



## COURSE OUTLINE: PSW131 - HLTH PROMO&CHALL. II

Prepared: Esther Jussila Gold R.N.

Approved: Bob Chapman, Chair, Health

<b>Course Code: Title</b>	PSW131: HEALTH PROMOTION/HEALTH CHALLENGES II
<b>Program Number: Name</b>	3027: PERSONAL SUPPORT WKR
<b>Department:</b>	PERSONAL SUPPORT WORKER
<b>Semesters/Terms:</b>	19F, 20W, 20S
<b>Course Description:</b>	This course is a continuation of Health Promotion and Health Challenges I. The learner continues to explore the holistic care of individuals and families experiencing ongoing physical, cognitive and mental health challenges. The role of the PSW in rehabilitative and restorative care will be examined.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	PSW121
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Substitutes:</b>	RSP106
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>  Please refer to program web page for a complete listing of program outcomes where applicable.	<b>3027 - PERSONAL SUPPORT WKR</b>  VLO 6 Identify relevant client information using basic assessment and communication skills and report and document findings in accordance with the requirements of employer policies and procedures and all applicable legislation.  VLO 8 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, health promotion and maintenance, rehabilitation and restorative care.  VLO 14 Use identified approaches and best practices to support positive and safe behaviour in clients experiencing cognitive impairment, mental health challenges and/or responsive behaviours.
<b>Essential Employability Skills (EES) addressed in this course:</b>	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 4 Apply a systematic approach to solve problems. EES 5 Use a variety of thinking skills to anticipate and solve problems. EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others. EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.



SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

	EES 10    Manage the use of time and other resources to complete projects.
	EES 11    Take responsibility for ones own actions, decisions, and consequences.

**Course Evaluation:**                    Passing Grade: 60%,

**Books and Required Resources:**                    Mosby`s CanadianTextbook for the Support Worker and Workbook by Sorrentino  
Publisher: Mosby/Elsevier Edition: 4th Canadian Edition  
Used in first semester

Gentle Persuasive Approaches (GPA) in Dementia Care by GPA  
Publisher: Advanced Gerontological Education Edition: 3rd  
Used in first semester

Stedman`s Medical Terminology with bind-in access, CD and flash cards by Nath  
Publisher: Lippincott, Williams & Wilkins Edition: 2nd  
Used in first semester

**Course Outcomes and Learning Objectives:**

Course Outcome 1	Learning Objectives for Course Outcome 1
1. 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, health promotion and maintenance, rehabilitation and restorative care.	1.1 Identify and discuss basic concepts of risk prevention and reduction, health promotion and maintenance. 1.2 Discuss the basic concepts of convalescence, rehabilitative and restorative care, team members, and the modalities that may be used, including physical, occupational and speech therapy. 1.3 Describe cancer, the treatment that clients may require, and the care for clients who have cancer. 1.4 Describe common cardiovascular disease/disorders and the care for clients who have these disorders. 1.5 Describe common respiratory diseases/ disorders and the care for clients who have these disorders. 1.6 Describe common neurological diseases/disorders including acquired brain injury and the care for clients who have these disorders. 1.7 Identify the causes and responses of brain and spinal cord injuries and the care for clients who have these injuries. 1.8 Describe common integumentary disease/disorders and the care for clients who have these disorders. 1.9 Describe common musculoskeletal diseases/disorders and the care for clients who have these disorders. 1.10 Describe the care for clients who have casts, traction, hip fractures, and amputations. 1.11 Describe common endocrine diseases/disorders and the care for clients who have these disorders. 1.12 Describe common digestive diseases/disorders and the care for clients who have these disorders. 1.13 Describe common urinary diseases/disorders and the care for clients who have these disorders. 1.14 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. 1.15 Describe common diseases/disorders of male and female reproductive systems.

	<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
	2. Use identified approaches and best practices to support positive and safe behavior in clients experiencing cognitive impairment, mental health challenges and/or responsive behaviors.	2.1 Identify changes in client’s perception, behavior, memory, judgment, organization, language, and motor skill that may be associated with cognitive impairment, delirium, dementia and/or mental health illness. 2.2 Identify common misconceptions about cognitive impairment, dementias and mental health illnesses. 2.3 Identify factors such as illness, fatigue, stress, sensory overload, pain, fear, frustration and depression which can further affect the functioning clients with cognitive impairment, dementias and mental health disorders. 2.4 Discuss the role of the personal support worker in assisting clients and family members of clients experiencing cognitive impairment, dementia and/or a mental health illness. 2.5 Discuss the stigma associated with mental illness and addictions, how it may impact client’s self-perception, functioning level and quality of care provided. 2.6 Identify the treatment, care, intervention and community resources related to mental health illnesses. 2.7 Discuss the role of the personal support worker in assisting clients experiencing mental illness or substance use/abuse and identify when care and intervention is beyond the role of the personal support worker. 2.8 Recognize possible indicators of suicidal behavior while identifying personal views about suicide and examine how these views may affect the service provided to clients. Identify, report and record client’s behaviors that are a potential risk to the safety of others. 2.9 Discuss basic behavioral strategies to de-escalate client’s responsive behaviours as directed by the plan of care/service plan and in accordance with all applicable legislation. 2.10 Identify when unexpected client behavior requires immediate response as well as a report to supervisor.
	<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
	3. Identify relevant client information using basic assessment and communication skills and report and document findings in accordance with the requirements of employer policies and procedures and all applicable legislation.	3.1 Complete regular and ongoing observations of client’s status reporting and recording any relevant information.

Evaluation Process and Grading System:	<b>Evaluation Type</b>	<b>Evaluation Weight</b>
	One minute paper/Participation	20%
	Test #1	20%
	Test#2	20%
	Test#3	20%



	Test#4	20%
<b>Date:</b>	August 1, 2019	
<b>Addendum:</b>	Please refer to the course outline addendum on the Learning Management System for further information.	

