



COURSE OUTLINE: PSW142 - HLTH PRMO & CHALL I

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Approved: Bob Chapman, Chair, Health

Course Code: Title	PSW142: HEALTH PROMOTION AND CHALLENGES I
Program Number: Name	3027: PERSONAL SUPPORT WKR 3070: PER/DEV SUPPORT SERV
Department:	PERSONAL SUPPORT WORKER
Academic Year:	2023-2024
Course Description:	This course will expose the learner to the theoretical concepts of health promotion, health practices, human needs, and growth and development throughout the lifespan. These concepts will provide the knowledge to allow learners to support clients based on their unique needs as well as caring for individuals and families experiencing ongoing health challenges. A focus on developing therapeutic relationships during care delivery is emphasized.
Total Credits:	3
Hours/Week:	3
Total Hours:	42
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
This course is a pre-requisite for:	PSW152
Vocational Learning Outcomes (VLO's) addressed in this course:	3027 - PERSONAL SUPPORT WKR
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 4 Provide person-centred care, based on ethical principles, sensitive to diverse personal and family values, beliefs, cultural practices and other needs, which follows the plan of care.
	VLO 5 Establish and maintain therapeutic relationships with clients and their families using effective communication skills to build a genuine, trusting, and respectful partnership, in accordance with professional boundaries, employer policies, confidentiality, and privacy legislation.
	VLO 6 Identify relevant client information within the roles and responsibilities of the personal support worker using observation, critical thinking, and effective communication skills to report and document findings.
	VLO 8 Assist clients across the lifespan with activities of daily living by applying fundamental knowledge of growth and development, psychological concepts, common alterations in functioning, health promotion, disease prevention, rehabilitation and restorative care, and holistic health care.
	VLO 11 Assist and support clients who are caregivers, considering individual and family choices, professional boundaries and the direction of the plan of care.
	VLO 12 Identify, respond to and report potential, alleged, suspected or witnessed situations of abuse, and/or neglect, as required by all applicable legislation, including the Retirement Homes Act, 2010 and the Long-Term Care Homes Act, 2007, and as



required within the employers' job description for the personal support workers.

- VLO 14 Provide client-centered and client-directed care to individuals experiencing various mental health illness and challenges, cognitive and intellectual impairments, and/or responsive behaviours by using supportive approaches and evidence-based practices to promote positive and safe behaviours in clients.

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- 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 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 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 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 knowledge of growth and development, common alterations in functioning, disease prevention, health promotion and maintenance, rehabilitation and restorative care.
- 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.

Essential Employability Skills (EES) addressed in this course:

- 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 one's own actions, decisions, and consequences.

Course Evaluation:

Passing Grade: 60%, C

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:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Provide person-centred care, based on ethical principles, sensitive to diverse personal and family values, beliefs, cultural practices and other needs, which follows the plan of care.	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 Differentiate between dependence, independence and interdependence. 1.3 Identify the understanding that clients have a variety of life experiences and methods of meeting needs that are unique to the individual. 1.4 Respect the client’s right to privacy, independence and to be treated with dignity regardless of client’s abilities. 1.5 Describe the concept of holism and how it affects the role of the support worker. 1.6 Describe the dimensions and determinants of health care including personal factors that can influence health.
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Establish and maintain therapeutic relationships with clients and their families using effective communication skills to build a genuine, trusting, and respectful partnership, in accordance with professional boundaries, employer policies, confidentiality, and privacy legislation.	2.1 Identify basic principles to develop professional helping relationships. 2.2 Describe the concept of therapeutic relationships and identify how these relationships establish and maintain the client-personal support worker roles. 2.3 Describe and discuss the importance of professional boundaries within helping relationships. 2.4 Identify and describe behaviors associated with appropriate client/personal support worker and family/personal support worker boundaries. 2.5 Ensure that personal activities and needs do not interfere with judgment and performance as a personal support worker. 2.6 Use a positive and caring attitude, empathy, respect, and sensitivity to diversity when interacting with clients and their families. 2.7 Use clear professional vocabulary when communicating with clients and their families and use interpersonal communication strategies to ensure comprehension. 2.8 Identify how verbal and non-verbal communication may be shaped by cultural practices.



		<p>2.9 Use and adapt communication skills with clients with diverse needs, their families and support systems.</p> <p>2.10 Identify how one's own non-verbal communication may be interpreted by others.</p> <p>2.11 Examine one's own attitudes, beliefs and biases as they impact communication.</p> <p>2.12 Describe techniques such as non-verbal communication, active listening, clarifying and giving clear feedback, and technical communications aids they may utilize.</p> <p>2.13 Identify the influence that communication disorders and sensory deficits have on the clients' abilities to interact with their environment.</p> <p>2.14 Adapt communication to address the needs of clients with altered sensory abilities including vision, hearing, speech and language problems.</p> <p>2.15 Describe aphasia, speech, and language disorders that affect communication with clients.</p> <p>2.16 Describe disorders/conditions that affect the senses of vision and hearing</p>
	<p>Course Outcome 3</p>	<p>Learning Objectives for Course Outcome 3</p>
	<p>3. Assist clients across the lifespan with activities of daily living by applying fundamental knowledge of growth and development, psychological concepts, common alterations in functioning, health promotion, disease prevention, rehabilitation and restorative care, and holistic health care.</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> <p>3.13 Identify guidelines for supporting challenging children and common reasons for absences from school.</p> <p>3.14 Identify the role of the support worker when caring for infants and the young.</p> <p>3.15 Explain ways to assist children to meet nutritional needs.</p>

	Course Outcome 4	Learning Objectives for Course Outcome 4
	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 or altered family roles.
	Course Outcome 5	Learning Objectives for Course Outcome 5
	5. Identify relevant client information within the roles and responsibilities of the personal support worker using observation, critical thinking, and effective communication skills to report and document findings.	5.1 Review client's relevant information e.g., changes in client's status and/or the different kinds of services the client receives, and report to appropriate members of the interprofessional 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.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Reflections (4 at 2.5% weight each)	10%
Test #1	30%
Test #2	30%
Test #3	30%

Date:

June 22, 2023

Addendum:

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

