



**I. COURSE DESCRIPTION:**

This course will introduce the learner to the theoretical concepts of health promotion, health practices, human needs, and growth and development throughout the lifespan. Understanding of these concepts will provide the learner with knowledge to develop helping relationships, provide culturally-sensitive care, and provide optimum support for clients based on the client's unique needs. An introduction to caring for individuals and families who are experiencing ongoing health challenges is included in the course with emphasis on vision, hearing, and aphasia.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Act within the personal support worker role, under supervision and by following care/service plans and established policies and procedures.

Potential Elements of the Performance:

- Explain and implement practices to promote own health and well-being.
- Describe common family patterns and the role of the personal support worker in assisting the family.
- Demonstrate accountability for own learning, personal enhancement, and professional growth in the personal support worker role.

2. Participate as a member of care/service teams in both community and institutional settings.

Potential Elements of the Performance:

- Describe the role and responsibilities that the care/service team, including personal support workers, have in providing optimum support and care for clients.
- Differentiate between race, ethnicity, and culture.
- Identify factors that can influence culture and how a personal support worker can provide culturally sensitive care.
- Describe the effect that culture can have on attitudes, behaviours, perceptions, communication, and personal care requirements.

3. Use, under supervision, basic knowledge, care/service plans, and established policies and procedures.

Potential Elements of the Performance:

- Identify the basic needs of all individuals.
- Explain the process of growth and development across the lifespan.
- Describe the physical, emotional, and social changes associated with the normal aging process.

4. Provide client-centered and client-directed care under supervision and by following care/service plans and established policies and procedures in both community and institutional settings.

Potential Elements of the Performance:

- 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.
  - Describe the role of the personal support worker in providing care for mothers and families with infants and children.
  - List the physical and emotional changes a new mother may experience.
  - Identify the signs and symptoms of postpartum complications.
  - Identify the signs and symptoms of illness in infants and children.
  - Explain the measures a personal support worker would implement to maintain the safety of an infant.
  - Describe breastfeeding and bottle-feeding techniques and weighing infants.
  - Explain how to bathe, burp, diaper, provide cord care, and perform circumcision care.
  - Identify causes and areas of function that may be limited by developmental disabilities.
  - Explain the affects of developmental disabilities for the client and family.
5. Make, collect, and report to the supervisor relevant observations in an ongoing and timely manner and record this information promptly.

Potential Elements of the Performance:

- Identify signs, symptoms and responses that clients may experience that may manifest in ongoing health conditions.
  - Identify potential observations and reportable changes that may occur in a client's usual condition, health state, situation and/or routine activities of daily living.
6. Support the client's personal care requirements by following care/service plans and established policies and procedures.

Potential Elements of the Performance:

- Describe holistic care and the role and responsibilities of the personal worker in achieving goals of holistic care.
- Identify concepts of health and wellness.
- Describe the common responses and effects of illness and disability.
- Explain the principles of growth and development.
- Identify the tasks and typical growth and development for each age group.
- Describe the typical issues and related holistic changes when caring for older adults.

7. Communicate effectively and appropriately using oral, written, and nonverbal methods.

Potential Elements of the Performance:

- Identify basic principles to develop professional helping relationships.
  - Explain the influence that communication disorders and sensory deficits have on the client's ability to interact with their environment.
  - Describe aphasia, speech, and language disorders that affect communication with clients.
  - Identify techniques to communicate with clients who have language disorders.
  - Describe disorders that affect the senses of vision and hearing.
  - Identify techniques and aids for clients who have visual and hearing disorders.
8. Assist in the promotion and maintenance of a safe and comfortable environment for clients, their families, self, and others.

Potential Elements of the Performance:

- Define the terms comfort and pain.
- Identify the measures to maintain comfort, relieve pain, and promote rest and sleep.
- Describe the processes and interventions to promote well-being during admission, transfer, and discharge procedures.

**III. TOPICS:**

1. Health and wellness
2. Personal fitness
3. Illness and disability
4. Working with clients and families
5. Maslow's hierarchy of needs
6. Erikson's developmental stages
7. Growth and development
8. Optimum support
9. Comfort in the environment
10. Aging process
11. Care of mothers, infants, and children
12. Language and sensory disorders
13. Developmental disabilities

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Sorrentino, S. (2004). *Mosby's Canadian textbook for the personal support worker*. (1<sup>st</sup> Canadian ed.). Elsevier Mosby.

Goodacre, R., Kelly, R. (2004). *Workbook to accompany Mosby's Canadian textbook for the personal support worker*. (rev. ed.) Elsevier Mosby.

Chapter 4	Health, Wellness, Illness, and Disability
Chapter 6	Working with Clients and their Families
Chapter 11	Caring about Culture
Chapter 14	Growth and Development
Chapter 15	Caring for Older Adults
Chapter 20	The Client's Environment: Promoting Well-being, Comfort, and Rest
Chapter 35	Speech and Language Disorders
Chapter 36	Hearing and Vision Problems
Chapter 37	Caring for Mothers, Infants, and Children
Chapter 38	Developmental Disabilities

**V. EVALUATION PROCESS/GRADING SYSTEM:**

- 3 tests (25% each) 75%
- Attendance 10%
- Assignment 15%

**Students who are absent for more than the equivalent of two (2) classes will not receive the 10% attendance mark.**

**A minimum of a "C" grade is required to be successful in all PSW coded courses.**

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	

S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## VI. SPECIAL NOTES:

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

### Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

### Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

### Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.