



**Personal Support Worker Diploma
New Brunswick Indigenous Career College**

75 Melissa Street, Unit 1 Richibucto Rd Fredericton NB E3A 6V9



New Brunswick Indigenous Career College

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Ph: (506) 458-9444 Fax: (506) 458-2850 Email: lobby@nhicc.ca

*"Your Training – Your Future,
Soar to New Heights"*

HISTORY OF NEW BRUNSWICK INDIGENOUS CAREER COLLEGE

The Union of New Brunswick Indians Board of Directors approved the establishment of the Training Institute in 1994. The purpose is to provide post-secondary and other educational opportunities for First Nations communities. In May 2009, NBICC became a non-profit organization. The Training Institute operates with a committee consisting of a Board of Directors, the Principal, and also a Chief Financial Officer.

All programs and workshops are open to all including any non-First Nation people. All curriculum is designed to ensure the students can have the option to work on or off-reserve. Professional Development Workshops are also offered on a regular basis. These workshops, as with all programs, are open to anyone who wishes to take them. Currently, we offer the following programs:

- Diploma in Addictions and Mental Health Service Counsellor
- Diploma in Early Childhood Education
- Diploma in Personal Support Worker
- Diploma in Human Service Counsellor
- Diploma in Hospitality & Tourism Management
- Diploma in Indigenous Social Service Community Worker

New Brunswick Indigenous Career College is registered with Canada and New Brunswick Student Loans, along with the Department of Indian Affairs for funding purposes. We are also registered under the New Brunswick Association of Career Colleges and also a member of the National Association of Career Colleges.



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Starla McDougall

Principal and Director, New Brunswick Indigenous Career College (NBICC)

Educator | Program Developer | Community Leader

Starla McDougall is the Principal and Director of the New Brunswick Indigenous Career College, bringing over 25 years of dedicated service to First Nations education and community development. Her career reflects a lifelong commitment to empowering Indigenous learners and integrating culturally relevant practices across all levels of education and training. Holding diplomas in Human Service Counselling and Early Childhood Education from NBICC, Starla has also completed extensive professional training in Fetal Alcohol Spectrum Disorder (FASD), autism, and working with high-risk youth. Her professional path includes leadership in child and family services, mentorship, and program design rooted in Indigenous worldviews and values.

At NBICC, Starla oversees academic programming, partnerships, and student success initiatives across multiple disciplines, including Early Childhood Education, Human Services, Personal Support Work, and Social Services. She has been instrumental in developing pathways for students through partnerships with universities, industry leaders, and community organizations. Starla's leadership style emphasizes cultural pride, inclusivity, and holistic wellness. Her dedication to land-based learning and intergenerational knowledge-sharing continues to shape NBICC's mission of building strong, self-determined Indigenous communities through education.



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Karen Hardy

Educator and Mental Wellness Specialist

B.A., Dip. Comm. Corr., Addiction Careworker (McMaster)

Karen Hardy is an experienced educator and community wellness professional with over 20 years of service in education, counseling, and restorative justice. She holds a Bachelor of Arts (Honours) in Criminology and Sociology from St. Thomas University, a Diploma in Community Corrections from St. Stephen University, and has completed the Addiction Careworker Diploma program through McMaster University.

Karen's career includes roles as Community Chaplain for Female Offenders, NNADAP Worker with Oromocto First Nation, and Executive Director of the Sarah Tracy Treatment Centre for Women. She currently serves as an Educational Assistant with the Anglophone Southwest District, supporting student growth, inclusion, and mental health. Her specialized training includes Critical Incident Stress Management (CISM), ASIST Suicide Intervention, Mental Health First Aid, Autism Awareness, and Addiction and Trauma Support.

Karen has also contributed extensively through volunteer leadership, serving on the Coverdale Centre for Women Board, the Maliseet Nations Mental Wellness Team, and the NB First Nations Suicide Prevention Task Force. Her work reflects a lifelong commitment to compassion, healing, and the empowerment of individuals through education and community connection.



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Samantha Ratti

Instructor, New Brunswick Indigenous Career College (NBICC)

Early Learning Specialist | Educator | Mentor

Samantha Ratti is a valued instructor at the New Brunswick Indigenous Career College, known for her compassion, leadership, and deep understanding of early learning and human services education. She is a graduate of NBICC's Early Childhood Education and Human Service Counsellor diploma programs and brings firsthand classroom experience as a former early childhood educator within the province.

Samantha's teaching philosophy centers on kindness, relationship-building, and respect for each learner's unique path. She fosters inclusive, hands-on learning environments that prepare students for real-world careers in education and care work. Her approach encourages emotional intelligence, empathy, and cultural awareness—key qualities in today's educators and support workers. Beyond her teaching role, Samantha contributes to curriculum enhancement and student mentorship, helping guide learners through their practicum experiences and personal growth. Her commitment to student success and culturally grounded education makes her a respected and inspiring member of the NBICC faculty.



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Todd McDougall

Instructor, New Brunswick Indigenous Career College (NBICC)

Health and Safety Specialist | Firefighter | Certified Personal Trainer

Todd McDougall is an accomplished instructor at the New Brunswick Indigenous Career College whose multidisciplinary expertise bridges healthcare, fitness, and emergency response. A FitPro Certified Personal Trainer, firefighter with the Oromocto Fire Department, and former medical sales representative, Todd brings a wealth of practical experience to NBICC's Personal Support Worker program. His background in health, safety, and crisis management allows him to teach students not only technical care skills but also the confidence and professionalism needed to respond effectively in emergency and healthcare settings. Todd's years in medical equipment sales provided him with in-depth knowledge of modern healthcare tools and technologies—expertise he now passes on to his students through practical demonstrations and safety instruction.

In addition to his instructional role, Todd's 25 years as a business owner in the automotive technology sector strengthened his leadership, organization, and problem-solving skills. He emphasizes resilience, teamwork, and accountability in the classroom, ensuring students graduate ready for both professional and personal success. Todd's commitment to education and community well-being reflects NBICC's core mission of preparing skilled, compassionate, and confident graduates to serve across diverse healthcare and community settings.

Reporting to Funding Agent

Marks and information will be released to the student's funding agent only if the student signs a release of marks/information form. Funding agents have asked for marks to be sent to them at the end of every course. Some also ask for attendance reports to be sent on a weekly basis. Disclosure to I.R.C.C. (Immigration Refugee Citizen Canada) on a quarterly basis.

Winter & March Break

Winter & March Breaks for all students will coincide with the public school (Anglophone West); the Principal notifies students otherwise.

Storm Closures

Classes may be cancelled due to weather. School is closed if Anglophone West (Zone 6) is closed. Please check the website: www.nbed.nb.ca

Program Length/Day

The number of days in each program is determined by the curriculum. A calendar is designed and attached for the program you are registered in. The length of day for each program will be determined by the Principal. All full-time programs run Monday to Thursday from 9:30 AM to 3:30 PM. You are expected to arrive 15 minutes early prior to class starting so you are ready to start class when class begins.

Library Service

New Brunswick Indigenous Career College has a library that is accessible to all students in all programs. Students are also encouraged to make use of the UNB's Harriet Irving Library, as well as the York Public Library downtown. Extra-mural cards are available at UNB for a cost.

Environment Safety

There are students and staff at NBICC with a variety of allergies to food and scents. Please DO NOT use any scented products. Please ASK before bringing food into the building to ensure that no one has bad allergies to food. This is a good practice to get into regardless of where you are.

Lost & Stolen Items

New Brunswick Indigenous Career College is not responsible for lost or stolen items. Please keep any valuables on you or in your car.

Confidentiality

- Students are required to sign a confidentiality agreement.
- Students will not disclose information to any unauthorized person.
- Confidentiality is to be maintained at all times.
- Failure to keep information confidential will result in the student being placed on probation or will be asked to withdraw from the program.

Attendance

- All students are expected to show up for classes 15 minutes early.
- Attendance during guest speakers and field trips are required.
- Statistics have proven that those with higher percentage attendance tend to have higher course marks.
- It is extremely important to attend class as this is where discussion and clarification takes place. This will help you to understand the material of the course.
- All students must attend classes alcohol and drug-free.

Attendance Marks

Attendance/Percent earned for final mark

100% = 10%

97-99% = 9%

91-93% = 8%

88-90% = 7%

85-87% = 6%

82-84% = 5%

79-81% = 4%

76-78% = 3%

75% = 1%

Anything less than 75% will result in 0%

Please note passing grade for all courses is 60%.

Progressive Guidance Policy

A 4-step policy will be followed, with an exception of a situation which may require an entry into an advanced step. All discussions will be noted on the student's file or on audio file.

1. The student will be counseled by the Instructor that a behavior and/or action needs modification. Together with the Instructor, the student will be told what is acceptable and what is not.
2. The student will be counseled if the unacceptable behavior or action persists and then the student will be notified that it will be recorded. This intervention will be done with another NBICC staff person present.
3. The failure of the above two steps to bring about a change in the unacceptable behavior or action will result in the student being given a written warning that the student has been placed on probation. The student will be counseled and notified that this has been recorded and put on their file. This intervention will be done with another NBICC staff present.
4. The failure of the above steps bringing about change in behavior or actions will result in the student being asked to withdraw from their program. This will take place with another NBICC staff member present.

Use of Alcohol or Drugs

All students are required to attend class alcohol and drug-free. Students who arrive under the influence of either substance or smelling will be immediately asked to leave for the day and upon returning to class the next day, the student and their Instructors will have to meet with the Principal and it will be documented and put in the student's file.

Computer Usage & Guidelines

- Food or beverages are permitted on the large group tables where there are no computers. Students will be given one warning and then the computer privileges will be suspended. Repeating incidents will result in permanent loss of computer privileges.
- Please remember that this is not for your exclusive use. Other classes use the space too.
- The classroom has to be left at the end of the day in the shape that you found it or better. This means all garbage is to be put in the garbage and taken out at the end of the week, and all books and notes put away.
- No computer belongs to any particular student--you may be asked to change computers from time to time.
- Material may be stored on a USB stick with these computers. You may also send documents to your email and retrieve it from this computer.
- Please do not personalize the computer with pictures or screensavers.
- Students are not allowed to print offensive material, for example, jokes or pictures.
- The use of the Internet is closely monitored and if the privilege is being abused, the student will lose their college computer privileges.
- You are responsible for the computer you use. Bring any problem to your Instructor's or Principal's attention immediately.

Academic Standing

A student may fail up to four courses over the time they are enrolled in the program. Keep in mind that there are certain courses you cannot fail in order to obtain your diploma.

A student shall be notified by their instructor if they have failed a course. Should a student fail their third course, they shall be placed on academic probation and at this time the student's funding agent will also be notified. Any other subsequent failure and the student will be required to withdraw from the course.

Test

A test may be administered at the end of each course module.

Test Reviews

A rewrite may be permitted for a student that did a final test and did not receive a passing grade of 60%. Please note that the rewrites are scheduled by the Instructor. If the student does not attend when the rewrite is scheduled, no further opportunities will be given and the student will remain with the original mark.

Final Course Marks

A student's final mark will be based on the following mark system, otherwise determined by the Instructor:

Test	40%
Assignments	50%
<u>Attendance</u>	<u>10%</u>
Total	100%

Students will receive a breakdown of each course marks within five days of course completion.

Please note the passing grade for each course is 60%.

Practicum

Students in the beginning of their program will be advised on the importance of their practicum during their course. Practicums are required of all students enrolled in the program to graduate. Students must pass all practicums in order to be eligible to graduate. Any practicum that a student may have failed may be redone which may mean the student will not graduate with her classmates.

Practicum Placements

- Only facilities that have completed their orientation process may host a student for the practicum.
- All hours for any practicum need to be approved by instructors in conjunction with the principal before the beginning of the practicum.
- The instructors will provide any new facilities with an orientation.
- Each practicum must be completed before the next practicum can begin.
- All practicums for the first year must be completed before the next year begins.
- Practicum orientation for the students will be held four weeks before their first day of practicum and the hours will be counted towards a total of practicum hours.
- Practicum debriefing will be held on the first day back from the practicum and will also count toward the total of practicum hours.
- Once a practicum site is chosen and practicum has begun, the student will remain at the site until the practicum is completed, unless otherwise directed by the Instructor in consultation with the Principal.

Reporting Suspected Elder or Child Abuse

In keeping with elder abuse and child abuse protocols, any student doing a practicum placement and suspecting abuse will report it to the Department of Social Development Child/Adult Protection (1-866-444-8838 or 1-866-444-8868), as they are required by law to report any form of abuse and as well, to report it to any police agency that is located in the area (RCMP, City Police, or Band Police). Also, if any students have concerns about whether something is abuse, then they should contact the practicum supervisor and/or the Principal immediately.

Practicum Evaluation

Students must pass all practicums to be eligible to graduate. Students will be evaluated by the instructor and by the cooperating facility staff. There are separate evaluations for each practicum program.

Criteria for passing the Practicums:

1. Required hours are complete, documented, and signed by the facility staff.
2. Practicum assignments are successfully completed and passed in at the end of each practicum.
3. Students must complete orientation before end of debriefing session after each practicum is completed to meet all requirements.
4. The recommendation of the instructor for a pass or fail will be based on evaluations of the students.
5. Students must complete practicum within the determined dates and times set out by the New Brunswick Indigenous Career College.
6. If these requirements are not met, then the student will be required to redo the practicum which may mean that they will graduate with the next graduating class.

Dress Code

All students are expected to dress in appropriate clothing. Students will not wear clothing during class hours that is not appropriate to wear in their field of work including the following:

- Clothing that is torn
- Clothing that is dirty
- Clothing that is advertising drugs or alcohol
- Clothing that has sayings which may be offensive to anyone
- Clothing that reveals body parts which normally cover body parts
- Clothing that is worn in leisure (cropped shorts/shirts)

The NB Indigenous Career College staff will ask any student who arrives wearing inappropriate clothing to go home and change and the time will be deducted for the time they are gone.

Language

We ask that you use appropriate language free of any swear words and vulgarities. Profanity and disrespect will not be tolerated.

Cheating

At the beginning of the year, the instructors will review the no cheating policy. Failure to comply with the requirements will result in the student being placed on probation. For any repeated offences, the student will be asked to withdraw from the program. See Steps 3 and 4 under the Progressive Guidance Policy.

Plagiarism

Plagiarism will be explained to the students at orientation. If the students are found to have plagiarized, Step 2 of the Progressive Guidance Policy will be applied. In the unlikely event that there be a second offence, then Step 3 of the Progressive Guidance Policy will be applied. If the student is being funded by an outside agency, they will be notified. Any subsequent offence will require that the student withdraw from New Brunswick Indigenous Career College.

Smoking

Students are to smoke only in designated areas determined by New Brunswick Indigenous Career College staff. If a student is a smoker, hands are to be washed and teeth are to be brushed before returning to the classroom after breaks—just as you were at your place of employment.

Personal Leave

Students may apply for personal leave by completing their request form. Personal leave may cover situations such as a death in the family, sickness, etc. Students may be required to take any modules they have missed or arrangements may be made for students to catch up on missed work.

Academic Term	One-half of the Academic Year
Personal Hours	Time allotted is 30 hours per year to a full-time student in the program they are enrolled in. This is to be used if the student has a doctor's appointment, etc.

Personal Support Worker Diploma Program

Chapter 1 – The Role of the Support Worker (20 hrs) Credit Units: 2

The ultimate goal of support work is to improve the person's quality of life. You tend to the person's physical needs and also relieve loneliness, provide comfort, encourage independence, and promote the person's self-respect. Your services to people in their homes help them remain independent and continue to live with their families. You make a difference in people's lives.

Chapter 2 – The Canadian Health Care System (20 hrs) Credit Units: 2

Canada's publicly funded health care system is best described as an interlocking set of 10 provincial and 3 territorial health insurance plans. Medicare provides access to universal, comprehensive coverage for medically necessary hospital and physician services. These services are administered and delivered by the provincial and territorial governments and are provided at no additional cost to the client.

Chapter 3 – Workplace Settings (20 hrs) Credit Units: 2

You should be familiar with the scope of practice for support workers in your province. With the increase of home and community-based programs, there is an ever-growing demand for support workers.

Chapter 4 - Ethics (20 hrs) Credit Units: 2

Support workers must be aware that culture and personal circumstances may influence ethical beliefs, morals, and values, and all of these influence one's actions.

Chapter 5 – Legislation – The Client's Rights and Your Rights (20 hrs) Credit Units: 2

As a support worker, your conduct at work is determined by your (1) code of ethics, (2) employer's policies, and (3) federal and provincial or territorial laws.

Chapter 6 – Health Wellness, Illness and Disability (20 hrs) Credit Units: 2

Health is a continuum with optimal health or wellness on one end and extreme ill health on the other end. A person's place on the continuum shifts, depending on life circumstances. A whole person has physical, emotional, social, cognitive, and spiritual dimensions. This chapter will help you to focus your case and support to maximize a person's health.

Chapter 7 – Caring About Culture and Diversity (30 hrs) Credit Units: 2

Canada has a highly diverse population. To provide the best care possible, you should be aware of and respectful toward your client's cultural background.

Chapter 8 – Managing Stress Time and Problems (20 hrs) Credit Units: 2

As a support worker, you need to recognize the signs of stress in yourself, your clients, and their families. You will learn common stressors and different ways to deal with them both personally and professionally.

Chapter 9 – Interpersonal Communication (40 hrs) Credit Units: 3

The communication process involves the exchange of information. Communication skills are used in various environments, such as at work, school, or home. Interpersonal communication is the exchange of information between two people, usually face to face. Messages are sometimes misunderstood because certain factors such as perception, experience, physical and mental health, emotions, values, beliefs, culture, gender, and age can influence communication.

Chapter 10 – Working with Others: Teamwork, Supervision, and Delegation (20 hrs) Credit Units: 2

As a support worker, you may work with different teams, depending on the setting where you are employed. This chapter will help familiarize you with the role of the support worker as part of a team.

Chapter 11 – Working with Clients and their Families (30 hrs) Credit Units: 2

The client is usually a part of a family, and a support worker's role involves helping the client and family. This chapter will help you understand your role when working with both client and family.

Chapter 12 – Abuse Awareness (40 hrs) Credit Units: 3

All clients have the right to safe, respectful care. Abuse results when physical or mental harm is caused by someone in a position of trust, such as a family member, a partner, or a caregiver. All health care workers should be aware of the signs and symptoms of abuse in both adults and children.

Chapter 13 – Starting Your Career (20 hrs) Credit Units: 2

This course is designed to provide comprehensive training and preparation for individuals pursuing a career in the field of Personal Support Work (PSW). PSWs play a vital role in the healthcare industry by offering essential care and support to individuals who require assistance with daily living activities due to age, illness, or disability. This course will equip students with the knowledge, skills, and competencies necessary to excel in this rewarding and demanding profession.

Chapter 14 – Body Mechanics (20 hrs) Credit Units: 2

Using good body mechanics will help you protect yourself and your client from injury during moving, positioning, transferring, and lifting activities. Your daily activities will include lifting, moving and carrying. This chapter will introduce body mechanics, body alignment, positioning and transferring of clients.

Chapter 15 – Exercise and Activity (20 hrs) Credit Units: 2

Being active is important for physical and mental well-being. Inactivity, whether mild or severe, affects not only the normal functions of all body systems but also the client's mental sense of well-being. Your role as a support worker may include providing range-of-motion exercises to your client to reduce the effects of bed rest and to maintain or improve the mobility of joints.

Chapter 16 – Rehabilitation Care (20 hrs) Credit Units: 2

Rehabilitation involves the whole client. You will learn the family role in the rehab process and the role of therapy and training/rehab training team and the rehab settings.

Chapter 17 – Personal Hygiene (20 hrs) Credit Units: 2

Activities that clean the skin, teeth, mouth, genital area and anus promote comfort, safety and health. Intact skin is the first defense against disease. Some clients need minimal help and some may require the personal support worker to do all the washing.

Chapter 18 – Grooming and Dressing (20 hrs) Credit Units: 2

You will learn the importance of hair care and shaving and the factors that affect hair care--how to care for matted and tangled hair; how to shampoo hair. You will learn the steps to shaving a client and why nail and foot care is important. You will learn to dress/undress clients, purpose of elastic stockings/bandages and when to assist with them.

Chapter 19 – Preventing Infection (20 hrs) Credit Units: 2

You will learn how to take precautions to protect yourself and your clients from infection. You will learn how infections spread and how to follow policies and procedures to control it. You will learn hygiene and standard practices to prevent infection.

Chapter 20 - Safety (40 hrs) Credit Units: 3

You, as a support worker, your clients and co-workers have the right to safety. Promoting client safety is one of the priorities of support work. In this chapter, you will learn ways to keep your clients safe physically and emotionally.

Chapter 21 – Beds and Bed Making (40 hrs) Credit Units: 3

You will learn how to make a closed and open bed and various positions for the bed. You will learn how to make an occupied bed and the importance of keeping the contact sheet wrinkle free to prevent skin irritation.

Chapter 22 – Wound Care (20 hrs) Credit Units: 2

Clients can be at risk for skin tears and pressure ulcers. The personal support worker's role in wound care will depend on the job description and the client's condition. You will need to know the types of wounds, how they heal and how to promote wound healing. Skin injuries

must be prevented and if it does occur, wound care is important to prevent infection. You will learn about wound drainage and dressings and apply it in practice.

Chapter 23 – Promoting Client Well-Being (40 hrs) Credit Units: 3

In this chapter, you will learn how to make clients feel safe, comfortable and relaxed in their environment. You will learn the types of pain and measures to relieve pain. Measures to promote sleep will be discussed.

Chapter 24 – Measuring Height, Weight, and Vital Signs (20 hrs) Credit Units: 2

Your job description will let you know the vital signs you are able to perform at work. The personal support worker can usually measure and record temperature, pulse and respirations and in some agencies oxygen saturations (SPO₂). It is very important that you report any changes in the client's vital signs to your supervisor immediately. You will learn why vital signs are taken and what the normal ranges are and why.

Chapter 25 – Medical Terminology (30 hrs) Credit Units: 2

Medical terms are formed by combining prefixes, roots, and suffixes, which are mostly based on the Greek and Latin languages. Knowing how medical terms are formed will help you understand the words you will become familiar with in a medical setting.

Chapter 26 – Client Care Planning Processes Reporting and Recording (20 hrs) Credit Units: 2

Most facilities, agencies, and acute care settings now record everyday care electronically. Some facilities are using computers for all charting, whereas others are still using written forms and written documentation. You will be trained in the reporting system used by your employer.

Chapter 27 – Nutrition and Fluids (20 hrs) Credit Units: 2

Foods and liquids contain nutrients, which are substances that are ingested, digested, absorbed and used by the body. Nutritional requirements differ throughout a person's life cycle. Factors that can affect eating and nutrition are personal choices, allergies, food intolerances, culture, religion, finances, appetite, illness, and age. You will learn how to serve foods and fluids and assist with eating.

Chapter 28 – Enteral Nutrition and Intravenous Therapy (20 hrs) Credit Units: 2

Due to illness, injury or surgery, some clients may encounter problems with eating, drinking and swallowing. There are various methods to aid these individuals in providing nutrition, fluids

and medications through tubes. Only qualified nurses or other professionals can administer the procedure. As a personal support worker, you may care for clients who have had these procedures.

Chapter 29 – Urinary Elimination (20 hrs) Credit Units: 2

You will learn the characteristics of normal urine and guidelines to maintain normal urine. You will also learn about incontinence and care required/why catheters are used and different types and care of. There are methods of bladder training and guidelines for collecting urine specimens.

Chapter 30 – Bowel Elimination (20 hrs) Credit Units: 2

You will be able to describe normal stool and normal patterns/frequency and factors that affect bowel elimination. You will be able to explain why enemas are given and the common solutions and the care of the ostomy pouch. You will learn why specimens are collected.

Chapter 31 – Growth and Development (20 hrs) Credit Units: 2

Growth and development is an ongoing process from the moment of fertilization until death. Growth and development occur in a sequence, order, and pattern. As a support worker, you will care for clients in different stages of development. Having a basic understanding of growth and development will help you give better care and better understand the client's needs.

Chapter 32 – Body Structure and Function (20 hrs) Credit Units: 2

Organs are groups of tissues that work together to perform a special function. Organ systems are formed by organs that work together to perform special functions. There are 11 major body systems. Understanding the normal function of the body will help understand the identifying changes in the body.

Chapter 33 – Common Diseases and Conditions (40 hrs) Credit Units: 3

In this chapter, you will learn basic information about common diseases and conditions. Understanding disease and health conditions will help you provide the care your clients need.

Chapter 34 – Hearing and Vision Disorders (20 hrs) Credit Units: 2

Sight and hearing are important for communicating, learning, moving about, and performing ADLs. They keep us safe by alerting danger. As a personal support worker, you will care for

clients with hearing and vision disorders. They may have minor disorders or may have severe losses. You will learn how to care for clients with these various disorders.

Chapter 35 – Speech and Language Disorders (20 hrs) Credit Units: 2

You will learn to apply the process of communicating effectively with clients with speech and language disorders. These are disorders as a result of injury or decline in the brain's communication center.

Chapter 36 – Developing Disabilities (20 hrs) Credit Units: 2

This chapter allows you to explain how a developmental disability can affect the client and the family across the lifespan, the cause of disabilities and how they affect functioning.

Chapter 37 – Mental Health Disorders (20 hrs) Credit Units: 2

You will learn the effects of mental health disorders in everyday life. There are various factors that contribute to mental health disorders. As a support worker, you will care for and support clients and family members with physical health problems/mental health problems or both. You will learn the common mental health disorders you may see in clients.

Chapter 38 – Confusion, Delirium, and Dementia (20 hrs) Credit Units: 2

This chapter addresses the changes in behavior that takes place over time as the brain is affected by aging, illness or lifestyle. You will learn ways to care for clients safely and respectfully who demonstrate challenging behaviors.

Chapter 39 – Oxygen Needs (20 hrs) Credit Units: 2

Oxygen therapy is handled the same way as any medication, it is prescribed by a physician. You will learn to identify the signs and symptoms of hypoxia and altered respiratory problems. You will learn the safe way to aid in oxygen therapy and how to care for clients with artificial airways, on ventilators and with chest tubes.

Chapter 40 – Heat and Cold Applications (20 hrs) Credit Units: 2

You will learn to identify the purposes, effects and complications of heat and cold applications. There are guidelines for the application of heat and cold and you will learn the procedures described in this chapter in a safe manner.

Chapter 41 – Caring for Mothers and Infants (20 hrs) Credit Units: 2

Personal support workers are sometimes required to care for new mothers and infants, usually in a home care setting. You must respect the family's routine and way of thinking. You will learn about the emotional changes of a new mother, how to hold an infant, SIDS, aid with feeding, bathing and diapering.

Chapter 42 – Caring for the Young (20 hrs) Credit Units: 2

As a support worker, you will be expected to provide care and support to people of all ages, including the young. The young person that you are assigned to support may have physical or developmental challenges, be a family member of your primary client, or be your assigned client. This chapter discusses the role of the support worker when dealing with family.

Chapter 43 – Caring for Older Adults (30 hrs) Credit Units: 2

Retirement affects older adults in many ways, and as a support worker, you will need to understand your client's reactions and their effect on the family. Numerous changes occur in an older person's body systems, and you need to keep this in mind as you give care.

Chapter 44 – Home Management (20 hrs) Credit Units: 2

The support worker may be required to assist in home management services to enhance the health and well-being of a client. These services include straightening and cleaning parts of rooms vacuuming, dusting, washing dishes, making beds, and doing laundry. You will learn specific guidelines for home management and cleaning.

Chapter 45 – Assisting with Medications (20 hrs) Credit Units: 2

As a personal support worker, you may be responsible for assisting clients with their medications in different settings and situations. You will learn your role in assisting with their medications, summarize how drugs work in the body, the factors affecting drug action and the different forms of medications. You will learn the "rights" of assisting medications. You will also learn what to do the event of a med error.

Chapter 46 – Assisting with the Physical Examination (20 hrs) Credit Units: 2

You will learn the equipment used in a physical examination, how to prepare a client for the examination, the possible positions and how to drape the client.

Chapter 47 – Caring for a Client Who Is Dying (20 hrs) Credit Units: 2

Culture, religion and age influence attitudes towards death. There are stages, phases or tasks clients, families and caregivers may encounter. You will learn how to meet the dying client's needs and the needs of the family. You will learn about palliative care, the importance of an advance directive, identify the signs or approaching death and signs of death and how to assist in post-mortem care.

Chapter 48 – Your Job Search (200 hrs) Credit Units: 15

The job search can be stressful because the outcome is unknown. This chapter will give you the tools needed to organize your job search, learn how to be successful in the job interview and ways to make a good impression at the interview.