



**EFFECTIVE: SEPTEMBER 2004**  
**CURRICULUM GUIDELINES**

A. Division: **Instruction** Effective Date: **September 2004**

B. Department / Program Area: **Faculty of Child, Family and Community Studies  
Classroom and Community Support** Revision:  New Course

If Revision, Section(s) Revised: **C,H**

Date of Previous Revision: **08 August 2002**  
 Date of Current Revision: **21 July 2004**

C: **CCSD 2370** D: **Personal Assistance** E: **1.5**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b>	<b>Calendar Description: This applied course emphasizes support skills in personal care and health related procedures. Students will practice specific skills and reflect on the underlying values of caring interactions while supporting people in their day-to-day lives.</b>	
<b>G:</b>	Allocation of Contact Hours to Type of Instruction / Learning Settings	<b>H:</b> Course Prerequisites: <b>CCSD 1140 and CCSD 1270</b>
	Primary Methods of Instructional Delivery and/or Learning Settings: <b>Laboratory</b>	<b>I:</b> Course Corequisites: None <b>None</b>
	Number of Contact Hours: (per week / semester for each descriptor) <b>45 hours</b>	<b>J:</b> Course for which this Course is a Prerequisite <b>None</b>
	Number of Weeks per Semester: <b>Flexible delivery ranging over 2 to 15 weeks</b>	<b>K:</b> Maximum Class Size: <b>15</b>
<b>L:</b>	<b>PLEASE INDICATE: Part of Block Transfer to UVIC, UCFC, Malaspina University College, University of Calgary, Athabasca University</b>	
<input type="checkbox"/>	Non-Credit	
<input type="checkbox"/>	College Credit Non-Transfer	
<input checked="" type="checkbox"/>	College Credit Transfer:	
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )		

<b>M:</b>	<p>Course Objectives / Learning Outcomes</p> <p>Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. <b>Support the self-determination of individuals receiving personal assistance.</b> <ul style="list-style-type: none"> <li>• Respects individual privacy and autonomy</li> <li>• Seeks informed consent for personal assistance activities</li> <li>• Analyzes ethical limits of personal assistance practice</li> <li>• Seeks feedback regarding personal assistance skill competence</li> <li>• Uses touch appropriately</li> <li>• Advocates for individuals that receive support</li> </ul> </li> <li>2. <b>Anticipate and prevent potential health problems for individuals receiving personal assistance.</b> <ul style="list-style-type: none"> <li>• Assesses each individual and situation</li> <li>• Uses knowledge of wellness and body systems to provide timely and appropriate assistance</li> <li>• Communicates with team members regarding changes in assistance situation</li> <li>• Consults and refers when appropriate</li> </ul> </li> <li>3. <b>Demonstrate proper safety awareness while supporting other's personal care.</b> <ul style="list-style-type: none"> <li>• Washes hands and uses principles of cleanliness when providing personal assistance</li> <li>• Uses proper body mechanics while moving self and others</li> <li>• Explains legal limits of personal assistance practice</li> <li>• Reports and records safety and health concerns</li> <li>• Explains the use and maintenance of personal assistance aids and equipment</li> </ul> </li> <li>4. <b>Provide individualized personal assistance to others.</b> <ul style="list-style-type: none"> <li>• Considers how the major principles of personal assistance are incorporated into each skill</li> <li>• Reviews and practices steps in personal assistance procedures</li> <li>• Adapts procedures to suit the individual and situation, using a decision making process and the major personal assistance principles of care</li> </ul> </li> </ol>
<b>N:</b>	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> <li>1. <b>Safety issues are important threads that are woven throughout all theory and practice of personal assistance skills.</b></li> <li>2. <b>Basic cleanliness principles are applied whenever the practitioner is performing personal assistance tasks.</b></li> <li>3. <b>Proper body mechanics for the practitioner and the person who is being supported help ensure safety and comfort while performing personal assistance tasks.</b></li> <li>4. <b>Health is not a state, but rather a process and continuum. It is a resource for, not the goal of, living.</b></li> <li>5. <b>Use of an organized, goal directed decision-making process enables the practitioner to apply learning to individual situations.</b></li> <li>6. <b>The knowledge of the basic structure and function of human body systems and how health related conditions affect these body systems enhance the practitioner's ability to assist in meeting an individual's basic human needs.</b></li> <li>7. <b>Awareness of self, values, beliefs, and limitations are integral to optimal skill development.</b></li> <li>8. <b>Practitioners are responsible to conduct themselves in a legal, ethical and caring manner.</b></li> <li>9. <b>Practitioners' levels of skill are enhanced by applying theoretical concepts to actual lab practice in a controlled, supervised and "safe" setting, with their peers.</b></li> </ol>
<b>O:</b>	<p>Methods of Instruction</p> <ul style="list-style-type: none"> <li>• <b>Demonstration</b></li> <li>• <b>Individual, Small and Large Group Learning Activities</b></li> <li>• <b>Web CT</b></li> </ul>
<b>P:</b>	<p>Textbooks and Materials to be Purchased by Students</p> <p><b>T.B.A.</b></p>
<b>Q:</b>	<p>Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.</p> <ul style="list-style-type: none"> <li>• <b>Quizzes</b></li> <li>• <b>Case Studies</b></li> <li>• <b>Skill Testing</b></li> </ul>
<b>R:</b>	<p>Prior Learning Assessment and Recognition</p> <p><b>This course is available for PLAR</b></p>

Course Designer(s) **Lori Woods**

Education Council / Curriculum Committee Representative

Dean: **Jan Lindsay**

Registrar