COURSE OUTLINE: PSW142 - HLTH PRMO & CHALL I

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Course Code: Title	PSW142: HEALTH PROMOTION AND CHALLENGES I
Program Number: Name	3027: PERSONAL SUPPORT WKR 3071: PERSONAL SUPPORT-DEV
Department:	PERSONAL SUPPORT WORKER
Academic Year:	2025-2026
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: Please refer to program web page for a complete listing of program outcomes where applicable.	**3027 - PERSONAL SUPPORT WKR** 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 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 13 Assist with the provision of holistic health care and advocacy for culturally safe and spiritually sensitive palliative and end-of-life care to clients and to their families and significant others from diagnosis through to death and bereavement, and in accordance with clients' choices and the plan of care. 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 6   Implement personalized care plans to support clients' health and well-being through disease prevention, health promotion, and restorative care across the lifespan.

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 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 ones 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:	Sorrentino`s Canadian Textbook & Workbook for the Support Worker by Wilk Publisher: Mosby, Incorporated Edition: 5th ISBN: 9780323832038 This text is also used in PSW141 and PSW143  Sorrentino`s Canadian Textbook for the Support Worker by Wilk Publisher: Mosby, Incorporated Edition: 5th ISBN: 9780323709392 This text is also used in PSW141 and PSW143 Workbook to Accompany Sorrentino`s Canadian Textbook for the Support Worker by Wilk Publisher: Elsevier HlthSciences Division Edition: 5th

ISBN: 9780323711630
This text is also used in PSW141 and PSW143

	Course Outcome 1	Learning Objectives for Course Outcome 1
Course Outcomes and Learning Objectives:	1. Apply a holistic, client-centered approach that acknowledges each person`s health, culture, and lived experience, while understanding the psychosocial impacts of illness and disability.	1.1 Examine the current concepts of health and wellness. 1.2 Describe the dimensions and determinants of health care including personal factors that can influence health. 1.3 Explain concepts and practices to implement to promote health and well-being in all dimensions of life. 1.4 Discuss the importance of physical, emotional, mental, intellectual, spiritual, recreational, social, sexual and cultural needs of clients and how to apply this information as appropriate to their care. 1.5 Identify the understanding that clients have a variety of life experiences and methods of meeting needs that are unique to the individual. 1.6 Respect the client`s right to privacy, independence and to be treated with dignity regardless of client`s abilities. 1.7 Analyze common psychosocial responses and effects of illness and disability. 1.8 Examine the impact of cultural norms, stigma, and discrimination of clients with illnesses and disabilities.
	Course Outcome 2	**Learning Objectives for Course Outcome 2**
	2. Describe foundational principles of therapeutic relationships and the importance of professional boundaries in promoting client well-being.	2.1 Explain the concept of the therapeutic relationship and its importance to build a genuine, trusting, and respectful partnership. 2.2 Identify and describe the characteristics of the therapeutic relationship. 2.3 Identify how therapeutic relationships establish and maintain the client-personal support worker roles. 2.4 Describe and discuss the importance of professional boundaries within therapeutic relationships. 2.5 Describe and discuss behaviours associated with appropriate client - personal support worker boundaries, and appropriate family - personal support worker boundaries. 2.6 Ensure that the personal support worker`s personal activities and needs do not interfere with judgment anerformance. 2.7 Refrain from sharing with and imposing personal problems, lifestyle and opinions onto clients. 2.8 Differentiate between dependence, independence and interdependence.
	Course Outcome 3	**Learning Objectives for Course Outcome 3**
	3. Demonstrate respectful, adaptive communication with clients, families, and care teams using professional language, interpersonal strategies, and	3.1 Use clear professional vocabulary when communicating with clients and their families and use interpersonal communication strategies to ensure comprehension. 3.2 Identify common barriers to communication and use techniques to minimize their impact in client-personal support worker relationships.

cultural awareness to support understanding and minimize barriers.	3.3 Identify how one`s own non-verbal communication may be interpreted by others. 3.4 Examine one`s own attitudes, beliefs and biases as they impact communication. 3.5 Discuss how ineffective communication patterns can lead to the misuse of power and control by the care provider. 3.6 Describe communication techniques such as identifying clients` perspectives, responding to non-verbal communication, active listening, clarifying and giving clear feedback. 3.7 Discuss methods to adapt communication (e.g. method, pace, tone, vocabulary) to facilitate understanding. 3.8 Discuss methods to adapt communication when children are involved and utilize supports as needed for effective communication (e.g. interpreters, assistive technology). 3.9 Identify how verbal and non-verbal communication may be shaped by cultural practices. 3.10 Identify basic communication aids and techniques to facilitate communication (e.g., sign boards, picture boards, communication cards and computer assisted communication technologies).
Course Outcome 4	**Learning Objectives for Course Outcome 4**
4. Demonstrate understanding of growth and aging to provide safe, respectful, and age-appropriate care across the lifespan.	4.1 Acquire knowledge regarding routine activities of daily living, normal aging changes in function and normal responses throughout the lifespan. 4.2 Explain the process of growth and development across the lifespan. 4.3 Describe the physical, emotional, and social changes associated with the normal aging process. 4.4 Explain Piaget`s stages of cognitive development and Erikson`s developmental stages. 4.5 Identify the tasks and typical growth and development for each age group. 4.6 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.
Course Outcome 5	**Learning Objectives for Course Outcome 5**
5. Discuss supportive care for infants and children, including daily living assistance, developmental support, and family-centered responses to their needs.	5.1 Identify the role of the personal support worker in the provision of support to the family with infants and children. 5.2 Discuss the care of infants and children including assisting with IADLs and ADLs. 5.3 Identify and support basic child development and normal developmental milestones. 5.4 Identify the signs and symptoms of illness in infants and children. 5.5 Identify common reasons for absences from school. 5.6 Identify the principles for supporting a child who displays challenging behaviour. 5.7 List ways to assist an infant or child to meet nutritional needs.
Course Outcome 6	**Learning Objectives for Course Outcome 6**

6. Demonstrate understanding of aging`s physical, emotional, and social effects to provide respectful, dignified care.	6.1 Identify the common related holistic changes when caring for older adults. 6.2 Describe the effects of retirement. 6.3 Describe the changes that occur in the body`s systems during aging and the care required. 6.4 Explain how aging affects sexuality in older adults. 6.5 Explain the effect of ageism on older people.
Course Outcome 7	**Learning Objectives for Course Outcome 7**
7. Examine diverse family structures, including their cultural norms, caregiving dynamics, and the roles and significance of family and friends.	7.1 Explain and respect the client`s definitions of family structure, identity, and the roles and responsibilities of clients, their families and significant others. 7.2 Describe factors that might affect clients` and family members` acceptance of support. 7.3 Identify and discuss traditional and non-traditional healing practices within families. 7.4 Identify and describe diverse family structures, dynamics, cultural norms and patterns within contemporary families. 7.5 Identify the role(s) of family and friends, including the significance of their role to clients. 7.6 Reflect on personal biases about the role of friends and family and identify steps to prevent those biases from negatively impacting work with the clients or the clients` families. 7.7 Discuss the personal support worker`s role to maintain professional boundaries with the client and family. 7.8 Identify potential conflicts between clients, other family members and support workers that may occur, and ways to make an attempt to resolve the issue by using appropriate resources, and reporting to the interprofessional team. 7.9 Describe common challenges associated with family caregiving including caregiver strain and/or altered family roles, and apply this knowledge to interactions with family members.
Course Outcome 8	**Learning Objectives for Course Outcome 8**
8. Understand the impact of communication and sensory impairments on client interaction and demonstrate adaptive strategies to provide individualized care.	8.1 Identify the influence that communication disorders and sensory deficits have on the clients` abilities to interact with their environment. 8.2 Adapt communication to address the needs of clients with altered sensory abilities including vision, hearing, speech and language problems. 8.3 Describe aphasia, speech, and language disorders that affect communication with clients. 8.4 Explain how to care for clients with speech and language impairments. 8.5 Describe disorders/conditions that affect the senses of vision and hearing. 8.6 Explain how to care for clients with vision and hearing impairments.
Course Outcome 9	**Learning Objectives for Course Outcome 9**
9. Identify and explain a	9.1 Recognize and describe common developmental disorders

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	foundational understanding of common developmental disorders and disabilities, their causes, and their impact on individuals and families.	and disabilities-including but not limited to Attention-Deficit/Hyperactivity Disorders (ADHD), Autism Spectrum Disorder, Cerebral Palsy, Down Syndrome, Epilepsy, Fetal Alcohol Spectrum Disorders, Intellectual Disabilities, and Spina Bifida-with an emphasis on their characteristics and underlying causes. 9.2 Discuss how common developmental disorders and disabilities affect mental, social, and physical functioning. 9.3 Discuss the role of the personal support worker in caring for clients with developmental disorders and disabilities and identify when care and intervention is beyond the role of the personal support worker. 9.4 Explain the impact a developmental disorder or disability can have on clients and their families. 9.5 Describe how the symptoms and/or presentation of developmental disorders and disabilities may impact clients` behaviour, personality, self-perception of the world and their interactions with others. 9.6 Describe the benefits of consistency in caregivers and in approach to caregiving tasks for clients to with developmental disorder and disabilities.
	Course Outcome 10	**Learning Objectives for Course Outcome 10**
	10. Understand the individual nature of comfort and pain, and apply non-pharmacological strategies to promote rest, relieve pain, and support overall well-being.	10.1 Recognize that comfort (or pain) is uniquely experienced by each person. 10.2 Describe why comfort, well-being, sleep, and rest are important. 10.3 Describe the various types and the signs and symptoms of pain. 10.4 Identify non-pharmacological care plan measures to maintain comfort, relieve pain, and promote rest and sleep e.g., application of heat and cold, positioning, imagery, meditation/silence, and music to help decrease discomfort.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Activities (3 at 5% weight each)	15%
Assignment	10%
Test #1	25%
Test #2	25%
Test #3	25%

Date: August 13, 2025

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