

I. COURSE DESCRIPTION:

This course will introduce the CICE student to the theoretical concepts of health promotion, health practices, human needs, and growth and development throughout the lifespan. The CICE student, with assistance from a learning specialist, will acquire basic knowledge relevant to developing helping relationships, providing culturally-sensitive care, and providing optimum support for clients based on the client's unique needs. An introduction to caring for individuals and families who are experiencing ongoing 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 basic ability to:

1. Provide client-centered and client-directed care that is based on ethical principles, sensitive to diverse client and family values, beliefs and needs, and which follows the direction of the plan of care/service plan.

Potential Elements of the Performance:

- Treat each client as an individual possessing a unique personality, interests and abilities and having physical, intellectual, emotional, spiritual, social, sexual and cultural needs.
 - Demonstrate accountability for own learning, personal enhancement, and professional growth in the personal support worker role.
 - 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, behaviors, perceptions, communication, and personal care requirements.
 - Respect clients' right to privacy, independence and to be treated with dignity regardless of clients' abilities.
 - Discuss the impact of one's own values and identify factors that can influence culture/spiritual needs and how a personal support worker can provide culturally sensitive care.
 - Discuss the impact of personal behaviors that may be seen as discriminatory and take measures to eliminate/modify these behaviors.
2. Establish and maintain helping relationships with clients and their families

reflecting open communication, professional boundaries, and employer's policies and adhering to confidentiality and privacy legislation.

Potential Elements of the Performance:

- Identify basic principles to develop professional helping relationships.
- Use a positive and caring attitude, empathy, respect, and sensitivity to diversity when interacting with clients and their families.

- Identify how verbal and non-verbal communication may be shaped by cultural practices.
- Use and adapt communication skills with clients with diverse needs, their families and support systems.
- Identify how one's own non-verbal communication may be interpreted by others.
- Examine one's own attitudes, beliefs and biases as they impact communication.
- Describe techniques such as non-verbal communication, active listening, clarifying and giving clear feedback, and technical communications aids they may utilize.
- Identify the influence that communication disorders and sensory deficits have on the clients' abilities to interact with their environment.
- Adapt communication to address the needs of clients with altered sensory abilities including vision, hearing, speech and language problems.
- Describe aphasia, speech, and language disorders that affect communication with clients.
- Describe disorders/conditions that affect the senses of vision and hearing.

3. 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 and health promotion.

Potential Elements of the Performance:

- Explain concepts and implement practices to promote health and well-being.
- Describe the role and responsibilities that the care /service team, including personal support workers, have in providing optimum support and care for clients.
- Acquire knowledge regarding routine activities of daily living, normal

aging changes in function and normal responses throughout the lifespan.

- Explain the process of growth and development across the lifespan.
 - Describe the physical, emotional, and social changes associated with the normal aging process.
 - Explain the principles of growth and development.
 - Identify the tasks and typical growth and development for each age group.
 - Identify the role of the personal support worker in providing support to the family with children.
 - Discuss the care of children including bathing, diapering and supporting nutrition.
 - Describe the typical issues and related holistic changes when caring for older adults.
 - 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 common responses and effects of illness and disability.
 - Identify the signs and symptoms of illness in infants and children.
 - Identify causes and areas of function that may be limited by developmental disabilities.
 - Explain the effects of developmental disabilities for the client and family.
4. 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.

Potential Elements of the Performance:

- Explain and respect the individual's definition of family structure and identity.
 - Discuss diverse cultural norms and patterns within contemporary families.
 - Identify and discuss traditional and non-traditional healing practices within families.
 - Identify and respect the roles, rights and responsibilities of individuals, families and their significant others.
 - Describe factors that might affect clients and/or their family member's acceptance of support and respond to those factors in light of the personal support worker role.
 - Discuss the personal support worker's role to maintain professional boundaries with the family.
 - Describe common conditions associated with family caregiving including caregiver strain and/or or altered family roles.
5. Identify relevant client information using learned observation and communication skills and report and document findings in accordance with the requirements of employer policies and procedures and all applicable legislation.

Potential Elements of the Performance

- Observe and report relevant clients' information e.g., changes in clients' status and/or service to appropriate members of the interprofessional team.
- Identify signs, symptoms and responses that clients may experience that may manifest in ongoing health conditions.
- 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:

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.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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 may be available to students who fall between 56-59% and have attended 80% of classes along with written the four tests.

Extenuating Circumstances (Test Absence)

If there is absence from a test due to extenuating circumstances, upon professor's approval, alternate arrangements may be available. As per individual consideration, student may be granted a maximum of a passing grade for the missed test.

Addendum:

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.

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.