



## COURSE OUTLINE: DSS302 - HEALTH & WELLNESS

Prepared: Christine Gregoire

Approved: Bob Chapman, Chair, Health

<b>Course Code: Title</b>	DSS302: HEALTH AND WELLNESS
<b>Program Number: Name</b>	3070: PER/DEV SUPPORT SERV
<b>Department:</b>	PERSONAL SUPPORT WORKER
<b>Academic Year:</b>	2022-2023
<b>Course Description:</b>	This course introduces the student to the promotion of health and wellness of people with developmental disabilities. The student will study common developmental disabilities, accompanying medical conditions and the impact of aging and health changes. Students learn about the challenges and barriers that the health care system presents to people with developmental disabilities and initiatives to promote quality health care and advocacy. There is an emphasis on preparing the student to learn and develop skills for application in the workplace setting such as body mechanics, the use of mechanical lifts, safe transfers, medication administration, Controlled Acts, Infection Prevent and Control, Ministry of Community and Social Services Quality Assurance Measures and Compliance Inspections. Students will learn to develop Individual Support Plans and set goals for people supported that are used in the workplace setting.
<b>Total Credits:</b>	6
<b>Hours/Week:</b>	6
<b>Total Hours:</b>	84
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>3070 - PER/DEV SUPPORT SERV</b>
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Work within the personal and developmental support services role in a variety of healthcare and 1.community settings in accordance with all applicable legislation and employer's job description, policies, procedures and guidelines.
	VLO 2 Conduct oneself in an ethical, competent and accountable manner in all professional relationships.
	VLO 3 Provide person-directed and centred support that is sensitive to diverse values, cultures, beliefs <sup>3</sup> .and needs to promote client self-motivation and self-integration while maintaining privacy and confidentiality.
	VLO 4 Assess, communicate and document relevant client information in accordance with employer's <sup>4</sup> .policies and procedures and all applicable legislation within the personal and developmental support services role.
	VLO 5 Participate and collaborate as a member of the inter-professional team to promote a safe and <sup>5</sup> .comfortable environment for clients across the lifespan demonstrating the responsibility to identify and report situations of neglect or abuse (actual or potential), and respond in accordance with all applicable legislations and employer's policies and procedures.
	VLO 6 Support the health and well-being of clients across the lifespan by applying basic



	<p>knowledge of growth and development, common alterations in functioning, disease prevention, health promotion and maintenance, rehabilitation and restorative care.</p> <p>VLO 7 Assist clients with medication in keeping with the direction of the plan of care/service plan and under the direction and monitoring of a regulated health professional* or most accountable person and in accordance with all applicable legislation and employer's policies.</p> <p>VLO 8 Assist clients who are caring for dependent individuals considering client and family choices, professional boundaries and the direction of the plan of care/service plan.</p>						
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 3 Execute mathematical operations accurately.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>						
<b>Course Evaluation:</b>	<p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>						
<b>Other Course Evaluation &amp; Assessment Requirements:</b>	<p>Course has 45 hours of theory and 45 hours of lab.</p>						
<b>Books and Required Resources:</b>	<p>Developmental Disabilities in Ontario by Brown, I. &amp; Percy, M. (Eds)          Publisher: Delphi Graphic Communications Edition: 4th          ISBN: 978-1-7771637-0-9</p>						
<b>Course Outcomes and Learning Objectives:</b>	<table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Explain the principles of medication administration and demonstrate competency in the proper administration of medication.</td> <td>           1.1 Discuss the effects of medications on the body.            1.2 Describe the categories and classifications of medications with examples.            1.3 Identify controlled substances and give examples.            1.4 Discuss the principles of medication administration and the process.            1.5 Demonstrate the steps of the administration process.            1.6 Discuss the indications for use, side effects and the procedure for the administration of eye, ear, and nasal medication.         </td> </tr> <tr> <th>Course Outcome 2</th> <th>Learning Objectives for Course Outcome 2</th> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Explain the principles of medication administration and demonstrate competency in the proper administration of medication.	1.1 Discuss the effects of medications on the body. 1.2 Describe the categories and classifications of medications with examples. 1.3 Identify controlled substances and give examples. 1.4 Discuss the principles of medication administration and the process. 1.5 Demonstrate the steps of the administration process. 1.6 Discuss the indications for use, side effects and the procedure for the administration of eye, ear, and nasal medication.	Course Outcome 2	Learning Objectives for Course Outcome 2
Course Outcome 1	Learning Objectives for Course Outcome 1						
1. Explain the principles of medication administration and demonstrate competency in the proper administration of medication.	1.1 Discuss the effects of medications on the body. 1.2 Describe the categories and classifications of medications with examples. 1.3 Identify controlled substances and give examples. 1.4 Discuss the principles of medication administration and the process. 1.5 Demonstrate the steps of the administration process. 1.6 Discuss the indications for use, side effects and the procedure for the administration of eye, ear, and nasal medication.						
Course Outcome 2	Learning Objectives for Course Outcome 2						

<p>2. Identify Controlled Acts, the responsibilities in the administration of these acts and will demonstrate competency in performing these Controlled Acts.</p>	<p>2.1 Identify which medication administered or treatment is considered a Controlled Act.  2.2 Discuss the difference between teaching and delegating a Controlled Act.  2.3 Differentiate between the responsibilities of the Nurse teaching/delegating the Controlled Act and the Unregulated Health Care Provider.  2.3 Describe the indications and the effects on the body of inhalants and rectal medication.  2.4 Demonstrate proper technique for the instillation of rectal medication, inhalants by metered dose, aero chamber and compressor.</p>
<p><b>Course Outcome 3</b></p>	<p><b>Learning Objectives for Course Outcome 3</b></p>
<p>3. Identifies the various client handling tasks that could cause injury and demonstrates proper procedure using common mechanical lifts and assistive devices.</p>	<p>3.1 Discuss common injuries that occur with improper body mechanics.  3.2 Give examples of client handling tasks that present risk of injury.  3.3 Discuss basic body mechanic applications that prevent injury.  3.4 Discuss the indications and proper procedure for using the common mechanical lifts and assistive devices.  3.5 Demonstrate the proper procedure for using some of the common mechanical lifts and assistive devices.</p>
<p><b>Course Outcome 4</b></p>	<p><b>Learning Objectives for Course Outcome 4</b></p>
<p>4. Explains best practices with documentation, privacy and confidentiality.</p>	<p>4.1 Distinguish between subjective and objective statements in documentation.  4.2 Explain the importance of documentation.  4.4 Explain how to ensure confidentiality with respect to documentation.  4.5 Explain best practices with electronic documentation.</p>
<p><b>Course Outcome 5</b></p>	<p><b>Learning Objectives for Course Outcome 5</b></p>
<p>5. Describe the principles of Infection Control Practices and apply them correctly to specific environmental conditions.</p>	<p>5.1 Discuss the definition of Occupational Health and Safety Act.  5.2 Identify the respective roles and responsibilities of the Internal Response System.  5.3 Explain the reporting responsibilities of the employer, supervisor and worker.  5.4 Describe the six links in the chain of transmission and how they relate to the development of infection.  5.5 Explain how using infection prevention and control strategies break the links in the chain of transmission.  5.6 Explain how to perform a risk assessment prior to the task to evaluate the potential risk of infection.  5.7 Identify the modes of transmission.  5.8 Define and describe the categories of Additional Precautions  5.9 Apply the elements of Additional Precautions to scenarios.</p>
<p><b>Course Outcome 6</b></p>	<p><b>Learning Objectives for Course Outcome 6</b></p>

	<p>6. Describe the practices to prevent, maintain and manage an outbreak situation.</p>	<p>6.1 Explain what viruses are, their properties and preventative measures          6.2 Describe the importance of vaccines in virus management.          6.3 Explain what an Outbreak is and the first steps in management.          6.4 Discuss accommodation and cohorting in an outbreak area.          6.5 Discuss screening and prevention with staff and essential visitors, testing and transportation of residents          6.6 Explain the proper use of PPE and indications for use.          6.7 Discuss monitoring, communication and general practices for activities of daily living during an outbreak.</p>
	<p><b>Course Outcome 7</b></p>	<p><b>Learning Objectives for Course Outcome 7</b></p>
	<p>7. Contrast the differences between common types of developmental disabilities with respect to causes, risk factors, symptoms and screening.</p>	<p>7.1 Explain what a developmental disability is.          7.2 Distinguish characteristics between the common types of developmental disabilities.          7.3 Identify the various testing and screening procedures amongst the common developmental disabilities.          7.4 Explain the statistical information associated with each type of disability.</p>
	<p><b>Course Outcome 8</b></p>	<p><b>Learning Objectives for Course Outcome 8</b></p>
	<p>8. Differentiates between the various types of abuse and reporting avenues.</p>	<p>8.1 Explain the statistics of abuse amongst people with developmental disabilities.          8.2 Contrast between the different types of abuse and neglect.          8.3 Identify the different acts of omission.          8.4 Identify the reasons why abuse may not be reported in the workplace.          8.5 Explain the role of the Ministry Of Community and Social Services and reporting          8.5 Explain the duty and responsibility to report.          8.6 Explain who is a self-advocate and their role.</p>
	<p><b>Course Outcome 9</b></p>	<p><b>Learning Objectives for Course Outcome 9</b></p>
	<p>9. Distinguish between the different health issues that arise in a person with a developmental disability due to aging and their impact.</p>	<p>9.1 Discuss the common medical conditions that are seen with aging in this vulnerable population.          9.2 Explain some of the health care disparities seen in this vulnerable population.          9.3 Explain some of the issues over their lifespan that impacts current health care for this vulnerable population.          9.4 Discuss the approach to assessing change and the impact of age related change to the body.          9.5 Discuss some of the nutritional concerns that affect the person with a developmental disability.          9.6 Explain strategies that can promote nutritional health and optimal quality of life.          9.7 Discuss changes that affect mobility with aging.          9.8 Explain how to assess mobility loss and reduce further loss and safety risks.          9.9 Discuss what contributes to polypharmacy and best practices to prevent this.</p>

<p><b>Course Outcome 10</b></p> <p>10. Explain other common medical conditions, behavioural and cognitive changes that arise from aging with developmental disabilities.</p>	<p><b>Learning Objectives for Course Outcome 10</b></p> <p>10.1 Explain what other factors could contribute to change in the aging persons function/ skills, memory and behaviour.  10.2 Explain the challenges in identifying and assessing pain in a person with communication challenges.  10.3 Discuss some ways to identify and assess pain with a person who has communication challenges.  10.4 Explain the common conditions that occur in the aging process with people who have Down Syndrome and Cerebral Palsy.  10.5 Discuss how the symptoms of Dementia and Alzheimer’s disease are similar and different.</p>
<p><b>Course Outcome 11</b></p> <p>11. Identify the challenges the health care system presents to people with developmental disabilities and new initiatives to promote quality health care in this vulnerable population.</p>	<p><b>Learning Objectives for Course Outcome 11</b></p> <p>11.1 Identify the primary care initiatives that have been put in place to address the gaps in health care and improve health for people with developmental disabilities.  11.2 Discuss the primary care guidelines and approaches to care, physical and mental health in supporting a person with a developmental disability.  11.3 Discuss the primary care physical health guidelines and mental health guidelines in providing care to a person with a developmental disability.  11.4 Discuss educational materials that are helpful for the primary health care provider to use in providing effective care for people with a developmental disability.  11.5 Assess situations in the health care visit where procedures and approaches will need to be adapted and responded to effectively.  11.6 Determine which educational tools would be effective in health teaching for people supported.  11.7 Describe educational tools that can be used by the Primary Health Care Provider.</p>
<p><b>Course Outcome 12</b></p> <p>12. Explain the concept of Quality Assurance Measures and how the different measures are used to support people with developmental disabilities.</p>	<p><b>Learning Objectives for Course Outcome 12</b></p> <p>12.1 Explain what the Regulation means and who it applies to.  12.2 Explain the main expectation with respect to promoting social inclusion, individual choice, independence and rights.  12.3 Discuss the necessary elements required in Individual Support Plans.  12.4 Discuss the requirements organizations need to incorporate into their policies and procedures around abuse.  12.5 Discuss requirements organizations must have with respect to confidentiality, privacy and service records.  12.6 Discuss the requirements necessary to keep people and their personal belongings safe in agency owned or operated places.  12.7 Explain the requirements the agency must incorporate into their Behaviour Support Plans and Behaviour Intervention Strategies.</p>
<p><b>Course Outcome 13</b></p>	<p><b>Learning Objectives for Course Outcome 13</b></p>

	<p>13. Apply the health requirements of the Ministry Compliance Indicators, including Individual Support Plans and goals when supporting people with developmental disabilities in an organizational setting.</p>	<p>13.1 Discuss the purpose and process of the Ministry Compliance Inspection.  13.2 Discuss the different areas that are required to be inspected of an organization by the Ministry.  13.3 Discuss important Health Indicators for people supported that are required compliance in an organization.  13.4 Explain each Health Indicator and what the expectation is in that area.  13.5 Discuss the purpose of an Individual Support Plan.  13.6 Explain the different areas of the Individual Support Plan.  13.7 Determine questions that would be asked in a planning interview to extract relevant information in the planning areas.  13.8 Discuss what a goal is and the steps in making a goal.  13.9 Explain how to assist a person supported in making goals for their Individual Support Plan.</p>
--	---	---

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Final Exam	45%
Participation	5%
Quizzes and Assignments	50%

**Date:** May 30, 2022

**Addendum:** Please refer to the course outline addendum on the Learning Management System for further information.