



New Brunswick Indigenous Career College

75 Melissa St., Unit 1, Richibucto Road, NB E3A 6V9
Ph: (506) 458-9444 Fax: (506) 458-2850 Email: lobby@nbicc.ca

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

Personal Support Worker Diploma Program

Course: 101 Relating to Self

Course Length: 30 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description:

The Exploring Self and Personal Growth course invites students on a transformative journey of self-discovery, self-awareness, and personal development. Through a combination of introspective exercises, interactive discussions, reflective practices, and experiential activities, students will gain a deeper understanding of themselves, their values, strengths, and areas for growth. This course empowers students to cultivate a positive self-image, enhance emotional well-being, and make meaningful life choices.

Course Overview:

Module 1: Introduction to Self-Exploration

- Overview of the course objectives, content, and learning outcomes
- Understanding the importance of self-awareness and personal growth
- Exploring the relationship between self-awareness and overall well-being

Module 2: Self-Identity and Self-Concept

- Exploring the components of self-identity and self-concept
- Reflecting on personal values, beliefs, and cultural influences
- Understanding the impact of self-identity on perceptions and interactions

Module 3: Emotional Intelligence and Self-Regulation

- Introduction to emotional intelligence and its role in personal growth
- Developing emotional self-awareness and regulation skills
- Exploring strategies for managing emotions and fostering emotional well-being

Module 4: Self-Esteem and Self-Confidence.

- Understanding the concepts of self-esteem and self-confidence
- Exploring factors that influence self-esteem and ways to enhance it.
- Developing strategies for building healthy self-confidence

Module 5: Strengths and Areas for Growth

- Identifying personal strengths, talents, and skills
- Recognizing areas for growth and opportunities for improvement
- Applying a growth mindset to navigate challenges and setbacks

Module 6: Values and Life Purpose

- Exploring personal values and their alignment with life choices
- Reflecting on the concept of life purpose and meaning
- Understanding the relationship between values and goal setting

Module 7: Self-Care and Well-being

- Introduction to self-care practices for physical, emotional, and mental well-being
- Exploring techniques for stress management and relaxation
- Developing a personalized self-care plan

Module 8: Communication and Interpersonal Skills

- Enhancing communication skills and active listening
- Building effective relationships and connections with others
- Applying empathetic communication in personal and professional contexts

Module 9: Setting Goals and Creating Action Plans

- Setting meaningful and achievable goals for personal growth
- Developing action plans and strategies for goal attainment
- Monitoring progress and making adjustments to stay on track

Module 10: Mindfulness and Self-Reflection

- Understanding the benefits of mindfulness and self-reflection
- Practicing mindfulness techniques to enhance present-moment awareness
- Cultivating a habit of regular self-reflection for personal insight

Module 11: Overcoming Self-Limiting Beliefs

- Identifying and challenging self-limiting beliefs and negative self-talk
- Applying cognitive restructuring techniques to promote self-empowerment
- Fostering a positive and resilient mindset

Module 12: Personal Transformation and Lifelong Learning

- Reflecting on the journey of self-exploration and personal growth
- Understanding the importance of continuous learning and self-improvement
- Developing a personal growth plan for ongoing development

Assessment Methods:

- Quizzes and assessments on self-awareness, emotional intelligence, and personal growth concepts
- Participation in group discussions, experiential activities, and reflective exercises
- Personal journals documenting self-reflection and progress throughout the course
- Completion of goal-setting projects and action plans for personal development
- Final reflective essay: Synthesizing course learning and outlining personal goals for continued self-growth

Note: This course overview provides a comprehensive framework and can be adapted to align with the specific needs and context of the educational institution and students. It is recommended to regularly update the content to reflect current trends and emerging practices in self-exploration and personal growth.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

Note: All course passing mark is 70%, otherwise, student will be marked as fail.

Academic Standing

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Practicum

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Personal Support Worker Diploma Program

Course: 102 Relating to Others

Course Length: 30 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description:

The Relating to Others course offers a comprehensive exploration of interpersonal communication, relationship dynamics, and effective interaction strategies. Through a combination of theoretical understanding, practical skill development, experiential activities, and reflective practices, students will enhance their ability to establish and maintain healthy relationships, navigate conflicts, and communicate effectively with diverse individuals and groups. This course empowers students to foster positive connections and contribute to harmonious interactions in various personal and professional contexts.

Course Overview:

Module 1: Introduction to Relating to Others

- Overview of the course objectives, content, and learning outcomes
- Understanding the importance of interpersonal communication and relationship skills
- Exploring the impact of effective relating on personal well-being and social interactions

Module 2: Foundations of Interpersonal Communication

- Exploring the components and functions of interpersonal communication
- Understanding verbal and nonverbal communication cues and their impact
- Developing active listening skills and enhancing communication effectiveness

Module 3: Perception and Self-Awareness

- Understanding how perception influences communication and relationships
- Reflecting on self-awareness and its role in interpersonal interactions
- Exploring biases, assumptions, and cultural perspectives in perception

Module 4: Emotional Intelligence and Empathy

- Introduction to emotional intelligence and its significance in relating to others
- Developing empathy and understanding of others emotions and perspectives
- Applying emotional intelligence to enhance relationships and conflict resolution.

Module 5: Effective Feedback and Assertion

- Exploring assertive communication techniques for expressing thoughts and feelings
- Providing constructive feedback and receiving feedback from others
- Analyzing barriers to effective assertion and strategies for overcoming them

Module 6: Conflict Resolution and Problem-Solving

- Understanding the nature of conflicts and their impact on relationships
- Exploring strategies for effective conflict resolution and negotiation
- Developing problem-solving skills to address interpersonal challenges

Module 7: Nonverbal Communication and Body Language

- Analyzing the role of nonverbal cues and body language in communication
- Understanding cultural differences in nonverbal communication
- Enhancing awareness and interpretation of nonverbal signals

Module 8: Building Healthy Relationships

- Identifying characteristics of healthy relationships and relationship-building skills
- Understanding the stages of relationship development and maintenance
- Exploring the importance of trust, respect, and mutual support

Module 9: Cultural Competence and Diversity

- Incorporating cultural sensitivity and inclusivity in interpersonal interactions
- Understanding the impact of cultural differences on communication and relationships
- Developing cross-cultural communication skills and bridging cultural gaps

Module 10: Active Listening and Empathetic Communication

- Enhancing active listening skills and empathetic communication
- Reflecting on the role of listening in building connections and understanding
- Applying active listening techniques to promote meaningful interactions

Module 11: Digital Communication and Online Relationships

- Analyzing the challenges and opportunities of digital communication platforms
- Exploring effective communication strategies in online relationships
- Addressing digital etiquette, privacy, and boundaries

Module 12: Reflective Practice and Lifelong Learning

- Engaging in reflective practice to enhance self-awareness and communication skills
- Identifying opportunities for ongoing personal and professional development
- Applying lessons learned to improve future interactions and relationships

Assessment Methods:

- Quizzes and assessments on interpersonal communication and relationship-building concepts
- Participation in group discussions, role-playing, and experiential activities
- Analysis of case studies to apply communication strategies to real-life scenarios
- Reflective journals documenting personal growth and insights throughout the course
- Final project: Developing a comprehensive communication improvement plan for a specific relationship context

Note: This course overview provides a comprehensive framework and can be adapted to align with the specific needs and context of the educational institution and students. It is recommended to regularly update the content to reflect current trends and emerging practices in interpersonal

communication and relationship building.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Personal Support Worker Diploma Program

Course: Chapter 1 – The Role of the Support Worker

Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description:

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.

Learning Outcomes

Upon completion of this course the students will be able to

- Describe the goal of support work.
- Identify the role support workers play within the health care team.
- Describe the main responsibilities of the support worker.
- Differentiate between activities of daily living (ADLs) and instrumental activities of daily living (IADLs).
- Distinguish between regulated and unregulated health care providers.
- Describe the importance of understanding the roles and responsibilities of support work.
- Describe the significance of having a professional approach to support work.
- List the principles of client-centred care.
- Identify the things to consider when thinking critically and solving problems.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

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Personal Support Worker Diploma Program

Course: Chapter 2 – The Canadian Health Care System

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course the students will be able to

- Describe medicare and how it has evolved.
- Identify the federal, provincial, and territorial roles in the Canadian health care system.
- Summarize the principles of medicare described in the Canada Health Act.
- Differentiate among primary, secondary, and tertiary health care deliveries.
- Identify how the focus of the Canadian health care system is shifting to home care.
- Explain why health promotion and disease prevention are important functions of the Canadian health care system.
- Recognize the emerging importance of home care and the support worker's role in providing some of these services.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

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Assignment:	40%
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Course: Chapter 3 – Workplace Settings

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course the students will be able to

- Differentiate between community-based care and facility-based care.
- List the work settings where support workers are employed.
- Differentiate between live-in facilities and outpatient facilities.
- Describe the various types of live-in facilities.
- Identify the benefits and challenges support workers encounter in the workplace.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

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Assignment:	40%
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Personal Support Worker Diploma Program

Course: Chapter 4 - Ethics

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course the students will be able to

- Explain the purpose of a code of ethics.
- Define belief and values.
- Differentiate between ethics and morals.
- Identify the basic principles of health care ethics.
- Describe how each of the principles applies to support work.
- Define the term ethical dilemma.
- Apply the principles to solve ethical dilemmas.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

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Assignment:	40%
Test/Quiz:	20%

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Course: Chapter 5 – Legislation – The Client's Rights and Your Rights

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course the students will be able to

- Explain the basic rights protected by the Canadian Charter of Rights and Freedoms and the provincial and territorial human rights codes.
- Describe client rights.
- Identify ways support workers can respect their client's rights.
- Describe the difference between criminal law and civil law.
- Describe how negligence, defamation, assault, battery, false imprisonment, and invasion of privacy apply to the support worker's job.
- Define electronic privacy and describe how confidentiality can be maintained electronically.
- List the types of legislation that address support workers' rights and duties.
- Apply the information in this chapter to clinical practice properly.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

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Assignment:	40%
Test/Quiz:	20%

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Course: Chapter 6 – Health Wellness, Illness and Disability

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course the students will be able to

- Differentiate between the current definition of health and the one used in the past.
- Describe the concept of holism and explain how it affects the role of a support worker.
- Explain the current concepts of health and wellness.
- Describe the 12 aspects of our health and environment that are beyond our immediate control (known as the determinants of health).
- Describe how health can be achieved in all dimensions of life.
- Explain the effects of culture, stigma, and discrimination on clients who have illnesses and disabilities.
- Describe personal factors that can influence health.
- Explain how people, families, or communities who follow good holistic health practices can still become very ill.
- Explain common reactions to illness and disability.
- Describe change and loss associated with illness and disability.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

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Course: Chapter 7 – Caring About Culture and Diversity

Course Length: 30 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course the students will be able to

- Distinguish between ethnicity and culture.
- Describe the factors that influence a Person's culture.
- Summarize how culture influences a person's attitudes and behaviours.
- Describe how culture may affect communication, family organization, religious convictions, and perceptions about illness and health care.
- Analyze how your own cultural biases may affect your relationships with your clients.
- Apply the information in this chapter in your work by providing culturally sensitive care.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

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Assignment:	40%
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Course: Chapter 8 – Managing Stress Time and Problems

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course the students will be able to

- Describe how stress can affect all dimensions of health.
- List the signs of stress.
- Describe common stressors.
- Discuss how people use defence mechanisms to cope with stress.
- Identify ways to support clients who are stressed.
- Define SMART goals.
- Describe positive ways to manage stress.
- Describe stress-reducing methods that may improve a person's decision-making and problem-solving abilities.
- Identify ways to deal with stress and conflict in the workplace.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

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Test/Quiz:	20%

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*"Your Training – Your Future,
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Personal Support Worker Diploma Program

Course: Chapter 9 – Interpersonal Communication

Course Length: 40 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course the students will be able to

- Describe the communication process.
- Describe verbal and nonverbal communication.
- List common defence mechanisms and explain how they can interfere with effective communication.
- Define professional communication and describe how it differs from other types of communication.
- Explain the methods of and barriers to effective communication.
- Explain how messages can be misinterpreted when conveyed electronically.
- Describe how to communicate with an angry client.
- Explain why assertive communication is important.
- Learn how to explain procedures and tasks to clients.
- Explain ways to effectively communicate with clients living with dementia.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

Note: All course passing mark is 70%, otherwise, student will be marked as fail.

Academic Standing

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Personal Support Worker Diploma Program

Course: Chapter 10 – Working with Others: Teamwork, Supervision, and Delegation

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course the students will be able to

- Explain your role as a support worker on the health care team.
- Describe how teams function in different health care settings.
- List the benefits and challenges of working on a health care team.
- Explain how delegation applies to you as a support worker.
- Describe the delegation process and your role in it.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Personal Support Worker Diploma Program

Course: Chapter 11 – Working with Clients and their Families

Course Length: 30 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course the students will be able to

- Explain the difference between a professional supportive relationship and friendship.
- Explain why it is necessary for a support worker to maintain a professional boundary.
- Describe common family patterns.
- Explain how the health care team assists the family.
- Explain independence, dependence, and interdependence.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Personal Support Worker Diploma Program

Course: Chapter 12 – Abuse Awareness

Course Length: 40 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning outcomes

Upon completion of this course students will be able to

- Identify the legal act that is meant to protect all Canadians, new immigrants, and visitors from abuse.
- Describe the types of abuse.
- Describe the cycle of abuse.
- Describe spousal abuse, child abuse, and abuse of older persons.
- Describe how clients and health care workers can be abused.
- Explain what to do if you have an abusive client.
- Identify signs of abuse.
- Explain your legal responsibilities when reporting abuse.
- Describe what to do if a client tells you about being abused.
- Apply the information in this chapter to your clinical practice properly.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

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Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Personal Support Worker Diploma Program

Course: Chapter 13 – Starting Your Career

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course students will be able to

- List the tools needed to prepare for your job search.
- Differentiate between a chronological resume and a functional resume.
- List three sources of advertised positions.
- Identify methods for finding out about unadvertised positions.
- List the details that are important in a letter of application.
- Summarize why one should take time completing application forms.
- List what interviewers are trying to determine during an interview.
- Summarize why the interview is a key element in the job search.
- Summarize why it is important to practice and plan before an interview.
- Name the ways to make a good impression at an interview.
- Summarize why it is important to write a thank-you note following an interview.
- Apply the techniques described in this chapter to the job application experience.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

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Assignment:	40%
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Personal Support Worker Diploma Program

Course: Chapter 14 – Body Mechanics

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course students will be able to

- List the purpose and rules of using good body mechanics.
- Describe why good body alignment and position changes are important for the client
- Identify the comfort and safety measures for positioning clients in bed.
- Describe how to position a client in the basic bed positions and in a chair.
- Describe comfort and safety measures for moving, turning, and lifting clients in bed.
- Differentiate between a transfer and a lift.
- Identify safety measures used when transferring clients.
- Identify the purpose of a transfer belt and a transfer board.
- Demonstrate how to move a client in bed.
- Apply the information provided in this chapter by performing the procedures described.

Required Materials:

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Activity/Assessments

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Personal Support Worker Diploma Program

Course Chapter 15 – Exercise and Activity

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course students will be able to

- Describe bed rest.
- Describe the complications of bed rest and how to prevent them.
- Describe the devices used to support and maintain body alignment.
- Describe the purpose of a trapeze.
- Describe range-of-motion exercises.
- Describe how to help a falling client.
- Describe types of walking aids.
- Perform the procedures described in this chapter.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

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Course: Chapter 16 – Rehabilitation Care

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course students will be able to

- Differentiate between rehabilitative care and restorative care.
- Describe the goals of rehabilitation and restorative care.
- Explain how rehabilitation involves the whole client.
- Explain the family's role in the rehabilitation process.
- Explain the role of therapy and training in rehabilitation.
- Describe the rehabilitation settings.
- Explain the role of the rehabilitation team in the rehabilitation process.
- Describe overall benefits of rehabilitation and restorative care.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

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Personal Support Worker Diploma Program

Course: Chapter 17 – Personal Hygiene

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course students will be able to

- Explain the importance of personal hygiene.
- Describe oral hygiene and the observations to report.
- Describe the guidelines for bathing and the observations to report.
- Identify the safety precautions for clients taking tub baths or showers.
- Explain the purposes of a back massage.
- Identify the purposes of perineal care.
- Describe menstrual care.
- Perform the procedures described in this chapter.

Required Materials:

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Activity/Assessments

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Personal Support Worker Diploma Program

Course: Chapter 18 – Grooming and Dressing

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course students will be able to

- Explain the importance of hair care and shaving.
- Identify the factors that affect hair care.
- Explain how to care for matted and tangled hair.
- Describe how to shampoo hair.
- List the steps taken to shave a client.
- Identify safety considerations related to nail care.
- Explain why nail care and foot care are important.
- Describe how to dress and undress clients.
- Describe how to change an incontinence brief.
- Explain the purpose of elastic anti-embolic stockings and bandages and when to assist with them.
- Apply the procedures described in this chapter to clinical practice by providing culturally sensitive grooming.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

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Assignment:	40%
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Course: Chapter 19 – Preventing Infection

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course students will be able to

- Distinguish between pathogens and nonpathogens.
- Summarize what microbes require to live and grow.
- Differentiate between bacteria, viruses, fungi, and parasites.
- List the signs and symptoms of infection.
- Describe the chain of infection.
- List ways in which microbes are transmitted.
- Define what a multidrug-resistant organism (MRO) is and state why it can be difficult to treat.
- List risk factors for infection.
- Describe common aseptic practices.
- Explain why handwashing is important.
- Describe when to wash your hands and general guidelines for handwashing.
- Describe cleaning, disinfection, and sterilization methods.
- Compare and contrast the principles and practices of Standard Practices and Transmission-Based Practices.
- Summarize how to use personal protective equipment (PPE).
- Describe the principles and practices of surgical asepsis.
- Apply the procedures described in this chapter to your clinical practice properly.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

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Personal Support Worker Diploma Program

Course: Chapter 20 - Safety

Course Length: 40 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course students will be able to

- List the risk factors for accidents.
- Describe how identifying the client, providing call bells, and correctly using bed rails promote client safety.
- Identify the safety measures to prevent falls.
- Identify how a client's quality of life can suffer as a result of being restrained.
- Identify causes of early childhood deaths from injury.
- Explain how the developmental stage a child is in can influence their risk for injury.
- Identify the safety measures to prevent falls, poisoning, suffocation, and burns for all age groups.
- Describe the causes of and emergency care for burns.
- Identify fire prevention measures.
- Describe what to do during a fire.
- Describe how to prevent equipment accidents.
- Describe how restraints can cause injury to clients and why they should be avoided.
- List the steps to reporting a workplace injury, as identified by the Workplace Safety and Insurance Board.
- Apply the information provided in this chapter to protect yourself in workplace.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

Attendance: 20%
Participation Mark: 20%

Assignment: 40%

Test/Quiz: 20%

Note: All course passing mark is 70%, otherwise, student will be marked as fail.

Academic Standing

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Personal Support Worker Diploma Program

Course: Chapter 21 – Beds and Bed Making

Course Length: 40 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course students will be able to

- Identify the basic bed positions.
- Describe how to handle linen according to the rules of Standard Practice.
- List the types of bed linens used when making a client's bed.
- Describe safety measures for bed making.
- Describe the differences between open and closed beds.
- Demonstrate the procedures described in this chapter.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

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Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Personal Support Worker Diploma Program

Course: Chapter 22 – Wound Care

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course students will be able to

- List clients at risk for skin tears and pressure injuries.
- Describe the causes of skin tears and how to prevent them.
- Describe the signs, symptoms, and causes of pressure injuries and ways to prevent them.
- Identify the pressure points in the basic bed positions and sitting positions.
- Describe the causes of leg and foot ulcers and ways to prevent them.
- Describe the process, types, and complications of wound healing.
- Describe what to observe about wounds and wound drainage.
- Describe how to secure dressings.
- Explain the guidelines for applying dressings.
- Describe how to meet the basic needs of clients who have wounds.
- Apply in your practice the procedures described in this chapter.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

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Participation Mark:	20%
Assignment:	40%
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Personal Support Worker Diploma Program

Course: Chapter 23 – Promoting Client Well-Being

Course Length: 40 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course students will be able to

- Recognize that comfort (or pain) personal to each person is based on their past experiences.
- Describe why comfort and well-being are important.
- Describe the various types of pain.
- List the signs and symptoms of pain.
- List the care plan measures that relieve pain.
- Describe why rest and sleep are important.
- Describe the factors that affect sleep.
- Describe common sleep disorders.
- List care plan measures that promote sleep.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

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Assignment:	40%
Test/Quiz:	20%

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Personal Support Worker Diploma Program

Course: Chapter 24 – Measuring Height, Weight, and Vital Signs

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course students will be able to

- Explain how to measure height and weight.
- Explain why vital signs are measured.
- List factors that affect vital signs.
- Identify the normal ranges for temperature sites.
- Know when to use each temperature site.
- Identify why the older person's normal body temperature range may be lower than a younger adult's range.
- Identify the sites for taking a pulse.
- Describe what a pulse oximeter does.
- Describe the correct manner of using a pulse oximeter.
- Describe normal respirations.
- Describe factors that affect blood pressure.
- Describe the practices to follow when measuring blood pressure.
- Know the vital sign ranges for different age groups.
- Perform the procedures described in this chapter.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

Attendance: 20%
Participation Mark: 20%

Assignment: 40%

Test/Quiz: 20%

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Course: Chapter 25 – Medical Terminology

Course Length: 30 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course the students will be able to

- Identify the word elements used in medical terms.
- Know the meanings of common Greek and Latin Prefixes, roots, and suffixes on which most medical terms are based.
- Combine word elements into medical terms.
- Know the meanings of common medical terms.
- Identify the abdominal regions.
- Define the directional terms that describe the positions of the body in relation to other body parts.
- Identify and define some of the abbreviations used in health care.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

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Assignment:	40%
Test/Quiz:	20%

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Personal Support Worker Diploma Program

Course: Chapter 26 – Client Care Planning Processes Reporting and Recording

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course the students will be able to

- Explain the steps in the care-planning process in facilities.
- Explain the steps in the care-planning process in the community.
- Explain the function of the care plan.
- Describe the support worker's role in the care-planning process.
- Explain why observation and basic assessment are important parts of the support worker's Describe the difference between objective data and subjective data.
- Explain what makes an observation effective.
- List the functions of a client's chart.
- Identify the types of documents found in a client record or chart.
- List the basic rules for recording.
- List the basic rules for electronic documentation.
- Use the 24-hour clock.
- Describe how reporting differs between a facility and a community setting.
- Explain why confidentiality is important in all aspects of the client's care.
- Describe how computers have affected the care-planning process.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

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Personal Support Worker Diploma Program

Course: Chapter 27 – Nutrition and Fluids

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course students will be able to

- Describe the functions and major sources of protein, carbohydrates, fats, vitamins, minerals, and water.
- Explain the principles of Canada's Food Guide and Canada's Dietary Guidelines (2019).
- Explain the purpose of food labels.
- Explain how nutrient requirements change throughout the life cycle.
- Explain factors that affect eating and nutrition.
- Explain the role of the support worker in meal planning and preparation.
- Explain why food safety is important.
- Describe special diets.
- Explain the support worker's role in assisting clients to eat.
- Explain how to feed clients.
- Describe adult fluid requirements and the relationship between edema or dehydration and fluid intake.
- Describe the common special fluid orders.
- Explain the purpose of intake and output records.
- Perform the procedures described in this chapter.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

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Assignment:	40%
Test/Quiz:	20%

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Personal Support Worker Diploma Program

Course: Chapter 28 – Enteral Nutrition and Intravenous Therapy

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course students will be able to

- Explain the purpose of enteral nutrition and necessary comfort measures.
- Explain how to prevent aspiration and regurgitation.
- Identify the signs and symptoms of aspiration.
- Explain the purpose of intravenous (IV) therapy.
- Identify the equipment and complications involved in IV therapy.
- Explain your role in ensuring the safety of clients receiving IV therapy.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

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Assignment:	40%
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Personal Support Worker Diploma Program

Course: Chapter 29 – Urinary Elimination

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course students will be able to

- Identify the characteristics of normal urine.
- Describe the guidelines for maintaining normal urinary elimination.
- List the observations to make about urine.
- Describe urinary incontinence and the care required.
- Explain why catheters are used.
- Explain the differences between straight, in-dwelling, suprapubic, and condom catheters.
- Describe the guidelines for caring for clients with in-dwelling catheters.
- Describe the methods of bladder training.
- Describe the guidelines for collecting urine specimens.
- Explain how to care for a client with a ureterostomy.
- Apply the procedures described in this chapter to clinical practice properly.

Required Materials:

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Activity/Assessments

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Personal Support Worker Diploma Program

Course: Chapter 30 – Bowel Elimination

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course students will be able to

- Describe normal stools and the normal pattern and frequency of bowel movements.
- List the observations to make about bowel movements.
- Identify the factors that affect bowel elimination.
- Describe common bowel elimination issues.
- Describe the measures that promote comfort and safety during defecation.
- Describe bowel training.
- Explain why enemas or suppositories are given.
- Know the common enema solutions.
- Describe the comfort and safety measures for giving enemas.
- Explain the purpose of rectal tubes.
- Describe how to care for a client with an ostomy pouch.
- Explain why stool specimens are collected.
- Perform the procedures described in this chapter.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Academic Standing

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*"Your Training – Your Future,
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Personal Support Worker Diploma Program

Course: Chapter 31 – Growth and Development

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course the students will be able to

- Understand the principles of growth and development.
- Explain Piaget's stages of cognitive development.
- Describe Erikson's developmental stages.
- Explain how understanding Maslow's hierarchy of needs applies to support work.
- Identify the stages of growth and development and the normal age ranges for each stage.
- Identify the developmental tasks for each age group.
- Describe the normal and typical growth and development for each age group.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

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Participation Mark:	20%
Assignment:	40%
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Personal Support Worker Diploma Program

Course: Chapter 32 – Body Structure and Function

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course the students will be able to

- Identify the basic structures of the cell and explain how cells divide.
- Describe the different types of tissue.
- Identify the structures of each body system.
- Describe the functions of each body system.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Personal Support Worker Diploma Program

Course: Chapter 33 – Common Diseases and Conditions

Course Length: 40 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes:

- Describe the common communicable diseases and the care required.
- Describe the common types of cancers and some of the treatments available.
- Describe the common disorders of the integumentary system and the care required.
- Describe the common musculoskeletal system disorders and the care required.
- Explain how to care for clients in casts and with fractures.
- Describe the effects of amputation.
- Describe the common neurological system disorders and the care required.
- Identify the causes and effects of brain and spinal cord injuries and the care required.
- Describe the common endocrine system disorders and the care required.
- Describe the common cardiovascular system disorders and the care required.
- Describe the common respiratory system disorders and the care required.
- Describe the common immune system disorders and the care required.
- Describe the common digestive system disorders and the care required.
- Describe the common urinary system disorders and the care required.
- Describe the common reproductive system disorders and the care required.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

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Personal Support Worker Diploma Program

Course: Chapter 34 – Hearing and Vision Disorders

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course students will be able to

- Describe the major ear disorders.
- Describe the effects of hearing impairment.
- Describe aids for clients with hearing impairment.
- Explain how to care for clients with hearing impairment.
- Describe the major eye disorders.
- Describe aids for clients with vision impairment.
- Explain how to care for clients with vision impairment.
- Explain how to provide support to a client living with hearing or vision challenges who has a service dog.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

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Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Course: Chapter 35 – Speech and Language Disorders

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course students will be able to

- Describe types of aphasia.
- Describe apraxia of speech.
- Describe dysarthria.
- Describe how speech and language disorders are treated.
- Identify what communication aids are and how they assist the client.
- Describe how computers can assist clients with speech disorders.
- Describe the emotional effects of a language disorder.
- Describe how to communicate with clients with language disorders.
- Apply the procedures described in this chapter to clinical practice properly.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

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Personal Support Worker Diploma Program

Course: Chapter 36 – Developing Disabilities

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course students will be able to

- Identify common developmental disorders and disabilities and describe their causes.
- Discuss common developmental disorders and disabilities affect mental, social, and physical functioning.
- Describe and understand how to care for clients with developmental disorders and disabilities.
- Explain the impact a developmental disorder or disability can have on clients and their families.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Personal Support Worker Diploma Program

Course: Chapter 37 – Mental Health Disorders

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course students will be able to

- Describe the effects of mental health disorders on everyday life.
- List factors that may contribute to mental health disorders.
- Describe the stigma experienced by people with mental health disorders.
- Describe the effect of mental health disorders on families.
- Explain the importance of DIPPS when supporting clients with mental health disorders and their families.
- Understand how culture can influence the interpretation and treatment of mental illness.
- Define the following disorders and describe how to support clients with the following disorders:
 - Acquired brain injuries*
 - Anxiety*
 - Bipolar and related disorders*
 - Depressive disorders*
 - Disruptive, impulse-control, and conduct disorders*
 - Feeding and eating disorders*
 - Obsessive-compulsive and related disorders*
 - Personality disorders*
 - Schizophrenia spectrum disorders*
 - Self-harm*
 - Sleep-wake disorders*
 - Substance-related and addictive disorders*
 - Suicidal behaviour*
 - Trauma and stressor-related disorders*

Required Materials:

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Activity/Assessments

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Assignment:	40%
Test/Quiz:	20%

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Personal Support Worker Diploma Program

Course: Chapter 38 – Confusion, Delirium, and Dementia

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course students will be able to

- Describe disorientation, delirium, and dementia and their causes.
- Differentiate between normal and abnormal mental changes related to aging.
- List measures that help clients who are disoriented.
- Differentiate between disorientation, delirium, and dementia.
- Describe dementia and its signs and symptoms.
- Explain why depression is often associated with dementia.
- List different forms and causes of dementia.
- Describe the common stages of dementia.
- Describe how to support a client living with dementia.
- List examples of responsive behaviours and Possible causes of them.
- Describe how caring for family members with dementia can affect their primary caregivers.
- Apply the principles learned in this chapter to the care and support of clients with disorientation, delirium, or dementia.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

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Personal Support Worker Diploma Program

Course: Chapter 39 – Oxygen Needs

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course students will be able to

- Describe factors that affect oxygen needs.
- Identify the signs and symptoms of hypoxia and altered respiratory function.
- Describe tests used to diagnose respiratory problems.
- Explain measures that promote oxygenation.
- Describe devices used to administer oxygen.
- Explain how to safely assist a client with oxygen therapy.
- Describe the safety measures for suctioning.
- Explain how to assist in the care of clients with artificial airways, on mechanical ventilation, and with chest tubes.
- Apply the procedures described in this chapter to clinical practice properly.

Required Materials:

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Activity/Assessments

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Personal Support Worker Diploma Program

Course: Chapter 40 – Heat and Cold Applications

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course students will be able to

- Identify the purposes, effects, and complications of heat and cold applications.
- List clients at risk for complications from heat and cold applications.
- List the guidelines for application of heat and cold.
- Perform the procedures described in this chapter in a safe manner.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
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Personal Support Worker Diploma Program

Course: Chapter 41 – Caring for Mothers and Infants

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course students will be able to

- List physical and emotional changes a new birth parent may experience.
- Identify the signs and symptoms of postpartum complications.
- Identify some common disorders in infants.
- Identify the signs and symptoms of serious illness in infants.
- Describe how to hold and comfort infants.
- List precautions that reduce the risk of sudden infant death syndrome (SIDS).
- Describe how to help parents with breastfeeding and bottle-feeding.
- Describe how to burp and diaper an infant.
- Describe how to provide cord care and circumcision care.
- Describe how to bathe infants.
- State why infants are weighed.
- Describe your role in providing child care.
- Apply the procedures described in this chapter to your clinical practice properly.

Required Materials:

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Activity/Assessments

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

*"Your Training – Your Future,
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Personal Support Worker Diploma Program

Course: Chapter 42 – Caring for the Young

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course the students will be able to

- Identify the role of the support worker when caring for the young.
- List ways to assist an infant or child to meet nutritional needs.
- Identify the principles for dealing with a child who displays challenging behaviours.
- Describe ways to prevent or minimize childhood infections.
- List the most common reasons for children missing school.
- Apply the information in this chapter to clinical practice.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

Note: All course passing mark is 70%, otherwise, student will be marked as fail.

Academic Standing

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Personal Support Worker Diploma Program

Course: Chapter 43 – Caring for Older Adults

Course Length: 30 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course the students will be able to

- Describe the effects of retirement.
- Identify the social changes common among older people.
- Describe how a partner's death can affect the survivor.
- Describe the changes that occur in the body's systems during aging and the care required.
- Explain how aging affects sexuality in older persons.
- Describe how the health care team can promote the client's sexuality.
- Explain the effect of ageism on older people.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Academic Standing

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Personal Support Worker Diploma Program

Course: Chapter 44 – Home Management

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course students will be able to

- Describe why home management is important.
- Explain the support worker's role in home management.
- Describe the support worker's role in handling clients 'money.
- Explain how to use cleaning supplies safely.
- Describe how to clean bedrooms, living rooms, bathrooms, and kitchens.
- Describe how to do laundry properly.
- Differentiate between the various laundry care symbols.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Personal Support Worker Diploma Program

Course: Chapter 45 – Assisting with Medications

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course students will be able to

- Identify the support worker's role in medication management.
- Differentiate between assisting with medications and administering medications.
- Differentiate between modern and traditional medicine practices.
- Identify guidelines to follow with medication management.
- Summarize how drugs work in the body.
- List the factors that affect drug action.
- List the different forms of medications.
- List the 10 "rights" of medication management.
- Summarize what to do if a medication error is made.
- Outline the support worker's main responsibilities in medication management.
- Apply the procedures described in this chapter.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Personal Support Worker Diploma Program

Course: Chapter 46 – Assisting with the Physical Examination

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course students will be able to

- Describe how to promote well-being during the admission, transfer, and discharge procedures.
- Explain what to do before, during, and after a physical examination.
- Identify the equipment used during a physical examination.
- Describe how to prepare a client for an examination.
- Describe the possible examination positions and how to drape the client for each of these positions.
- Explain guidelines for assisting with a physical examination.
- Describe the common fears and concerns of surgical clients.
- Explain how clients are physically and psychologically prepared for surgery.
- Describe how to prepare a room for the postoperative client.
- List the postoperative signs and symptoms to report to the nurse.
- Explain how circulation is stimulated after surgery.
- Describe how to meet the client's hygiene, nutrition, fluid, and elimination needs after surgery.
- Perform the procedures described in this chapter.
- Describe what to do in an emergency situation.

Required Materials:

Evolve Online Student Resource; *Sorrentino's Canadian Textbook and Workbook for the Support Worker* by Elsevier Company

Activity/Assessments

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Assignment:	40%
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Course: Chapter 47 – Caring for a Client Who Is Dying

Course Length: 20 Hours (1 week course) Blended Delivery Mode

Prerequisites: None

Course Description

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.

Learning Outcomes

Upon completion of this course students will be able to

- Explain how culture, personal beliefs, religion, age, and experience influence attitudes toward death.
- Discuss the Dying Person's Bill of Rights.
- Explain how to help meet a dying client's needs.
- Explain the importance of comforting the client's family and loved ones.
- Describe the needs of the family of a dying client.
- Describe palliative care.
- Discuss legal issues surrounding death and dying.
- Explain the importance of an advance directive.
- Discuss Medical Assistance in Dying (MAID) legislation.
- Describe the impact that grief can have on people.
- Describe the stages, phases, or tasks that clients, families, and caregivers may encounter when dealing with grief.
- Identify the signs of approaching death and the signs of death.
- Describe how to assist in giving postmortem care.
- Demonstrate the procedures described in this chapter.

Required Materials:

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