



## COURSE OUTLINE: PSW0121 - HLTH PROMO/CHALLENGE I

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<b>Course Code: Title</b>	PSW0121: HEALTH PROMOT./HEALTH CHALLENGES I- CICE
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Academic Year:</b>	2022-2023
<b>Course Description:</b>	This course will expose the CICE students, with the assistance of a learning specialist, to the theoretical concepts of health promotion, health practices, human needs, and growth and development throughout the lifespan. The understanding of these concepts will provide the learner with knowledge to provide optimum support for clients based on the client's unique needs. An introduction to caring for individuals and families experiencing ongoing health challenges is included in the course with emphasis on vision, hearing, mobility, and aphasia.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	42
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>This course is a pre-requisite for:</b>	PSW0131
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1120 - COMMUNITY INTEGRATN</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	VLO 1 Integrate fully in academic, social and community activities.
<b>Essential Employability Skills (EES) addressed in this course:</b>	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. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 4 Apply a systematic approach to solve problems. EES 5 Use a variety of thinking skills to anticipate and solve problems. EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others. EES 9 Interact with others in groups or teams that contribute to effective working



relationships and the achievement of goals.

EES 10 Manage the use of time and other resources to complete projects.

EES 11 Take responsibility for ones own actions, decisions, and consequences.

**Course Evaluation:**

Passing Grade: 60%,

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

**Books and Required Resources:**

Mosby`s Canadian Textbook for the Support Worker (w/ workbook) by Sorrentino  
Publisher: Mosby, Incorporated Edition: 5th  
ISBN: 9780323832038  
This text is also used in PSW120 and PSW123

Mosby`s Canadian Textbook for the Support Worker by Sorrentino  
Publisher: Elsevier Edition: 5th  
ISBN: 9780323709392

Mosby`s Canadian Textbook for the Support Worker (workbook) by Sorrentino  
Publisher: Elsevier Edition: 5th  
ISBN: 9780323711630

**Course Outcomes and Learning Objectives:**

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Provide client-directed care that is based on ethical principles, sensitive to diverse and family values, beliefs and needs, and which follows the direction of the plan of care/service plan.	1.1 Treat each client as an individual possessing a unique personality, interests and abilities and having physical, intellectual, emotional, spiritual, social, sexual and cultural needs. 1.2 Demonstrate accountability for own learning, personal enhancement, and professional growth in the personal support worker role. 1.3 Differentiate between race, ethnicity, and culture. 1.4 Identify factors that can influence culture and how a personal support worker can provide culturally sensitive care. 1.5 Describe the effect that culture can have on attitudes, behaviors, perceptions, communication, and personal care requirements. 1.6 Respect client`s right to privacy, independence and to be treated with dignity regardless of client`s abilities. 1.7 Discuss the impact of one`s own values and identify factors that can influence culture/spiritual needs and how a personal support worker can provide culturally sensitive care. 1.8 Discuss the impact of personal behaviors that may be seen as discriminatory and take measures to eliminate/modify these behaviors.
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Establish and maintain helping relationships with	2.1 Identify basic principles to develop professional helping relationships.



	<p>clients and their families reflecting open communication, professional boundaries, and employer's policies and adhering to confidentiality and privacy legislation.</p>	<p>2.2 Use a positive and caring attitude, empathy, respect, and sensitivity to diversity when interacting with clients and their families.</p> <p>2.3 Identify how verbal and non-verbal communication may be shaped by cultural practices.</p> <p>2.4 Use and adapt communication skills with clients with diverse needs, their families and support systems.</p> <p>2.5 Identify how one's own non-verbal communication may be interpreted by others.</p> <p>2.6 Examine one's own attitudes, beliefs and biases as they impact communication.</p> <p>2.7 Describe techniques such as non-verbal communication, active listening, clarifying and giving clear feedback, and technical communications aids they may utilize.</p> <p>2.8 Identify the influence that communication disorders and sensory deficits have on the clients' abilities to interact with their environment.</p> <p>2.9 Adapt communication to address the needs of clients with altered sensory abilities including vision, hearing, speech and language problems.</p> <p>2.10 Describe aphasia, speech, and language disorders that affect communication with clients.</p> <p>2.11 Describe disorders/conditions that affect the senses of vision and hearing</p>
	<p><b>Course Outcome 3</b></p>	<p><b>Learning Objectives for Course Outcome 3</b></p>
	<p>3. Assist clients across the lifespan with routine activities of daily living by applying basic knowledge of growth and development, common alterations in functioning, disease prevention and health promotion.</p>	<p>3.1 Explain concepts and implement practices to promote health and well-being.</p> <p>3.2 Describe the role and responsibilities that the care /service team, including personal support workers, have in providing optimum support and care for clients.</p> <p>3.3 Acquire knowledge regarding routine activities of daily living, normal aging changes in function and normal responses throughout the lifespan.</p> <p>3.4 Explain the process of growth and development across the lifespan.</p> <p>3.5 Describe the physical, emotional, and social changes associated with the normal aging process.</p> <p>3.6 Explain the principles of growth and development.</p> <p>3.7 Identify the tasks and typical growth and development for each age group.</p> <p>3.8 Describe the typical issues and related holistic changes when caring for older adults.</p> <p>3.9 Identify actions that a personal support worker can implement to promote safe and competent care for diverse clients who are at various stages throughout the lifespan.</p> <p>3.10 Describe the common responses and effects of illness and disability.</p> <p>3.11 Identify the signs and symptoms of illness in infants and children.</p> <p>3.12 Explain the effects of developmental disabilities for the</p>

	client and family.
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. 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.	4.1 Explain and respect the individual's definition of family structure and identity. 4.2 Discuss diverse cultural norms and patterns within contemporary families. 4.3 Identify and discuss traditional and non-traditional healing practices within families. 4.4 Identify and respect the roles, rights and responsibilities of individuals, families and their significant others. 4.5 Describe factors that might affect clients and/or their family member's acceptance of support and respond to those factors in light of the personal support worker role. 4.6 Discuss the personal support worker's role to maintain professional boundaries with the family. 4.7 Describe common conditions associated with family care giving including caregiver strain and/or altered family roles.
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
5. Identify relevant client information using learned observation and communication skills and report and document findings in accordance with the requirements of employer policies and procedures and all applicable legislation.	5.1 Observe and report relevant client's information e.g., changes in client's status and/or service to appropriate members of the inter-professional team. 5.2 Identify signs, symptoms and responses that clients may experience that may manifest in ongoing health conditions. 5.3 Define the terms comfort and pain. 5.4 Identify the measures to maintain comfort, relieve pain, and promote rest and sleep. 5.5 Describe the processes and interventions to promote well-being during admission, transfer, and discharge procedures.

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Reflections	10%
Test #1	30%
Test #2	30%
Test #3	30%

**CICE Modifications:**

**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.



**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**C. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:** September 23, 2022

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



 information.

