

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: Health Promotion and Health Challenges I
CODE NO. : PSW121 **SEMESTER:** 1
PROGRAM: Personal Support Worker
AUTHOR: Donna Alexander, Esther Jussila Gold
DATE: Jan. 2010 **PREVIOUS OUTLINE DATED:** Sept. 2010
APPROVED: "Marilyn King" Aug. 2010

CHAIR, HEALTH PROGRAMS

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3

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For additional information, please contact the Chair, Health Programs
School of Health and Community Services
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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 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 student will demonstrate the 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.

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%	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.

VII. COURSE OUTLINE ADDENDUM:

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