



COURSE OUTLINE

PSW0131

Prepared: Esther Jussila Gold R.N. Approved: Bob Chapman

Course Code: Title	PSW0131: HELATH PROMOTION/HEALTH CHALLENGES II										
Program Number: Name	1120: COMMUNITY INTEGRATN										
Department:	C.I.C.E.										
Semester/Term:	18S										
Course Description:	This course is a continuation of Health Promotion and Health Challenges I. The learner continues to explore the holistic care of individuals and families experiencing ongoing physical, cognitive and mental health challenges. The role of the PSW in rehabilitative and restorativecare will be examined.										
Total Credits:	3										
Hours/Week:	3										
Total Hours:	45										
Essential Employability Skills (EES):	<p>#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>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#4. Apply a systematic approach to solve problems.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p>										
Course Evaluation:	Passing Grade: 60%,										
Evaluation Process and Grading System:	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>One minute paper/participation</td> <td>20%</td> </tr> <tr> <td>Test #1</td> <td>20%</td> </tr> <tr> <td>Test#2</td> <td>20%</td> </tr> <tr> <td>Test#3</td> <td>20%</td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	One minute paper/participation	20%	Test #1	20%	Test#2	20%	Test#3	20%
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	Test#4 20%
Books and Required Resources:	<p>Mosby’s Canadian Textbook for the Support Worker by Sorrentino, Remmert, Wilk Publisher: Elsevier Edition: Fourth Canadian Edition</p> <p>Workbook to Accompany Mosby’s Canadian Textbook for the Support Worker by Sorrentino, Remmert, Wilk Publisher: Elsevier Edition: Fourth Canadian Edition</p>
Course Outcomes and Learning Objectives:	<p>Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:</p> <p>Course Outcome 1.</p> <p>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.</p> <p>Learning Objectives 1.</p> <p>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.</p>



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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.

Course Outcome 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.

Learning Objectives 2.

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



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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.

Course Outcome 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.

Learning Objectives 3.

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

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual



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clues.

4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

Wednesday, September 6, 2017



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