

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

<b>COURSE TITLE:</b>	Health Promotion and Health Challenges I		
<b>CODE NO. :</b>	PSW121	<b>SEMESTER:</b>	1
<b>PROGRAM:</b>	Personal Support Worker		
<b>AUTHOR:</b>	Viki Nolan		
<b>DATE:</b>	May 2015	<b>PREVIOUS OUTLINE DATED:</b>	Sept. 2014
<b>APPROVED:</b>	<i>"Marilyn King"</i>		<i>Aug. 2015</i>
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	<b>CHAIR, HEALTH PROGRAMS</b>		<b>DATE</b>
<b>TOTAL CREDITS:</b>	3		
<b>PREREQUISITE(S):</b>	None		
<b>HOURS/WEEK:</b>	3		

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*For additional information, please contact the Chair, Health Programs*  
*School of Health, Wellness and Continuing Education*  
*(705) 759-2554, Ext.2689*

**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. Provide client-centered 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.

Potential Elements of the Performance:

- Treat each client as an individual possessing a unique personality, interests and abilities and having physical, intellectual, emotional, spiritual, social, sexual and cultural needs.
- Demonstrate accountability for own learning, personal enhancement, and professional growth in the personal support worker role.
- 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, behaviors, perceptions, communication, and personal care requirements.
- Respect clients' right to privacy, independence and to be treated with dignity regardless of clients' abilities.
- 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.
- Discuss the impact of personal behaviors that may be seen as discriminatory and take measures to eliminate/modify these behaviors.

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.

Potential Elements of the Performance:

- Identify basic principles to develop professional helping relationships.
- Use a positive and caring attitude, empathy, respect, and sensitivity to diversity when interacting with clients and their families.

- Identify how verbal and non-verbal communication may be shaped by cultural practices.
- Use and adapt communication skills with clients with diverse needs, their families and support systems.
- Identify how one's own non-verbal communication may be interpreted by others.
- Examine one's own attitudes, beliefs and biases as they impact communication.
- Describe techniques such as non-verbal communication, active listening, clarifying and giving clear feedback, and technical communications aids they may utilize.
- Identify the influence that communication disorders and sensory deficits have on the clients' abilities to interact with their environment.
- Adapt communication to address the needs of clients with altered sensory abilities including vision, hearing, speech and language problems.
- Describe aphasia, speech, and language disorders that affect communication with clients.
- Describe disorders/conditions that affect the senses of vision and hearing.

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.

Potential Elements of the Performance:

- Explain concepts and implement practices to promote health and well-being.
- Describe the role and responsibilities that the care /service team, including personal support workers, have in providing optimum support and care for clients.
- Acquire knowledge regarding routine activities of daily living, normal aging changes in function and normal responses throughout the lifespan.
- Explain the process of growth and development across the lifespan.
- Describe the physical, emotional, and social changes associated with the normal aging process.
- Explain the principles of growth and development.
- Identify the tasks and typical growth and development for each age group.
- Identify the role of the personal support worker in providing support to the family with children.
- Discuss the care of children including bathing, diapering and supporting nutrition.
- Describe the typical issues and related holistic changes when caring for older adults.
- 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 common responses and effects of illness and disability.
- Identify the signs and symptoms of illness in infants and children.
- Identify causes and areas of function that may be limited by developmental disabilities.
- Explain the effects of developmental disabilities for the client and family.

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.

Potential Elements of the Performance:

- Explain and respect the individual's definition of family structure and identity.
  - Discuss diverse cultural norms and patterns within contemporary families.
  - Identify and discuss traditional and non-traditional healing practices within families.
  - Identify and respect the roles, rights and responsibilities of individuals, families and their significant others.
  - 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.
  - Discuss the personal support worker's role to maintain professional boundaries with the family.
  - Describe common conditions associated with family caregiving including caregiver strain and/or or altered family roles.
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.

Potential Elements of the Performance

- Observe and report relevant clients' information e.g., changes in clients' status and/or service to appropriate members of the interprofessional team.
- Identify signs, symptoms and responses that clients may experience that may manifest in ongoing health conditions.
- 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. Illness and disability
3. Working with clients and families
4. Maslow's hierarchy of needs
5. Erikson's developmental stages
6. Growth and development
7. Optimum support
8. Comfort in the environment
9. Aging process
10. Care of infants and children
11. Language and sensory disorders
12. Developmental disabilities

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

Sorrentino, S. et al (2013). *Mosby's Canadian textbook for the personal support worker*. (3rd Canadian ed.). Elsevier Mosby.

Kelly, T. R., Sorrentino, S. et al (2013). *Workbook to accompany Mosby's Canadian textbook for the personal support worker*. (3<sup>rd</sup> Canadian ed. – Revised reprint). Elsevier Mosby.

Sault College LMS

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

- 4 tests (25% each)                      100%

**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:

<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	
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.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

**VI. SPECIAL NOTES:**

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Supplemental Exam:

Supplemental exams may be available to students who fall between 56-59% and have attended 80% of classes along with written the four tests.

Extenuating Circumstances (Test Absence)

If there is absence from a test due to extenuating circumstances, upon professor's approval, alternate arrangements may be available. As per individual consideration, student may be granted a maximum of a passing grade for the missed test.

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.