

**GRANDE PRAIRIE REGIONAL COLLEGE
HUMAN SERVICES DEPARTMENT**

HS 1201 - HEALTH ISSUES

Winter 2007

January 4, 2007 to April 13, 2007

Thursdays 18:00 – 20:20

Room E306

***Labs are scheduled for:** Jan 20 / Feb 3 / Mar 3 / Mar 17 / and Mar 31 in **Room H225.**

S1 11:30 – 12:50

S2 10:00 – 11:20

Instructor: Theresa Suderman, B.A.

Instructor's Office: H204

Office Hours: Tuesdays and Thursdays 10:00 – 12:00

Other than office hours feel free to make an appointment, drop by the office, email me, or call me at the office

Phone: Office: 539 - 2041

Email: tsuderman@gprc.ab.ca

COURSE DESCRIPTION

This course is designed to provide basic knowledge and skills in health maintenance and care for people in a variety of human service settings. The course covers general concepts related to the promotion of health and prevention of illness as well as skills and knowledge of particular importance in the provision of quality care to people with disabling conditions.

REQUIRED TEXTS

Sorrentino, Sheila A. (2004), Mosby's Canadian Textbook for the Support Worker, Toronto, Ontario: Elsevier Canada

RESOURCES

A large collection of other relevant books, articles, and audio/visual materials are to be found in the library. Students are encouraged to utilize the library to clarify and expand upon their understanding of concepts presented in class.

COURSE OBJECTIVES

The student will:

1. demonstrate an understanding of the current concepts of health and wellness.
2. identify their role and responsibilities as a worker providing personal care for individuals with disabilities and/or illness.
3. describe the basic body systems' structures and functions and gain an awareness of some of the common disorders that may affect the various systems.
4. relate the concepts of immunity, prevention of infection and communicable diseases to hygiene practices
5. describe the basic principles of nutrition, the functions and major sources of protein, carbohydrates, fats, vitamins, minerals, and water and identify strategies for promoting healthy eating habits. Explain how processes for intake of nutrition may be altered for some individuals with disabilities.
6. describe the routine human elimination processes and how these may be altered in persons with disabilities or illness.
7. identify strategies for promoting sexual health
8. identify strategies ensuring a safe environment, safe practices, and reducing the incidence of abuse
9. explain the role of exercise in maintaining health and provide examples for how exercise activities may be adapted for persons with disabilities and/or illness.
10. gain an understanding of stress, how it affects the body, and discuss strategies for managing stress.
11. identify medications that individuals with disabilities may be taking, side effects of those medications. Describe procedures for medication administration.
12. explore their own feelings and beliefs about death and dying. Have an awareness of grieving processes and discuss support for people who are dying or grieving a loss.
13. demonstrate beginning proficiency in the performance of selected basic skills required in giving personal care to persons with disabilities.

STUDENT EVALUATION:

1. Assignments

- 10% Body systems
- 10% Stress Management
- 10% Nutrition Assessment
- 10% Sexually & Sexually Transmitted Diseases
- 10% Mental Illness

2. Labs (In class lab assignments worth 25% of total grade)

3. Exams

- 10% Exam #1
- 15% Exam #2

Assignments are in a variety of formats including take home research papers, to in class exercises, and practical lab assignments. Guidelines for each assignment will be handed out in class.

EXAMS

There will be two exams. One at mid term covering material discussed to that point and an exam near the end of the term to cover the last half of the course material. There will not be comprehensive final exam.

Students not able to write an exam on the scheduled date and time must contact the instructor **BEFORE THE EXAM** and provide the reasons for not writing, otherwise a grade of zero will be assigned. The instructor reserves the right to determine if the absence will be excused. Should it be agreed to excuse the absence, an alternate date will be set. If the student fails to write on the alternate date, a grade of zero will be assigned.

GRADES

The Grande Prairie Regional College uses the ALPHA grading system. See page 37 of college calendar for further explanation of the GPRC's grading system.

STUDENT SUPPORT

The Learning Center is available to assist students with written assignments. If you have difficulty understanding a particular concept or have any other concerns regarding the course please do not hesitate to discuss this as soon as possible with the instructor.

RIGHTS, RESPONSIBILITIES AND PROFESSIONALISM

Students are advised to familiarize themselves with their rights and responsibilities as outlined in the college calendar. Please refer to the college policy on Plagiarism and Cheating (pages 44 and 45).

Assignment Requirements

1. Students are responsible to submit assignments **ON** or **BEFORE** the date they are due. Late assignments will be penalized at a rate of 2% per day. For instance, an assignment graded at 75% would be credited 73% after one day late, 71% after two days, etc. (on discretion of instructor).
2. Unless stated otherwise, assignments must be typed, double -spaced and have at least an inch margins on sides, top and bottom to permit instructor comments. They must be printed on only one side of the page. Spelling and grammar will be considered in grading.

With the exception of assignments completed in class, all assignments must have a cover page indicating:

- student name
- course name, and number
- assignment name
- instructor's name
- assignment due date
- and date assignment submitted if different from the due date

You are advised to keep either a hard copy or an electronic copy of everything you submit. It is also recommended that you back up your electronic copies as you are working on assignments.

Labs

1. Attendance at labs is mandatory. Students unable to perform the lab on the day it is scheduled, must contact the instructor (before the lab) stating the reason for absence. Depending on the lab assignment it may or may not be possible to make up a missed lab. Most labs require a partner or small group work so making it up may be difficult. Any unexcused absences may result in a mark of zero for the lab missed.

2. Students are expected to dress comfortably for the labs as they will be practicing skills required for assisting individuals with personal care.

Learning Environment

The classroom learning environment is created by joint effort between students and the instructor. If we work together we can make classes more enjoyable and productive.

- Stay on topic.
- Avoid personal and private conversations.
- Ask for clarification whenever you need it.
- Participate in small group and large group class discussions and ensure others get equal opportunity to participate as well.
- Come prepared for class. Having your readings completed and assignments done on time will help with the understanding of topics discussed and assist you in knowing what questions to ask and/or prepare you to participate in class discussions.