and continue to refine and revise their interventions based on the results of these measures.

RESEARCH COMPONENT

The S303 Honours Bachelor of Behaviour Analysis is a fast-track degree program open to students who have completed two years of George Brown’s Behavioural Science Technology (C116) advanced diploma program or graduated from the Behavioural Science Technician (C146) diploma program. Students will complete a bridge semester during the Spring/Summer (Semester 4) before joining the third year (Semester 5) of the four year degree program.

The program takes an in-depth look at Applied Behaviour Analysis (ABA) – a field of study that uses a systematic and analytical approach to modify behaviour in a desirable way.

ABA is an effective practice that is often used with populations who have:

- Autism Spectrum Disorder (ASD)
- brain injury
- Dementia
- developmental disabilities
- addiction
- mental health disorders

* Amounts listed are the total of tuition, materials, student service and ancillary fees for the first two semesters of programs starting in fall 2018. Fees are subject to change for programs starting in fall 2019 and at later dates.

International students: Visit the International Fees and Related Costs² page for more information.
A foundational aspect of this degree lies with the research component of the program. During Semesters 5 and 6, students will learn how to prepare an Applied Research Proposal. The actual research will be conducted during the fall semester of fourth year. Students will receive faculty support throughout the entire process.

PREPARING FUTURE LEADERS

In addition to preparing students to be practicing behaviourists, the degree program helps prepare them to become leaders in this emerging field. Not only will students be supported in becoming client-centred clinicians, they will also have the opportunity to learn the skills to advance behaviour analysis from a system-wide perspective, to support large-scale changes in agencies, organizations and government.

Graduates of our Behavioural Science programs are leaders of behavioural treatment in fields as varied as forensic mental health, autism spectrum disorder, and acquired brain injury.

This intensive program, delivered on-site at George Brown’s state-of-the-art Daphne Cockwell Centre for Health Sciences located at the Waterfront Campus, is suitable for students who are data-driven, enjoy analyzing patterns and like to work with challenging behaviours.

The program’s core courses are focused on five areas of learning:

• Behavioural Science Theories, Principles and Methods
• Special Populations
• Psychology
• Research Methods/Statistics
• Ethics, Professionalism and Leadership

ADVANCED-ENTRY OPTIONS

Starting in January 2020 (201902 semester), graduates of any approved Ontario college behavioural science technology advanced diploma program who earned a 3.0 GPA or higher are eligible to enter a bridging pathway that leads to the 4th year (Semester 7) of the Honours Bachelors of Behaviour Analysis (S304)\textsuperscript{3} degree program.

For more details, please contact program coordinator, Andrew McNamara andrew.mcnamara@georgebrown.ca.

External applicants from other institutions will be assessed for advanced standing on a case-by-case basis.

EXPERIENTIAL LEARNING

14-week placement in the summer before semester 7

YOUR FIELD STUDY OPTIONS

While classroom theory is a very important part of your learning experience, we believe that field placement plays a critical role in solidifying that experience because it lets you practice your skills in a real-world environment.

You can expect to participate in field placement one day (eight hours) per week in semesters 5 and 6. Between semesters 6 and 7 (between years three and four), you will complete one 14-week field experience term (unpaid) during which you will be expected to conduct a research thesis.

Prior to starting the field experience term, a field coordinator will help students:

• explore their interests
• prepare for interviews
• facilitate interview meetings by providing feedback

Once students are in their placement settings, they will obtain support from the agency on-site supervisor as well as support from a college faculty field liaison.

PROGRAM STANDARDS AND LEARNING OUTCOMES

The graduate has reliably demonstrated the ability to:

1. Learn about psychological theory, research and practices.
2. Design and conduct various assessments across a variety of settings and populations.
3. Design and implement research-based programs in applied behaviour analysis and evaluate their effectiveness.
4. Practice behavioural consulting skills, with different populations.
5. Demonstrate appropriate social, professional, and clinical skills in the context of an interdisciplinary setting with a variety of clients, their support networks, professionals, and the community.
6. Maintain a high degree of professionalism and ethical standards.
7. Communicate, orally and in written form, results of behavioural assessments and treatment programs.
8. Understand, critically evaluate, and synthesize issues in society.

REQUIRED COURSES

<table>
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<tr>
<th>SEMESTER 4</th>
<th>Courses</th>
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<tr>
<td>BEHA 2111</td>
<td>Skill Acquisition: Advanced Theory and Application II</td>
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<tr>
<td>BEHA 2112</td>
<td>Treating Challenging Behaviours II</td>
</tr>
<tr>
<td>BEHA 2106</td>
<td>Advanced Research Design and Statistics</td>
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<tr>
<td>BEHA 2107</td>
<td>Advanced Assessment Strategies and Behaviour Theory</td>
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</table>
### CAREER OPTIONS
ABA practitioners may find themselves in roles that include the following responsibilities:

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- the development and implementation of skill acquisition programs
- functional assessment of challenging behaviours
- behaviour management plans
- data collection and analysis
- case management

Their knowledge and skills are applicable to numerous opportunities, which may include such job titles as:

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- Behaviour Technician
- Behaviour Therapist
- Behavioural Consultant
- Behavioural Specialist
- Instructor Therapist
- Recreational Therapist
- Residential Support Worker
- Transition Coordinator
- Vocational Support Worker

### ADMISSION REQUIREMENTS
Successful completion of two (2) years of a Behavioural Science Technology advanced diploma program, or equivalent, with a minimum program GPA of 3.0

OR

Successful completion of a 2-year Behavioural Science Technician diploma program, or equivalent, with a minimum program GPA of 3.0

English language proficiency required:

- George Brown College ESL Level 9; TOEFL 84 overall and 21 in each skill band (Online); IELTS 6.5 overall and 6.0 in each skill band; MELAB 85; CAEL overall 70 (writing 60)

Proficiency in English communications is necessary for success in this program.

Please visit georgebrown.ca/englishproficiency for more details.

### COURSE EXEMPTIONS
Some college and university credits may qualify you for exemptions. Please visit georgebrown.ca/transferguide for more information.

### INTERNATIONAL (VISA) STUDENTS
Visit the International Admissions page for more information.
George Brown has been granted a consent by the Minister of Advanced Education and Skills Development to offer this applied degree for a 7-year term starting July 21, 2015. The college shall ensure that all students admitted to the above-named program during the period of consent will have the opportunity to complete the program within a reasonable time frame.

CONTACT US

To book an information session, call the School of Health and Wellness at 416-415-5000, ext. 4542 between 8 a.m. and 3 p.m., or email kcallemartinez@georgebrown.ca. For more information about George Brown College, you may also call the Contact Centre at 416-415-2000 (TTY 1-877-515-5559) or long distance 1-800-265-2002.

LINKS REFERENCE

2http://www.georgebrown.ca/international/futurestudents/tuitionfees/
3http://www.georgebrown.ca/programs/honours-bachelor-of-behaviour-analysis-program-year-4-bridge-s304/
4http://www.georgebrown.ca/international/futurestudents/howtoapply/

George Brown College is continually striving to improve its programs and their delivery. The information contained in this calendar is subject to change without notice. It should not be viewed as a representation, offer or warranty. Students are responsible for verifying George Brown College admission, graduation, and fee requirements as well as any requirements of outside institutions, industry associations, or other bodies that may award additional designations concurrently with, or after completion of, a George Brown College program.
The S304 Honours Bachelor of Behaviour Analysis (Year 4 Bridge) is a fast-track degree program open to students who have completed an approved three-year advanced behavioural science technology program. Students will start with a bridge semester (January - April) that leads into Semester 7 (May - June). This is followed by an unpaid internship (September - December), and finishes with the final term, Semester 8 (January - April). Throughout the program, students will gain a comprehensive understanding of behavioural psychology and, more specifically, Applied Behaviour Analysis (ABA).

Applied Behaviour Analysis (ABA) is a field of study that uses a systematic and analytical approach to modify behaviour in a desirable way.

ABA is an effective practice often used with populations who have:

- autism spectrum disorder (ASD)
- brain injury
- dementia
- developmental disabilities

Applied behaviour analysis (ABA) is a scientific approach to the treatment and understanding of human behaviour. This approach can be applied to the entire range of human behaviour (i.e., thoughts, feelings and actions). Research has shown that an evidence-based approach such as ABA is most effective at decreasing problem behaviour and developing a variety of skills.

The ABA approach involves three main components:

**Component 1:** A complete behavioural assessment is conducted. A variety of interview and observational techniques are used to gain an understanding of the behaviour to be changed. Students learn how to observe and analyze behaviour in a variety of situations in order to develop an effective treatment strategy.

**Component 2:** The next step is to use the results of the behavioural assessment to develop an effective plan that will reduce specific problem behaviours and develop or strengthen cognitive and behavioural skills. Students will learn a variety of behavioural and cognitive behavioural techniques that can be used to change behaviour.

**Component 3:** The final phase is an ongoing evaluation of components one and two. Students will learn how to measure the effectiveness of their interventions, and continue to refine and revise their interventions based on the results of these measures.

**RESEARCH COMPONENT**
A foundational aspect of this degree lies with the research component of the program. Students will prepare an Applied Research Proposal prior to conducting their research during the fall internship (September - December) and will be required to write a research thesis prior to graduating. Students will receive faculty support throughout the entire process.

PREPARING FUTURE LEADERS

In addition to preparing students to be practicing behaviourists, the degree program helps prepare them to become leaders in this emerging field. Not only will students be supported in becoming client-centred clinicians, they will also have the opportunity to learn the skills to advance behaviour analysis from a system-wide perspective, to support large-scale changes in agencies, organizations and government.

Graduates of our Behavioural Science programs are leaders of behavioural treatment in fields as varied as forensic mental health, autism spectrum disorder, and acquired brain injury.

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The program’s core courses are focused on five areas of learning:

- Behavioural Science Theories, Principles and Methods
- Special Populations
- Psychology
- Research Methods/Statistics
- Ethics, Professionalism and Leadership

EXPERIENTIAL LEARNING

14-week placement in the Fall after Semester 7

YOUR FIELD STUDY OPTIONS

While classroom theory is a very important part of your learning experience, we believe that field placement plays a critical role in solidifying that experience because it lets you practice your skills in a real-world environment.

After successfully completing the bridging semester (January - April) and Semester 7 (May - June), you will complete a 14-week field experience term (unpaid) in the Fall, during which you will be expected to conduct a research thesis.

Prior to starting the field experience term, a field coordinator will help students:

- explore their interests
- prepare for interviews
- facilitate interview meetings by providing feedback

Once students are in their placement settings, they will obtain support from the agency on-site supervisor as well as support from a college faculty field liaison.

PROGRAM STANDARDS AND LEARNING OUTCOMES

The graduate has reliably demonstrated the ability to:

1. Learn about psychological theory, research and practices.
2. Design and conduct various assessments across a variety of settings and populations.
3. Design and implement research-based programs in applied behaviour analysis and evaluate their effectiveness.
4. Practice behavioural consulting skills, with different populations.
5. Demonstrate appropriate social, professional, and clinical skills in the context of an interdisciplinary setting with a variety of clients, their support networks, professionals, and the community.
6. Maintain a high degree of professionalism and ethical standards.
7. Communicate, orally and in written form, results of behavioural assessments and treatment programs.
8. Understand, critically evaluate, and synthesize issues in society.

REQUIRED COURSES

SEMESTER 6

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<td>BEHA3102</td>
<td>MEDIATOR TRAINING: APPLICATIONS TO PARENTS AND STAFF</td>
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<tr>
<td>BEHA3104</td>
<td>INDEPENDENT STUDY THESIS</td>
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<tr>
<td>BEHA4001</td>
<td>ORGANIZATIONAL BEHAVIOUR MANAGEMENT</td>
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<td>BEHA4002</td>
<td>BEHAVIOURAL APPROACHES TO HEALTH AND WELL-BEING</td>
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SEMESTER 7

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<td>BEHA3101</td>
<td>CLINICAL BEHAVIOUR ANALYSIS</td>
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<tr>
<td>BEHA3103</td>
<td>BEHAVIOURAL APPROACHES TO EDUCATION</td>
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<tr>
<td>BEHA4003</td>
<td>SERVICE DELIVERY SYSTEMS AND INTERPROFESSIONAL PRACTICE</td>
</tr>
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<td>LIBERAL STUDIES ELECTIVE</td>
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FALL

BEHA 4000 – 14-week unpaid Fall internship.
SEMESTER 8

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<tr>
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<td>CONSOLIDATION OF BEHAVIOURAL PRINCIPLES AND PRACTICE</td>
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<tr>
<td>BEHA4102</td>
<td>ADVANCED TOPICS IN BEHAVIOURAL SCIENCE</td>
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<tr>
<td>BEHA4103</td>
<td>LEADERSHIP IN BEHAVIOUR ANALYSIS</td>
</tr>
<tr>
<td>BEHA4104</td>
<td>PROFESSIONAL STANDARDS AND PRACTICES IN DISSEMINATION</td>
</tr>
<tr>
<td>BEHA 4105</td>
<td>Thesis (42 hours)</td>
</tr>
<tr>
<td></td>
<td>LIBERAL STUDIES ELECTIVE</td>
</tr>
</tbody>
</table>

CAREER OPTIONS

ABA practitioners may find themselves in roles that include the following responsibilities:

- assessment of a client's skills
- the development and implementation of skill acquisition programs
- functional assessment of challenging behaviours
- behaviour management plans
- data collection and analysis
- case management

Their knowledge and skills are applicable to numerous opportunities, which may include such job titles as:

- Autism Spectrum Disorders Consultant
- Behaviour Technician
- Behaviour Therapist
- Behavioural Consultant
- Behavioural Specialist
- Instructor Therapist
- Recreational Therapist
- Residential Support Worker
- Transition Coordinator
- Vocational Support Worker

ADMISSION REQUIREMENTS

Successful completion of a three-year Behavioural Science Technology advanced diploma program or equivalent, with a minimum program GPA of 3.0

English language proficiency required:

- George Brown College ESL Level 9; TOEFL 84 overall and 21 in each skill band (Online); IELTS 6.5 overall and 6.0 in each skill band; MELAB 85; CAEL overall 70 (writing 60)

Proficiency in English communications is necessary for success in this program.

Please visit georgebrown.ca/englishproficiency for more details.

COURSE EXEMPTIONS

Some college and university credits may qualify you for exemptions. Please visit georgebrown.ca/transferguide for more information.

INTERNATIONAL (VISA) STUDENTS

Visit the International Admissions page for more information.

SPECIAL REQUIREMENTS

PRE-PLACEMENT HEALTH FORM (FOR FOURTH YEAR S304 STUDENTS)

- Upon acceptance into this program, students must meet all the mandatory pre-placement health requirements for the program. It may take up to four months to complete all the requirements.
- All costs, service fees and fines associated with the overall health requirements are the responsibility of the student.
- For further details and to download the mandatory pre-placement health form, go to the Pre-placement website at georgebrown.ca/preplacement.

POLICE VULNERABLE SECTOR CHECK (MUST BE VALID ANNUALLY - FOURTH YEAR S304 STUDENTS)

- In compliance with the requirements of our placement partners, all students in this program are required to have a police vulnerable sector check completed, and this check must be renewed annually before entering into field or clinical placement.

- The police vulnerable sector check process typically takes two to three months, but under some circumstances can take four to eight months. This is required to protect the clientele of our placement partner agencies, who are considered "vulnerable persons" under the law.

- Students are responsible for ensuring that the police vulnerable sector check covers appropriateness for "individuals being employed and/or volunteering who will be working with vulnerable person(s)."

- Students are required to keep the original copy of their police vulnerable sector check.

- Students who are unable to provide a "clear" police vulnerable sector check may not be able to start their field or clinical placement and therefore may be unable to complete the program. Students who are not eligible to attend their practice placement due to a "not clear" status will jeopardize their progress in the program.

- Failure to meet the requirements for field placement will prevent students from completing the program and/or securing employment.

- The fees for the police record check vary and must be paid by the student. For more information, please visit the Pre-placement website at georgebrown.ca/preplacement.

CONTACT US

To book an information session, call the School of Health and Wellness at 416-415-5000, ext. 4542 between 8 a.m. and 3 p.m., or email kcallermartinez@georgebrown.ca. For more information about George Brown College, you may also call the Contact Centre at 416-415-2000 (TTY 1-877-515-5559) or long distance 1-800-265-2002.
George Brown College is continually striving to improve its programs and their delivery. The information contained in this calendar is subject to change without notice. It should not be viewed as a representation, offer or warranty. Students are responsible for verifying George Brown College admission, graduation, and fee requirements as well as any requirements of outside institutions, industry associations, or other bodies that may award additional designations concurrently with, or after completion of, a George Brown College program.
Orthotic/Prosthetic Technician is a practice-oriented, hands-on program that teaches students to be competent in the use of many hand tools and specialized machines for the fabrication of orthotic and prosthetic devices.

This is a full-time program open only to domestic students, with classes starting every September. (Winter and summer start options are not available.) It is taught at Sunnybrook Health Sciences Centre by faculty currently working in the field.

To be considered, applications must be submitted to OntarioColleges.ca by February 1 of each year.

Over the course of two years, students will learn how to make the following devices to help rehabilitate individuals with disabilities:

- orthoses (braces and splints)
- prostheses (artificial limbs)

New materials, techniques and controls create an increasing demand for technically competent people in this field.

The orthotic/prosthetic technician makes prostheses and orthoses from technical specifications, measurements and positive plaster casts using a variety of materials, such as:

- thermosetting resins
- thermoforming plastics
- metal
- fabrics
- leather

You should consider applying if you have:

- good hand skills
- a strong background in math and human sciences

Students will gain valuable hands-on experience by completing four weeks of placement (37.5 hours/week) under the supervision of either a certified prosthetic/orthotic clinician (Canadian Board of Certified Prosthetists and Orthotists (CBCPO)) or a registered prosthetic/orthotic technician. Not only does it provide the opportunity for students to start developing their own professional network, but it allows them to get a better understanding of a typical work environment and their role with other prosthetic/orthotic clinic members.
PROGRAM STANDARDS AND LEARNING OUTCOMES

The graduate has reliably demonstrated the ability to:

1. Perform all primary fabricating procedures such as vacuum molding, laminations, bending and aligning components, and other such processes.
2. Perform all required technical skills such as fastening, sanding, gluing, cutting, drilling, etc., at a reasonable competence.
3. Identify and perform tasks involved in the repair and maintenance of prostheses and orthoses.
4. Identify and describe the common materials used in orthotic and prosthetic practise and demonstrate the proper use of such materials.
5. Develop an efficient and effective protocol for the fabrication of orthoses and prostheses, based on the appropriate prescription and directions of the Certified Orthotist or Prosthetist.
6. Identify and demonstrate the proper procedures, operating specifications and common safety practices in the use of machines, tools and the handling of materials required in the fabrication of orthoses and prostheses.
7. Demonstrate a competent knowledge in the application and function of common orthotic and prosthetic appliances and their corresponding components and systems.
8. Demonstrate the common orthotic and prosthetic bench or static alignment procedures necessary to prepare the orthotic or prosthetic appliance for patient fitting and articulate the principles (biomechanical, anatomical, etc.) used in determining such alignments.
9. Demonstrate a basic knowledge of the pertinent biomechanical, anatomical, physiological, and pathological concepts necessary for the effective implementation of technical and clinical procedures in the delivery of orthotic and prosthetic care.
10. Appreciate the need to keep abreast of new techniques and developments with respect to orthotic and prosthetic care and demonstrate an ongoing commitment to the research and development of more effective prosthetic and orthotic designs and procedures.
11. Appreciate the roles the Orthotic/Prosthetic professional bodies play in the maintenance of standards and the development of the profession and be willing to contribute towards its advancement.
12. Appreciate the roles of the various health team members involved in the delivery of orthotic and prosthetic care.
13. Be familiar with issues related to the supervision of support personnel and laboratory activities and also the administrative duties required in the management of a prosthetic/orthotic practise.

REQUIRED COURSES

SEMESTER 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>ANAT1036</td>
<td>Anatomy</td>
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<tr>
<td>ORTH1007</td>
<td>Materials and Laboratory Techniques I</td>
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<tr>
<td>KINE1010</td>
<td>Kinesiology for Orthotics/Prosthetics Technicians I</td>
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<tr>
<td>ORTH1008</td>
<td>Fabrication Theory I</td>
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<td>COMM1007</td>
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SEMESTER 2

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<td>PATH1013</td>
<td>Pathology</td>
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<tr>
<td>ORTH1009</td>
<td>Materials and Laboratory Techniques II</td>
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<tr>
<td>ORTH1010</td>
<td>Fabrication Theory II</td>
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<tr>
<td>KINE1014</td>
<td>Kinesiology for Orthotics/Prosthetics Technicians II</td>
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<td>GNED</td>
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SEMESTER 3

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<tr>
<td>ORTH2009</td>
<td>Materials and Laboratory Techniques III</td>
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<tr>
<td>ORTH2011</td>
<td>Externally Powered Orthotics/Prosthetics Rehabilitation Techniques</td>
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<td>ORTH2010</td>
<td>Fabrication Theory III</td>
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<td>KINE1003</td>
<td>Kinesiology/Biomechanics for Technicians I</td>
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<tr>
<td>ORTH2012</td>
<td>Pre-Graduate Work Experience I</td>
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<tr>
<td>GSCI1056</td>
<td>Computers in Our Society</td>
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SEMESTER 4

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<tr>
<td>ORTH2016</td>
<td>Materials and Laboratory Techniques IV</td>
</tr>
<tr>
<td>ORTH2015</td>
<td>Professional Issues in Orthotics/Prosthetics</td>
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<td>ORTH2013</td>
<td>Pre-Graduate Work Experience II</td>
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<td>ORTH2017</td>
<td>Fabrication Theory IV</td>
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<td>KINE1005</td>
<td>Kinesiology/Biomechanics for Technicians II</td>
</tr>
<tr>
<td>ORTH2014</td>
<td>Advanced Material Orthotics/Prosthetics Techniques</td>
</tr>
</tbody>
</table>

YOUR CAREER

Two years after graduation, alumni will be eligible to apply for professional registration with Orthotics Prosthetics Canada (formerly the “Canadian Board of Certification”).

Excellent employment opportunities are available across Canada in:

- hospitals
- rehabilitation centres
- private facilities
FUTURE STUDY OPTION

Graduates of this program with a B.Sc. or equivalent degree who wish to continue their studies may qualify for admission to the Clinical Methods in Orthotics/Prosthetics (Postgraduate) program.

See the S407 Clinical Methods in Orthotics/Prosthetics program web page for full admission requirements.

ADMISSION REQUIREMENTS

Applicants are selected on the basis of their academic achievement, including the required courses, and the selection criteria outlined below.

- Ontario Secondary School Diploma or equivalent**
- Grade 12 English (C or U)
- Grade 11 Math (M or U) or Grade 12 (C or U)
- Grade 11 Biology (C or U) or Grade 12 (U)
- Post-secondary (college or university) courses that are equivalent to the secondary school requirements stated will be accepted (certain courses only)
- Department interview (in person), including a written test (English, Math, Human Anatomy), dexterity test and problem solving tasks

Please note: Physics courses are recommended prior to starting the program.

Please visit georgebrown.ca/prostheticsorthotics for more information.

** Mature student status (19 years or older and no OSSD)

Mature Students may take the Admissions Assessment for English, Math or Science, OR may consider upgrading to achieve the credit(s) needed in English, Math or Science.

COURSE EXEMPTIONS

College or university credits may qualify you for course exemptions. Please visit georgebrown.ca/transferguide for more information.

This program is available to domestic applicants only.

SPECIAL REQUIREMENTS

ADDITIONAL MANDATORY REQUIREMENTS

PRE-PLACEMENT HEALTH FORM (FOR SECOND YEAR STUDENTS ONLY)

- Second year students must meet all the mandatory pre-placement health requirements for this program. It may take up to four months to complete all the requirements.
- All costs, service fees and fines associated with the overall health requirements are the responsibility of the student.
- For further details and to download the mandatory pre-placement health form, go to the Pre-placement website at georgebrown.ca/preplacement.

POLICE VULNERABLE SECTOR CHECK (FOR SECOND YEAR STUDENTS ONLY)

- In compliance with requests from our placement partners, all students in this program are required to have a police vulnerable sector check completed, and this check must be renewed annually before entering into field or clinical placement.
- The police vulnerable sector check process typically takes two to three months, but under some circumstances can take four to eight months. This is required to protect the clientele of our placement partner agencies, who are considered "vulnerable persons" under the law.
- Students are responsible for ensuring that the police record check covers appropriateness for "individuals being employed and/or volunteering who will be working with vulnerable person(s)."
- Students are required to keep the original copy of their police vulnerable sector check.
- Students who are unable to provide a "clear" police reference check may not be able to start their field or clinical placement and therefore may be unable to complete the program. Students who are not eligible to attend their practice placement due to a “not clear” status will jeopardize their progress in the program.
- Failure to meet the requirements for field placement will prevent students from completing the program and/or securing employment.
- The fees for the police record check vary and must be paid by the student. For more information, please visit the Pre-placement website at georgebrown.ca/preplacement/record_check

"Thanks to George Brown, I was able to enter a unique program where biomechanics, human systems, and innovation collaborate to enhance quality of life. Today, not only do I have the skills and knowledge to secure a job but the confidence to excel in a field that I love."

Jennifer Dhawan (Graduate 2015, Orthotic/Prosthetic Technician; Master of Science in Orthotics and Prosthetics student at Loma Linda University)

"The program is very, very hands-on. In addition to the academic side dealing with anatomy, pathology and biomechanics, we have two lab days per week where there's a full working shop. The program coordinators and all of the instructors are really passionate and very dedicated people. They really want to see you succeed. I love the interaction that I get within the healthcare facility. But coupled with that, I get to work in a working shop. I get to build and put things together all day. We have a plaster room, a laminating room, a sewing room, a machine room with special sanders and grinders. I get to use all my own tools. God, it's great."

Paul Hanas (Graduate 2012, Orthotic/Prosthetic Technician)

CONTACT US

Phone: 416-480-5783 and leave a message at this number.
Email: applicant_info@gbcpando.com
Visit the program website at georgebrown.ca/prostheticsorthotics
For more information about George Brown College, you may also call the Contact Centre at 416-415-2000 (TTY 1-877-515-5559) or long distance 1-800-265-2002.

LINKS REFERENCE
2http://www.georgebrown.ca/programs/clinical-methods-in-orthotics-prosthetics-program-postgraduate-s407/
3http://www.georgebrown.ca/assessment/admi-pre/
4http://www.georgebrown.ca/upgrading-credits/english-diploma/
5http://www.georgebrown.ca/upgrading-credits/math-diploma/
6http://www.georgebrown.ca/upgrading-credits/sciences-diploma/

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