



## COURSE OUTLINE: PSW121 - HLTH PROMO/CHALEN. I

Prepared: Esther Jussila Gold R.N.

Approved: Bob Chapman, Chair, Health

<b>Course Code: Title</b>	PSW121: HEALTH PROMOTION & HEALTH CHALLENGES I
<b>Program Number: Name</b>	3027: PERSONAL SUPPORT WKR
<b>Department:</b>	PERSONAL SUPPORT WORKER
<b>Academic Year:</b>	2022-2023
<b>Course Description:</b>	This course will expose the learner 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>	PSW131
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>3027 - PERSONAL SUPPORT WKR</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	VLO 4 Provide client-centred and client-directed care that is based on ethical* principles, sensitive to diverse client and family values, beliefs and needs, and which follows the direction of the plan of care/service plan.
	VLO 5 Establish and maintain helping relationships with clients and their families reflecting open communication, professional boundaries, employer's policies and adhering to confidentiality and privacy legislation.
	VLO 6 Identify relevant client information using basic assessment and communication skills and report and document findings in accordance with the requirements of employer policies and procedures and all applicable legislation.
	VLO 8 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, health promotion and maintenance, rehabilitation and restorative care.
	VLO 11 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.
	VLO 12 Identify and report situations of neglect, and potential, alleged or witnessed/actual incidents of abuse, and respond in accordance with all applicable legislation and employer's policies and procedures.



	VLO 14 Use identified approaches and best practices to support positive and safe behaviour in clients experiencing cognitive impairment, mental health challenges and/or responsive behaviours.				
<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 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 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</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: 60%,</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>				
<b>Books and Required Resources:</b>	<p>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</p> <p>Mosby`s Canadian Textbook for the Support Worker by Sorrentino  Publisher: Elsevier Edition: 5th  ISBN: 9780323709392</p> <p>Mosby`s Canadian Textbook for the Support Worker (workbook) by Sorrentino  Publisher: Elsevier Edition: 5th  ISBN: 9780323711630</p>				
<b>Course Outcomes and Learning Objectives:</b>	<table border="1"> <thead> <tr> <th data-bbox="505 1182 802 1211"><b>Course Outcome 1</b></th> <th data-bbox="802 1182 1450 1211"><b>Learning Objectives for Course Outcome 1</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="505 1220 802 1444">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.</td> <td data-bbox="802 1220 1450 1444"> 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 </td> </tr> </tbody> </table>	<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
<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				

	<p>personal support worker can provide culturally sensitive care.</p> <p>1.5 Describe the effect that culture can have on attitudes, behaviors, perceptions, communication, and personal care requirements.</p> <p>1.6 Respect client's right to privacy, independence and to be treated with dignity regardless of client's abilities.</p> <p>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.</p> <p>1.8 Discuss the impact of personal behaviors that may be seen as discriminatory and take measures to eliminate/modify these behaviors.</p>
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
<p>2. Establish and maintain helping relationships with clients and their families reflecting open communication, professional boundaries, and employer's policies and adhering to confidentiality and privacy legislation.</p>	<p>2.1 Identify basic principles to develop professional helping relationships.</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>
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
<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 client and family.</p>
	<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
	<p>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.</p>	<p>4.1 Explain and respect the individual's definition of family structure and identity.</p> <p>4.2 Discuss diverse cultural norms and patterns within contemporary families.</p> <p>4.3 Identify and discuss traditional and non-traditional healing practices within families.</p> <p>4.4 Identify and respect the roles, rights and responsibilities of individuals, families and their significant others.</p> <p>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.</p> <p>4.6 Discuss the personal support worker's role to maintain professional boundaries with the family.</p> <p>4.7 Describe common conditions associated with family care giving including caregiver strain and/or or altered family roles.</p>
	<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
	<p>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.</p>	<p>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.</p> <p>5.2 Identify signs, symptoms and responses that clients may experience that may manifest in ongoing health conditions.</p> <p>5.3 Define the terms comfort and pain.</p> <p>5.4 Identify the measures to maintain comfort, relieve pain, and promote rest and sleep.</p> <p>5.5 Describe the processes and interventions to promote well-being during admission, transfer, and discharge procedures.</p>

**Evaluation Process and Grading System:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>
Reflections	10%
Test #1	30%

	Test #2	30%
	Test #3	30%

**Date:** September 7, 2022

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