

I. COURSE DESCRIPTION:

This course will continue to introduce the learner to the holistic care of individuals and families experiencing ongoing physical, cognitive, and mental health challenges. The role of the PSW in rehabilitative and restorative care will be examined along with holistic care of clients with various health conditions.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. 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.

Potential Elements of Performance

- Identify and discuss basic concepts of risk prevention and reduction, health promotion and maintenance.
- Discuss the basic concepts of convalescence, rehabilitative and restorative care, team members, and the modalities that may be used, including physical, occupational and speech therapy.
- Describe cancer, the treatment that client's may require, and the care for clients who have cancer.
- Describe common cardiovascular disease/disorders and the care for clients who have these disorders.
- Describe common respiratory diseases/ disorders and the care for clients who have these disorders.
- Describe common neurological diseases/disorders including acquired brain injury and the care for clients who have these disorders.
- Identify the causes and responses of brain and spinal cord injuries and the care for clients who have these injuries.
- Describe common integumentary disease/disorders and the care for clients who have these disorders.
- Describe common musculoskeletal diseases/disorders and the care for clients who have these disorders.
- Describe the care for clients who have casts, traction, hip fractures, and amputations.
- Describe common endocrine diseases/disorders and the care for clients who have these disorders.
- Describe common digestive diseases/disorders and the care for clients who have these disorders.
- Describe common urinary diseases/disorders and the care for clients who have these disorders.
- Describe common communicable diseases, the care for clients who have these diseases, and the role of the personal support worker in preventing the spread of communicable diseases.
- Describe common diseases/disorders of male and female reproductive systems.

2. Use identified approaches and best practices to support positive and safe behavior in clients experiencing cognitive impairment, mental health challenges and/or responsive behaviors.

Potential Elements of the Performance:

- Identify changes in clients' perception, behavior, memory, judgment, organization, language, and motor skill that may be associated with cognitive impairment, delirium, dementia and/or mental health illness.
 - Identify common misconceptions about cognitive impairment, dementias and mental health illnesses.
 - Identify factors such as illness, fatigue, stress, sensory overload, pain, fear, frustration and depression which can further affect the functioning clients with cognitive impairment, dementias and mental health disorders.
 - Discuss the role of the personal support worker in assisting clients and family members of clients experiencing cognitive impairment, dementia and/or a mental health illness.
 - Discuss the stigma associated with mental illness and addictions, how it may impact clients' self-perception, functioning level and quality of care provided.
 - Identify the treatment, care, intervention and community resources related to mental health illnesses.
 - Discuss the role of the personal support worker in assisting clients experiencing mental illness or substance use/abuse and identify when care and intervention is beyond the role of the personal support worker.
 - Recognize possible indicators of suicidal behavior while identifying personal views about suicide and examine how these views may affect the service provided to clients. Identify, report and record clients' behaviors that are a potential risk to the safety of others.
 - Discuss basic behavioral strategies to de-escalate clients' responsive behaviors as directed by the plan of care/service plan* and in accordance with all applicable legislation.
 - Identify when unexpected client behavior requires immediate response as well as a report to supervisor.
3. 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.

Potential Element of Performance

- Complete regular and ongoing observations of clients' status reporting and recording any relevant information.

III. TOPICS:

1. Cancer
2. Cardiovascular disorders
3. Respiratory disorders
4. Neurological disorders
5. Musculoskeletal disorders
6. Endocrine disorders
7. Digestive disorders
8. Urinary disorders
9. Reproductive System disorders
10. Communicable diseases
11. Rehabilitation and restorative care
12. Mental health disorders
13. Management of health conditions/challenges (physical/mental)
14. Confusion and dementia
15. Integumentary disorders

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Sorrentino, S., Newmaster, R. (2013). *Mosby's Canadian textbook for the personal support worker*. (3rd Canadian ed.). Toronto: Elsevier Mosby.

Sorrentino, S., Wilk, M. J. (2009). *Workbook to accompany Mosby's Canadian textbook for the personal support worker*. (R. Goodacre Ed.). (3rd ed.). Toronto: Elsevier Mosby.

Heart and Stroke Foundation of Canada (2010). *Heart and stroke: Tips & tools for everyday living*. Canada: Heart and Stroke Foundation of Ontario

Community Resources

Sault College LMS

V. EVALUATION PROCESS/GRADING SYSTEM:

4 Tests (20% each) = 80 %

20% For Participation
(Includes one minute paper
written at the end of each lecture.) = 20%
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 will be offered to students who achieve a mark between 56 and 59% and have also attended 80% of classes and written all 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 and D2L form part of this course outline.