

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



CICE COURSE OUTLINE

COURSE TITLE: Health Promotion and Health Challenges I

CODE NO. : PSW121 **SEMESTER:** Winter
MODIFIED CODE: PSW0121

PROGRAM: Personal Support Worker

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DATE: Jan. 2012 **PREVIOUS OUTLINE DATED:** Jan. 2011

APPROVED: "Angelique Lemay" Jan. 2012

<i>Dean, School of Community Services and Interdisciplinary Studies</i>	DATE
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TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3

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I. COURSE DESCRIPTION:

This course will introduce the learner to the theoretical concepts of health promotion, health practices, human needs, and growth and development throughout the lifespan. Understanding of these concepts will provide the learner with knowledge to develop helping relationships, provide culturally-sensitive care, and provide optimum support for clients based on the client's unique needs. An introduction to caring for individuals and families who are experiencing on going health challenges is included in the course with emphasis on vision, hearing, and aphasia.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with assistance from a Learning Specialist, will demonstrate a basic ability to:

- 1. Act within the personal support worker role, under supervision and by following care/service plans and established policies and procedures.**

Potential Elements of the Performance:

- Explain and implement practices to promote own health and well-being.
- Describe common family patterns and the role of the personal support worker in assisting the family.
- Demonstrate accountability for own learning, personal enhancement, and professional growth in the personal support worker role.

- 2. Participate as a member of care/service teams in both community and institutional settings.**

Potential Elements of the Performance:

- Describe the role and responsibilities that the care/service team, including personal support workers, have in providing optimum support and care for clients.
- Differentiate between race, ethnicity, and culture.
- Identify factors that can influence culture and how a personal support worker can provide culturally sensitive care.
- Describe the effect that culture can have on attitudes, behaviours, perceptions, communication, and personal care requirements.

3. Use, under supervision, basic knowledge, care/service plans, and established policies and procedures.

Potential Elements of the Performance:

- Identify the basic needs of all individuals.
- Explain the process of growth and development across the lifespan.
- Describe the physical, emotional, and social changes associated with the normal aging process.

4. Provide client-centered and client-directed care under supervision and by following care/service plans and established policies and procedures in both community and institutional settings.

Potential Elements of the Performance:

- 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.
- Describe the role of the personal support worker in providing care for mothers and families with infants and children.
- List the physical and emotional changes a new mother may experience.
- Identify the signs and symptoms of postpartum complications.
- Identify the signs and symptoms of illness in infants and children.
- Explain the measures a personal support worker would implement to maintain the safety of an infant.
- Describe breastfeeding and bottle-feeding techniques, burping and weighing infants.
- Identify causes and areas of function that may be limited by developmental disabilities.
- Explain the affects of developmental disabilities for the client and family.

5. Make, collect, and report to the supervisor relevant observations in an ongoing and timely manner and record this information promptly.

Potential Elements of the Performance:

- Identify signs, symptoms and responses that clients may experience that may manifest in ongoing health conditions.
- Identify potential observations and reportable changes that may occur in a client's usual condition, health state, situation and/or routine activities of daily living.

6. Support the client's personal care requirements by following care/service plans and established policies and procedures.

Potential Elements of the Performance:

- Describe holistic care and the role and responsibilities of the personal worker in achieving goals of holistic care.
- Identify concepts of health and wellness.
- Describe the common responses and effects of illness and disability.
- Explain the principles of growth and development.
- Identify the tasks and typical growth and development for each age group.
- Describe the typical issues and related holistic changes when caring for older adults.

7. Communicate effectively and appropriately using oral, written, and nonverbal methods.

Potential Elements of the Performance:

- Identify basic principles to develop professional helping relationships.
- Explain the influence that communication disorders and sensory deficits have on the client's ability to interact with their environment.
- Describe aphasia, speech, and language disorders that affect communication with clients.
- Identify techniques to communicate with clients who have language disorders.
- Describe disorders that affect the senses of vision and hearing.
- Identify techniques and aids for clients who have visual and hearing disorders.

8. Assist in the promotion and maintenance of a safe and comfortable environment for clients, their families, self, and others.

Potential Elements of the Performance:

- Define the terms comfort and pain.
- Identify the measures to maintain comfort, relieve pain, and promote rest and sleep.
- Describe the processes and interventions to promote well-being during admission, transfer, and discharge procedures.

III. TOPICS:

1. Health and wellness
2. Personal fitness
3. Illness and disability
4. Working with clients and families
5. Maslow's hierarchy of needs
6. Erikson's developmental stages
7. Growth and development
8. Optimum support
9. Comfort in the environment
10. Aging process
11. Care of mothers, infants, and children
12. Language and sensory disorders
13. Developmental disabilities

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Sorrentino, S. et al (2009). *Mosby's Canadian textbook for the personal support worker*. (2nd Canadian ed.). Elsevier Mosby.

Kelly, T. R., Sorrentino, S. et al (2009). *Workbook to accompany Mosby's Canadian textbook for the personal support worker*. (2nd Canadian ed.). Elsevier Mosby.

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| Chapter 4 | Health, Wellness, Illness, and Disability |
| Chapter 6 | Working with Clients and their Families |
| Chapter 12 | Caring about Culture |
| Chapter 15 | Growth and Development |
| Chapter 17 | Caring for Older Adults |
| Chapter 22 | The Client's Environment: Promoting Well-being, Comfort, and Rest |
| Chapter 36 | Speech and Language Disorders |
| Chapter 37 | Hearing and Vision Problems |
| Chapter 38 | Caring for Mothers, Infants, and Children |
| Chapter 39 | Developmental Disabilities |

V. EVALUATION PROCESS/GRADING SYSTEM:

- 4 tests (25% each) 100%

There are no supplementary exams or rewrites in this course.

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%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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.	

NOTE:

Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

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.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

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. 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 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.

B. 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.

C. 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

D. Evaluation:

Is reflective of modified learning outcomes.