



## COURSE OUTLINE: PSW152 - HLTH PRMO & CHALL II

Prepared: Susan Armstrong

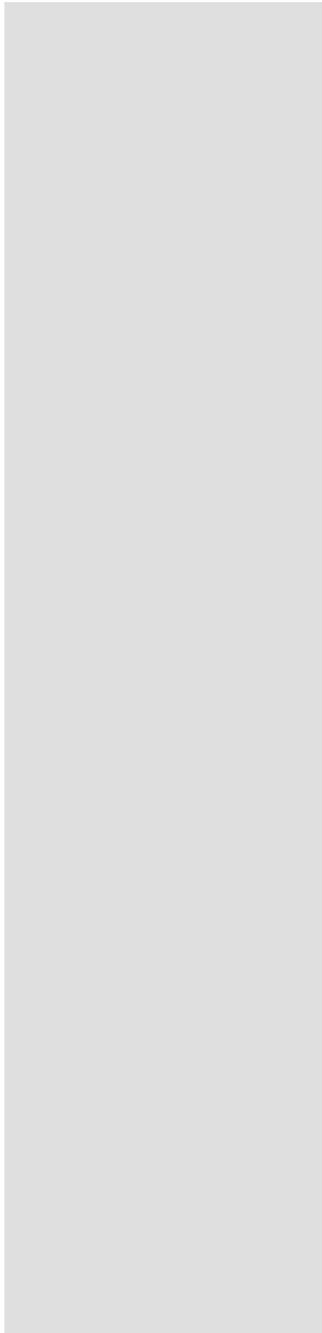
Approved: Rebecca Keown - Dean

<b>Course Code: Title</b>	PSW152: HEALTH PROMOTION AND CHALLENGES II
<b>Program Number: Name</b>	3027: PERSONAL SUPPORT WKR 3071: PERSONAL SUPPORT-DEV
<b>Department:</b>	PERSONAL SUPPORT WORKER
<b>Academic Year:</b>	2025-2026
<b>Course Description:</b>	This course is a continuation of Health Promotion and Challenges I (PSW 142). The learner will explore 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.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	42
<b>Prerequisites:</b>	PSW142
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>This course is a pre-requisite for:</b>	DSS300, DSS301, DSS302, DSS303, DSS304
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<p><b>3027 - PERSONAL SUPPORT WKR</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p><b>3071 - PERSONAL SUPPORT-DEV</b></p> <p>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.</p> <p>VLO 4 Assess, communicate and document relevant client information in accordance with employer's policies and procedures and all applicable legislation within the personal</p>

Please refer to program web page for a complete listing of program outcomes where applicable.



	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.				
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>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.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p>				
<b>Course Evaluation:</b>	<p>Passing Grade: 60%,</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>				
<b>Books and Required Resources:</b>	<p>Sorrentino`s Canadian Textbook &amp; Workbook for the Support Worker by Wilk  Publisher: Mosby, Incorporated Edition: 5th  ISBN: 9780323832038  Used in first semester</p> <p>Medical Terminology: a Short Course by Chabner  Publisher: Elsevier Science &amp; Technology Books Edition: 9th  ISBN: 9780323479912</p> <p>Workbook to Accompany Sorrentino`s Canadian Textbook for the Support Worker by Wilk  Publisher: Elsevier Edition: 5th  ISBN: 9780323711630</p> <p>Sorrentino`s Canadian Textbook for the Support Worker by Wilk  Publisher: Mosby, Incorporated Edition: 5th  ISBN: 9780323709392</p>				
<b>Course Outcomes and Learning Objectives:</b>	<table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Understand how cognitive changes like disorientation, delirium, and dementia affect clients, and explain how to support them safely and respectfully within the personal support worker role.</td> <td> 1.1 Identify signs of change in clients` perception, memory, judgement, organization, language, and motor skills that may be associated with cognitive impairment, disorientation, delirium, and/or dementia and how these effects may vary with severity of the impairment.  1.2 Describe how the symptoms and/or presentation of cognitive impairments, delirium and/or dementia may impact clients` behaviour, personality, self-perception of the world and their interactions with others.  1.3 Identify impairments caused by reversible (treatable) </td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Understand how cognitive changes like disorientation, delirium, and dementia affect clients, and explain how to support them safely and respectfully within the personal support worker role.	1.1 Identify signs of change in clients` perception, memory, judgement, organization, language, and motor skills that may be associated with cognitive impairment, disorientation, delirium, and/or dementia and how these effects may vary with severity of the impairment. 1.2 Describe how the symptoms and/or presentation of cognitive impairments, delirium and/or dementia may impact clients` behaviour, personality, self-perception of the world and their interactions with others. 1.3 Identify impairments caused by reversible (treatable)
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conditions and irreversible (cannot be reversed and have no prevention or cure) conditions.

1.4 Identify factors such as illness, fatigue, stress, sensory overload, pain, fear, frustration and depression which can further affect the functioning of clients with cognitive impairments, delirium and/or dementia.

1.5 Discuss the role of the personal support worker in assisting clients experiencing cognitive impairments, delirium and/or dementia, and identify when care and intervention is beyond the role of the personal support worker.

1.6 Discuss protective and/or responsive behaviours from the clients` and caregivers` perspectives.

1.7 Identify causes and triggers for responsive behaviours including pace of care, illness, fatigue, sensory overload, pain, fear and frustration, and discuss possible solutions.

1.8 Explain strategies to mitigate and/or de-escalate clients` responsive behaviours as directed by the plan of care and in accordance with all applicable legislation.

**Course Outcome 2**

**Learning Objectives for Course Outcome 2**

2. Discuss mental health illness and challenges and the support of clients with mental health challenges using respectful, client-centered care and evidence-based approaches that promote safety and well-being.

2.1 Identify signs of change in clients` perception, memory, judgement, organization, language, behaviour, and motor skills that may be associated with mental health challenges and illnesses, acquired brain injuries including strokes, addictions to substances, gambling or other behaviours and how these effects may vary with severity of the impairment.

2.2 Discuss the challenges related to stress, coping and mental health challenges and illnesses, suicidal behaviour, and substance use.

2.3 Discuss the impact of social media on mental health across the lifespan.

2.4 Recognize how stigma and misconceptions about mental illness can affect the perceptions, functioning, and care experiences of clients, their families, and support workers.

2.5 Discuss the role of the personal support worker in supporting clients experiencing mental health challenges and illnesses, acquired brain injuries including strokes, addictions to substances, gambling or other behaviours and identify when care and intervention is beyond the role of the personal support worker.

2.6 Discuss the impacts of trauma and colonization for Indigenous peoples and communities today, and recognize the relationships between trauma, addictions and mental health issues.

2.7 Identify care, intervention and community resources related to mental health conditions including anxiety and affective disorders.

2.8 Identify resources, supports and strategies that can be used with clients, who are using or addicted to substances.

2.9 Discuss strategies related to overdose management and prevention within the role of the personal support worker.

2.10 Identify behaviours that are a potential risk to the safety of



	<p>others related to substance use and addiction and know what to report and document.</p> <p>2.11 Identify the role that the personal support worker has in the provision of client centered care of an individual exhibiting suicidal ideation and behaviour.</p> <p>2.12 Identify factors which can cause suicidal behaviour or self-harm across the life span.</p> <p>2.13 Describe warning signs and behaviours that might suggest someone is at risk of suicide or of self-harm.</p> <p>2.14 Identify personal views of personal support workers about suicide and examine how these views may affect support provided to clients.</p> <p>2.15 Identify signs of suicidal behaviour and other risks to client safety, including behaviours that are a potential risk to the safety of others, and know when to respond, report, and document appropriately.</p> <p>2.16 Identify community supports and resources for individuals who are exhibiting suicidal behaviour.</p>
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
<p>3. Understand how rehabilitation and restorative care support clients' maximum functional independence, comfort, and overall well-being.</p>	<p>3.1 Define the basic concepts of convalescence, rehabilitative and restorative care and the modalities that may be used, including physical, occupational, recreational and speech therapy to the care of clients.</p> <p>3.2 Explain how rehabilitation involves the whole client.</p> <p>3.3 Explain the family's role in the rehabilitation process.</p> <p>3.4 Identify barriers to clients' functioning (physical, mental, social, emotional or cognitive) and discuss ways to resolve the barriers with the client and members of the interprofessional team.</p> <p>3.5 Recognize factors which can influence the behaviour of clients who require assistance in routine activities of daily living.</p> <p>3.6 Analyze how to assist clients to maximize their ability and minimize the risk of harm, in keeping with clients' preferences and the plan of care.</p> <p>3.7 Explain the role of the rehabilitation team in the rehabilitation process.</p> <p>3.8 Discuss the basic concept of respite care and identify where respite services may be provided.</p>
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
<p>4. Identify common diseases and disorders across body systems and describe how to provide appropriate care and support to affected clients.</p>	<p>4.1 Describe signs, symptoms, and responses that clients may experience with common diseases and disorders of all of the human body systems including the human musculoskeletal system, digestive system, urinary system, integumentary system, reproductive system, cardiovascular system, respiratory system, nervous system, endocrine system, and immune system and the client care required.</p> <p>4.2 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.</p>

4.3 Describe cancer, the treatment that clients may require, and the care for clients who have cancer.  
 4.4 Describe the care for clients who have casts, hip fractures, and amputations.  
 4.5 Identify the causes, definitions and corresponding symptoms of acquired brain injury, including strokes.  
 4.6 Relate the symptoms of acquired brain injury to the function and area of the brain injured, including strokes.  
 4.7 Identify signs of change in behaviour which may be related to acquired brain injuries, including strokes.  
 4.8 Identify clients' needs and right to maintain choices while living with life-limiting/life-threatening illnesses.  
 4.9 Discuss the impact of life-limiting/life-threatening illnesses (e.g. Cancer, Chronic Obstructive Pulmonary Disease (COPD), Multiple Sclerosis (MS), Dementia, Alzheimer's) and the associated patterns of decline and dying on clients, their families and on the personal support worker.  
 4.10 Identify and describe key signs and symptoms of common diseases and disorders that require reporting to a nurse.

**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 15, 2025

**Addendum:**

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

