

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

HEALTH MAINTENANCE SKILLS

Course Title: _____

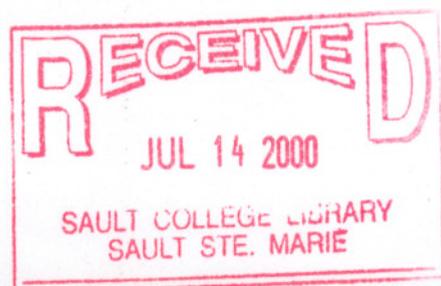
Code No: DSW 107 SEMESTER: 2

Program: DEVELOPMENTAL SERVICES WORKER

Authors: BRENDA WARNOCK

Date: JANUARY 1996 PREVIOUS OUTLINE DATED: JAN/95

APPROVED: *[Signature]* Date Dec 4/95
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HEALTH MAINTENANCE SKILLS

DSW 107

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TOTAL CREDIT HOURS: 60

PREREQUISITE(S):

I. PHILOSOPHY/GOALS:

This course is designed to prepare the student to give basic health care to people with developmental and/or physical handicaps. A basic understanding of human anatomy and related physiology will assist students in their overview of prevalent health care problems and in the approaches used for prevention and treatment of these problems. Health promotion, disease prevention is an integral part of this course.

II. STUDENT PERFORMANCE OBJECTIVES:

Upon completion of this course, the student will:

1. demonstrate knowledge of structure and function of the various body systems.
2. support individuals in the area of general health promotion.
3. assist in meeting specific health needs related to handicapping conditions.

III. TOPICS TO BE COVERED: Approximate Timeframes (Optional)

There are three parts to this course:

PART A: Human Anatomy & Physiology	
- Cell, Body Organizations, Integumentary System	0.5
- Musculoskeletal System	0.5
- Digestive & Urinary Systems	1
- Cardiovascular & Respiratory Systems	1
- Nervous Systems & Senses	0.5
- Endocrine & Immune Systems	0.5
- Female & Male Reproductive Systems	1
- Test	1
	6 hours



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DSW 107

Course Name

Code Number

PART B: Health Promotion/Maintenance

- Introduction to Health Maintenance 2
- Safety 3
- Hygiene 1
- Exercise/Activity 2
- Nutrition 2
- Elimination 2
- Circulation 1
- Breathing 1
- Sensory/Neurology 1
- Death & Dying 1
- Test #1 1
- Test #2 1

18 hours

**PART C: Health Maintenance Skills
(Lab Practicum)**

- Bedmaking
- Hygiene Practices
- Feeding, Intake/Output Measurements
- Toileting, Elimination, Menstruation Care
- Body Mechanics
- Body Alignment
- Positioning
- Active/Passive Exercises: ROM
- Ambulation
- Lifts & Transfers
- TPR & BP
- Care of Prosthetic Devices:
Ambulatory, visual, auditory
- Specimen Collection
- Catheterization, Catheter Care
- Gastrostomy
- Gastric Tube Feedings
- Ostomy Care
- Shunt
- Enema, Suppository
- Sterile, Clean Dressings
- Hot, Cold Application
- Universal Precautions
- Asepsis
- Isolation
- Wound Precautions
- Suctioning
- Oxygen Therapy

24 hours

Course Name

Code Number

IV. LEARNING ACTIVITIES/REQUIRED RESOURCES

Topic/Unit - Human Anatomy & Physiology

Learning Activities:

1. For each of the following body systems, describe the basic structures and functions:
 - a) Integumentary
 - b) Musculoskeletal
 - c) Digestive & Urinary
 - d) Cardiovascular & Respiratory
 - e) Nervous & Sensory
 - f) Endocrine & Immune
 - g) Reproductive

Resources:

Learning Activities will include text readings, workbook assignments, in-class lectures and collaborative work groups, audio-visual activities and lab practicum demonstrations and practise.

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Topic/Unit - HEALTH PROMOTION/MAINTENANCE

Learning Activities:

A. Introduction to Health Promotion/Maintenance

1. Define the following terms:
 - a) health, wholistic health
 - b) health promotion/maintenance
 - c) disease/illness
 - d) disease prevention
 - e) rehabilitation
 - f) health team
2. Describe the role and responsibilities of the Developmental Services Worker in health promotion/maintenance.
3. Describe the legal and ethical considerations of health maintenance.
4. Describe assessment, planning, implementing and evaluating approaches to health promotion/maintenance.
5. Identify guidelines for reporting and recording care.
6. Describe wholistic health care related to client needs.

Topic/Unit - HEALTH PROMOTION/MAINTENANCE Continued . . .

Learning Activities:

B. SAFETY

Environmental & Personal Safety

1. Explain reasons why clients may be unable to protect themselves.
2. Identify Safety measures when caring for infants & children.
3. Identify safety measures to prevent accidents in the client's home and in health care agencies.
4. Describe common equipment related accidents and how they can be prevented.
5. Describe safety measures related to fire prevention. (review)

Preventing Infection

1. Describe microorganisms, types and requirements for existence.
2. Describe infection and the infection process.
3. Explain the following terms:
 - a) asepsis
 - b) medical asepsis
 - c) surgical asepsis
4. Identify common aseptic practices in the prevention of infection.
5. Describe asepsis as it relates to the care of supplies and equipment.
6. Describe Universal Precautions.
7. Define Infection Precautions - isolation techniques.
8. Describe the following common infections including prevention and health maintenance practices:
 - a) measles/mumps
 - b) HIV/AIDS
 - c) hepatitis
 - d) chicken pox
 - e) pertussis
 - f) local infections
9. Describe the care in an individual with a fever.

Topic/Unit - HEALTH PROMOTION/MAINTENANCE Continued . . .

Learning Activities:

Body Mechanics

1. Explain the purpose and basic rules of body mechanics in the prevention of injuries.

C. Hygiene

1. Describe the characteristics of healthy skin, nails, teeth and mucous membranes.
2. State the purposes of cleanliness, skin care and hygiene practices.
3. Describe oral hygiene and teeth and gum disease prevention.
4. Define decubitus ulcers, the causes, prevention practices and treatments.
5. Describe the following common health problems, including prevention and health maintenance practices:
 - a) cuts/bruises
 - b) skin rashes, excoriation, dryness
 - c) psoriasis
 - d) impetigo
 - e) scabies
 - f) pediculosis
 - g) periodontal disease

D. Exercise/Activity

1. Describe the characteristics of health muscles and bones.
2. Describe the relationship of exercise in maintaining healthy muscles and bones.
3. Define types of exercise:
 - a) aerobic
 - b) muscle toning
 - c) muscle strengthening and endurance
 - d) passive
 - e) active
4. Identify the complications of immobility and bed rest.

Topic/Unit - HEALTH PROMOTION/MAINTENANCE Continued . . .

Learning Activities:

5. Identify health maintenance strategies to prevent the complications of immobility.
6. Describe the following common health problems, including prevention and health maintenance practices:
 - a) osteoporosis
 - b) sprains, fractures
 - c) arthritis
 - d) amputation
 - e) contracture, foot drop, muscle atrophy
 - f) muscle spasms
 - g) muscular dystrophy

E. Nutrition

1. Describe the following terms:
 - a) nutrition
 - b) nutrients:
 - fats
 - proteins
 - carbohydrates
 - vitamins
 - minerals
 - c) calorie
 - d) food groups
 - e) fluid balance
 - f) tube feedings
2. Describe healthy eating patterns.
3. Describe factors affecting eating and nutritional status.
4. Explain Canada's Food Guide.
5. Define special diets.
6. Describe the role of the DSW in health maintenance of nutrition.
7. Describe the following health problems including prevention and health maintenance practices:
 - a) nausea, vomiting
 - b) food allergies
 - c) chewing/swallowing difficulties

Topic/Unit - HEALTH PROMOTION/MAINTENANCE Continued . . .

Learning Activities:

F. Elimination

Urinary Elimination

1. Describe the characteristics of healthy urinary elimination.
2. Explain health maintenance behaviours to promote adequate urinary elimination.
3. Describe the following health problems including prevention and health maintenance practices:
 - a) urinary tract infection
 - b) incontinence, retention
 - c) calculi

Bowel Elimination

1. Describe the characteristics of healthy bowel elimination.
2. Explain health promotion behaviours to maintain adequate bowel elimination.
3. Describe the following health problems including prevention and health maintenance practices:
 - a) constipation
 - b) hemorrhoids
 - c) diarrhea
 - d) ostomies

G. Circulation

1. Describe the characteristics of healthy circulation.
2. Explain health promotion behaviours to maintain adequate circulation.
3. Describe the following health problems including prevention and health maintenance practices:
 - a) myocardial infarction
 - b) arteriosclerosis
 - c) hypertension

Topic/Unit - HEALTH PROMOTION/MAINTENANCE Continued . . .

Learning Activities:

H. Breathing

1. Describe the characteristics of healthy breathing patterns.
2. Explain health promotion behaviours to maintain adequate breathing patterns.
3. Describe the following health problems including prevention and health maintenance practices:
 - a) epistaxis
 - b) rhinitis, tonsillitis
 - c) croup
 - d) pneumonia
 - e) bronchitis
 - f) allergic reactions
 - g) asthma

I. Sensory/Neurology

1. Describe the characteristics of a healthy sensory and nervous system.
2. Explain health promotion behaviours to maintain an adequate sensory and nervous system.
3. Describe the following health problems including prevention and health maintenance practices:
 - a) hearing deficit, deafness, otitis media
 - b) vision deficits, blindness, conjunctivitis
 - c) multiple sclerosis
 - d) stroke, hemiplegia, paraplegia, quadriplegia
 - e) head injury
 - f) seizures, epilepsy
 - g) Down's Syndrome
 - h) cerebral palsy
 - i) spina bifida

Topic/Unit - HEALTH PROMOTION/MAINTENANCE Continued . . .

Learning Activities:

J. Death & Dying

1. Define the following terms:
 - a) post mortem
 - b) rigor mortis
 - c) terminal illness
 - d) palliative care
2. Describe the five stages of grieving.
3. Describe the care of the client and family with a terminal illness.

Resources:

Learning Activities will include text readings, workbook assignments, in-class lectures and collaborative work groups, audio-visual activities and lab practicum demonstrations and practise.

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Topic/Unit - HEALTH MAINTENANCE SKILLS (LAB PRACTICUM)

Learning Activities:

1. Apply the steps of assessing, planning, implementing and evaluating with each skill.
2. Monitor health status including:
 - a) T.P.R. & B.P. measurements
 - b) specimen collection
3. Demonstrate knowledge related to maintaining techniques including:
 - a) gastrostomy and gastric tube feedings
 - b) colostomy/ileostomy
 - c) shunt
 - d) enema, suppository
 - e) sterile and clean dressing
 - f) hot & cold application
 - g) infection control and universal precautions, isolation techniques, asepsis and wound precautions
 - h) suctioning
 - i) positioning

Topic/Unit - HEALTH MAINTENANCE SKILLS (LAB PRACTICUM)

Learning Activities:

4. Maintain and perform procedures prescribed and, having been trained by members of the health care team, include:
 - a) body alignment
 - b) active and passive exercises
 - c) catheterization
5. Ensure that respiratory, ambulatory, prosthetic and other specialized equipment is kept in good working order.
6. Instruct and assist the individual in maintaining healthy and safe personal practices including:
 - a) eating well, nutritiously and independently
 - b) personal hygiene in the areas of:
 - skin
 - hair
 - bathing/showering/shaving
 - dental hygiene
 - nails
 - toileting, elimination, menstruation
 - preventing transmission of common communicable diseases
7. Ensure the individuals have essential needs met in the following areas:
 - a) safety
 - b) nourishment
 - c) mobility
 - d) fitness

Resources:

Learning Activities will include text readings, workbook assignments, in-class lectures and collaborative work groups, audio-visual activities and lab practicum demonstrations and practise.

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V. EVALUATION METHODS: (INCLUDES ASSIGNMENTS, ATTENDANCE REQUIREMENTS, ETC.)

PART A: Human Anatomy & Physiology 10 marks

PART B: Health Maintenance

- Test #1 25 marks
- Test #2 25 marks

Note: Health Maintenance tests will include questions on related lab skills.

PART C: Skills Critique 40 marks

- Students must pass each skills critique with a minimum of 80% to be successful in this course. Students will have one redemonstration opportunity should they be unsuccessful with their first skills critique. Students are encouraged to practise their skills in the Health Sciences Resource Centre which is available during the day, evening and weekends.
- There are no rewrites available for the Biology or the Health Maintenance tests.

100 marks

VI. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following:

VII. REQUIRED STUDENT RESOURCES:

Mosby's Textbook for Nursing Assistants, 3rd ed., by Sheila A. Sorretino

Mosby's Workbook for Nursing Assistants, 3rd ed., by Relda Timmeney Kelly.

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VIII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY:

Book Section (TITLE, PUBLISHER, EDITION, DATE, LIBRARY CALL NUMBER IF APPLICABLE - SEE ATTACHED EXAMPLE)

N/A

Periodical Section (MAGAZINES, ARTICLES)

N/A

Audiovisual Section (FILMS, FILMSTRIPS, TRANSPARENCIES)

N/A

IX. SPECIAL NOTES:

Students with special needs (eg: physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

X. COURSE ANALYSIS SHEET (see attached)

ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY
Author, Title, Publisher, Edition, Date, Library Call Number
(Example - SEE ATTACHED EXAMPLE)

Periodical Section (MAGAZINES, ARTICLES)

Visual Aids (SLIDES, FILMS, FILMSTRIPS, TRANSPARENCIES)

SPECIAL NOTES

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COPIES ANALYSIS SHEET (see attached)