

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



CICE COURSE OUTLINE

COURSE TITLE: Health Promotion and Health Challenges 11

CODE NO. : PSW131 **SEMESTER:** Winter
MODIFIED CODE: PSW0131

PROGRAM: Personal Support Worker

AUTHOR: Donna Alexander, Esther Jussila Gold
MODIFIED BY: Sara Trotter, Learning Specialist CICE Program

DATE: Jan. 2013 **PREVIOUS OUTLINE DATED:** Jan. 2012

APPROVED: "Angelique Lemay" Jan. 2013

***Dean, School of Community Services
and Interdisciplinary Studies***

TOTAL CREDITS: 3

PREREQUISITE(S): PSW121/0121

HOURS/WEEK: 3

Copyright ©2013 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact the Dean, School of Community Services and Interdisciplinary Studies
(705) 759-2554, Ext. 2603

I. COURSE DESCRIPTION:

This course will continue to introduce the learner to the holistic care of individuals and families experiencing on going physical, cognitive, and mental health challenges. The role of the PSW in rehabilitative and restorative care will be examined.

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:

- Demonstrate accountability for own learning, personal enhancement, and professional growth in the personal support worker role.
- Identify community and self-help agencies that offer support to clients, who have health challenges, and their families.

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, who have health challenges, and their families.
- Define rehabilitation and restorative care.
- Describe the goals of rehabilitation and how rehabilitation and restorative care involves the whole person.
- Explain the role of the client, family, and the team in the rehabilitation process.

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

Potential Elements of the Performance:

- Describe cancer, the treatment that client's may require, and the care for clients who have cancer.
- Describe common cardiovascular disorders and the care for clients who have these disorders.
- Describe common respiratory disorders and the care for clients

who have these disorders.

- Describe common neurological disorders and the care for clients who have these disorders.
 - Describe common integumentary disorders 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 musculoskeletal 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 disorders and the care for clients who have these disorders.
 - Describe common digestive disorders and the care for clients who have these disorders.
 - Describe common urinary 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.
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 have health challenges.
 - Define confusion, delirium, and dementia.
 - Identify causes of confusion, delirium and dementia and the signs and symptoms that the client may exhibit.
 - Describe the stages of dementia and the care required by clients with dementia.
 - List examples of challenging behaviours, possible causes, and interventions that the personal support worker can use to respond to these behaviours.
 - Describe the effect that caring for clients who have dementia has on family members and caregivers.
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 with 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. Communicate effectively and appropriately using oral, written, and non-verbal methods.

Potential Elements of the Performance:

- Use correct medical terminology to describe responses manifested by clients who have common disorders and conditions.
7. Assist in the promotion and maintenance of a safe and comfortable environment for clients, their families, self, and others.

Potential Elements of the Performance:

- Identify the measures to maintain comfort, relieve pain, and prevent complications that can occur in clients who have health challenges.
 - Describe major mental health disorders and the effects on everyday life for clients and their families.
 - Describe the stigma experienced by people who have mental health disorders.
 - Identify the warning signs for suicide threat and the measures that the personal support worker would implement.
8. Perform the personal support worker role in an ethical manner and within the law.

Potential Elements of the Performance:

- Describe the influence that legislation and ethics has on the role and responsibilities of regulated health professionals and unregulated health care providers with regard to mental health disorders and dementia disorders.

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. Communicable diseases
10. Rehabilitation and restorative care
11. Mental health disorders
12. Management of health conditions/challenges (physical/mental)
13. Confusion and dementia
14. 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.

Chabner, D. (2005). *Medical terminology: A short course*. (6th ed.). Elsevier W.B. Saunders.

Chapter 18 Common Diseases and Conditions
 Chapter 33 Rehabilitation and Restorative Care
 Chapter 34 Mental Health Disorders
 Chapter 35 Confusion and Dementia

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:

Heart and Stroke: Tips & tools for everyday living. This will be independent study portion of course and testing of material will be incorporated in the tests written in class.

- Test #1 25%
- Test #2 25%
- Test #3 25%
- Test #4 25%

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.	

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.

Supplemental Exam:

Supplemental exams will be offered to students who fall between 56-59% and have attended 80% of classes along with written all four tests

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.