

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

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:

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.

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>.

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.

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.