

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Health Promotion and Health Challenges 11
CODE NO. : PSW131 **SEMESTER:** 2
PROGRAM: Personal Support Worker
AUTHOR: Donna Alexander, Gwen DiAngelo
DATE: Jan. 2008 **PREVIOUS OUTLINE DATED:** Jan. 2007
APPROVED:

CHAIR, HEALTH PROGRAMS

DATE

TOTAL CREDITS: 3
PREREQUISITE(S): PSW121
HOURS/WEEK: 3

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For additional information, please contact the Chair, Health Sciences
School of Health and Human Services
(705) 759-2554, Ext. 2689

I. COURSE DESCRIPTION:

This course will continue to introduce the learner to 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.

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:

- 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.

- 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

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Sorrentino, S. (2004). *Mosby's Canadian textbook for the personal support worker*. (1st Canadian ed.). Elsevier Mosby.

Kelly, R. T. (2004). *Workbook to accompany Mosby's Canadian textbook for the personal support worker*. (R. Goodacre Ed.). (rev. ed.). Toronto: Elsevier Mosby.

Chapter 31 Common Diseases and Conditions
Chapter 32 Rehabilitation and Restorative Care
Chapter 33 Mental Health Disorders
Chapter 34 Confusion and Dementia

Community Resources

V. EVALUATION PROCESS/GRADING SYSTEM:

- 3 tests (25% each) 75%
- Attendance 10%
- Assignment 15%

Students who are absent for more than the equivalent of two (2) classes will not receive the 10% attendance mark. Arriving late to class/leaving early is not considered to be “in attendance” the entire class.

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 in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Chair's secretary. Students will be required to provide a transcript and course outline related to the course in question.