

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



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. 2009
APPROVED: "Marilyn King" Jan/10

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	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
(705) 759-2554, Ext.2689

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

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.

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:

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.

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 postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services 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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.