

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: INTRODUCTION TO HEALTH & HUMAN SERVICES  
CODE NO: GER 121 SEMESTER: II  
PROGRAMME: COMMUNITY GERONTOLOGY  
AUTHOR: NANCY MCCLELLAND  
DATE: JAN/95 PREVIOUS OUTLINE DATED: \_\_\_\_\_



APPROVED: *Nancy McClelland* *Nov 23/94*  
Dean Date

INTRODUCTION TO HEALTH & HUMAN SERVICES

GER 121

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Course Name

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Code No.

TOTAL CREDIT HOURS: 45

PREREQUISITE(S): N/A

I. PHILOSOPHY/GOALS:

This course is designed to explore the field of work and career opportunities in the health and human services. Eg: social services and health care services. The varied roles and settings in which health and human service workers function will be studied, with emphasis on the roles of multidisciplinary gerontology worker.

Academic, social and personal experiences commonly encountered by students preparing for health and human service careers will be discussed.

II. STUDENT PERFORMANCE OBJECTIVES:

Upon successful completion of this course, the student will:

- 1) trace the development of health and human services in Canada (philosophical base nature of services and inherent professional values)
- 2) describe the impact of political climate on health and human service delivery.
- 3) discuss health sciences and human service programmes and career opportunities in various agencies in our community.
- 4) investigate career paths associated with the role of sex (CYW, DSW, ECE, L&S, HCA, RPN, RN)
- 5) differentiate between facts and stereotypes about careers in health and human services.
- 6) identify personal characteristics need to be in the helping professions eg: interpersonal skills
- 7) investigate and report academic, social and personal requirements for careers in the health and human services area.
- 8) identify and explain the assessment process workers use, the problem-solving skills required and case management necessary for health and human service workers to help individuals or groups.

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II. STUDENT PERFORMANCE OBJECTIVES Continued . . .

- 9) discover the community as a network of services and the need to network within the community to access services for self or others.
- 10) examine own feelings about pursuing a career in the health and human services.
- 11) propose a plan which will promote success in these fields.

III. TOPICS TO BE COVERED:

Health

1. Define "health"
2. Development of services in Canada
3. Health sciences' careers, career paths and opportunities, programmes of study
4. Health care system
5. Health professionals/associations/organizations
6. Health care agencies in community and Algoma

Human Services

1. Development of services in Canada
2. Human services' careers, career paths and opportunities, programmes of study
3. Human services' professionals/associations/organizations
4. Human services' issues
5. Human services' agencies in community and Algoma

Health & Human Services

1. Impact of political climate on these services
2. Facts/stereotypes about careers in these fields
3. Personal characteristics needed in the helping professions
4. Academic and social requirements for these careers
5. Assessment processes for health and human service workers
6. Problem-solving skills required
7. Case management necessary to help individuals or groups
8. examine feelings about careers in these service areas
9. Develop plan for success in these fields

IV.

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LEARNING ACTIVITIES

REQUIRED RESOURCES

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A. INTRODUCTION TO HEALTH SCIENCES

1. Describe the development of health care delivery in Canada.
2. Review definitions of health. see notes from GER 120
3. Explore individual understanding of health care in Ontario. Canada Health Act
4. Identify Premier's Response to Health Care Planning, 1989.
  - a) directions for health care through the 1990's
5. List Health Care Issues related to seniors and those working with older adults.
6. Identify and describe the most frequently selected health science careers. Career Information Career Directory
  - a) list health science careers eg: HCA, RPN, RN,
  - b) identify job roles for these careers Medical Records Tech,
  - c) describe the educational preparation necessary for these careers Dental Hygienist, diagnostic imaging, etc.
  - d) explore the programmes available to pursue these careers Discuss the nature of these careers with workers/practitioners in this community
  - e) identify possible career opportunities with different skill sets - career laddering
  - f) give examples of work settings associated with these careers
7. Identify professional health care providers: RHPA, 1994
  - 24 registered health professions
  - protected title status
8. Explore various professional associations, interest groups, organizations that provide educational opportunities, career placement and professional growth to these health workers.

IV.	LEARNING ACTIVITIES	REQUIRED RESOURCES
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A. INTRODUCTION TO HEALTH SCIENCES Continued . . .

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| 9. Locate Algoma's health care agencies, explain their services and how seniors would access their programmes. | United Way<br>Community Services<br>Directory |
| 10. Explain how seniors access the health care system presently and the plans for the future.                  |   |

B. INTRODUCTION TO HUMAN SERVICES

1. Describe the evaluation of the social welfare system in Canada, its philosophical base, nature of services and inherent professional values.
2. Explain the importance of human services' organizations, departments, professionals to Canadian citizens' wellbeing.
3. List and discuss Human Services issues related to seniors and those working with older adults.
4. Identify the variety of human service workers available for career choices.
  - a) list human services' careers
  - b) identify job roles for these careers
  - c) describe the educational preparation necessary for these careers
  - d) explore programmes available to pursue these career choices
  - e) identify possible career opportunities in human services with different skill sets - career laddering
  - f) examine work settings associated with these careers
5. Identify professionals within the human services area.

IV.

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LEARNING ACTIVITIES

REQUIRED RESOURCES

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**B. INTRODUCTION TO HUMAN SERVICES Continued . . .**

6. List various professional associations, interest groups, organizations that provide educational opportunities, references and resources information, professional growth to these human service workers.
7. Locate Algoma's human services agencies, explain their services and how seniors would access their programmes.

**C. INTRODUCTION TO HEALTH & HUMAN SERVICES**

1. Describe the impact on the political climate on Health & Human Service delivery.
2. Examine facts and myths, stereotypes affecting students entering into health sciences and human services fields of work.
3. Identify and explain personal characteristics needed by students and practitioners in these fields of study.
4. Discuss academic and social requirements for students in the helping professions.
5. Identify and explain the assessment process, problem-solving and case management skills needed as they relate to Health & Human Service delivery.
6. List and discuss the IPR skills and characteristics that are essential requirements of Health Sciences and Human Services workers.
7. State and discuss the concepts, principles and skills of effective networking within the community.

IV.

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LEARNING ACTIVITIES

REQUIRED RESOURCES

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C. INTRODUCTION TO HEALTH & HUMAN SERVICES Continued . . .

8. Identify personal goals for a career in Health Sciences or Human Services.
9. Examine feelings about careers in Health Sciences & Human Services areas.
  - a) strengths and weaknesses
  - b) appropriate careers for self
  - c) potential problems or difficulties to overcome
10. Prepare a personal plan to convert and mobilize short goals into a manageable plan to be successful in your career.

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V. EVALUATION METHODS: (includes assignments, attendance requirements, etc.)

A combination of tests and assignments will be used to evaluate student achievement of the course objectives. A description of the evaluation methods will be provided and discussed by the teacher within the first two weeks of class.

VI. REQUIRED STUDENT RESOURCES:

1. Human Services: Concepts & Intervention by Mehr, Prentice-Hall Publishing Co.
2. Ministry of Health Booklet on the Health Care System, Queen's Printer

VII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY BOOK SECTION: (title, publisher, edition, date, library call number if applicable)

Chenovert, Melodie. Mosby's Tour Guide to Nursing School, 2nd ed., C.V. Mosby Co., Toronto, 1991

Kerr, Janet and MacPhail, Jannetta. Canadian Nursing Issues and Perspectives, McGraw-Hill Ryerson Ltd., Toronto, 1988

Nursing Professional Journal

United Way Services "Community Services Directory"

College of Nurses, "The Standards of Nursing Practice for Registered Nurses and Registered Nursing Assistants", January, 1990

VIII. SPECIAL NOTES:

Students with special needs (eg: physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.