



# Health Care Preparation Curriculum

*Learner Workbook*





www.communityliteracyofontario.ca  
(705) 733-2312 @clo@bellnet.ca

@CommunityLiteracyOntario  
@love4literacy @love4literacy

## Acknowledgements

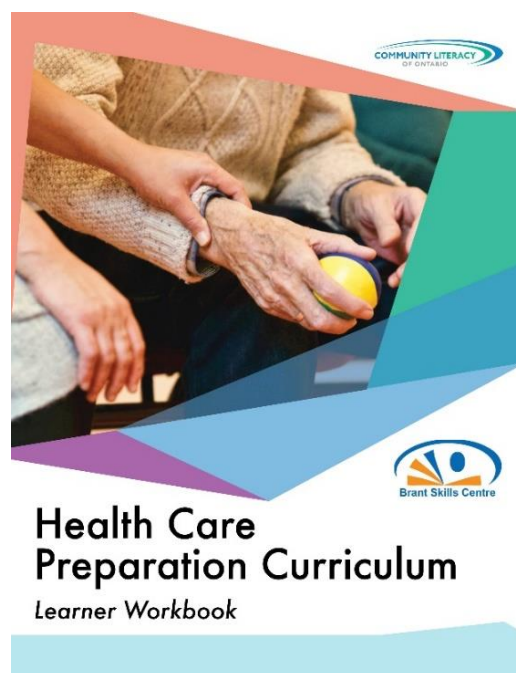
Project Host & Publisher	Community Literacy of Ontario <a href="http://www.communityliteracyofontario.ca/">www.communityliteracyofontario.ca/</a>
Research, Writing and Adaptation	Elizabeth Gosse-Steinberg Lori Bruner Elisha Stuart Brant Skills Centre <a href="http://www.brantskillscentre.org/">www.brantskillscentre.org/</a>
Review and Support	Christine Chapman, Prince Edward Learning Centre
Project Management and Editing	Joanne Kaattari, Community Literacy of Ontario
Graphic Design	Catherine Toovey, Community Literacy of Ontario
Funder:	Ontario's Ministry of Training, Colleges and Universities
Date of Publication:	March 2019

This Employment Ontario service is funded in part by the Government of Canada and the Government of Ontario through the Canada-Ontario Job Fund Agreement.



# Table of Contents

Acknowledgements .....	1
Table of Contents.....	1
Introduction.....	3
Unit 1: What is a PSW? .....	7
Unit 2: Essential Skills for Personal Support Workers.....	15
Unit 3: Soft Skills .....	23
Unit 4: Communication Skills .....	29
Unit 5: Dates, Times and Schedules .....	37
Unit 6: The Human Body .....	58
Unit 7: Illnesses and Diseases .....	73
Unit 8: Health and Safety .....	87
Glossary .....	102
End Notes .....	110



# Introduction

In May 2018, Community Literacy of Ontario received funding from the Ministry of Training, Colleges and Universities to support curriculum enhancements for Literacy and Basic Skills agencies.

Through discussion with the CLO Board of Directors and various program staff, through exploring labour marketing information, and via our experiential learning research, the importance of developing occupational curriculum was strongly identified. Further, this type of curriculum is often highly popular with learners and useful for literacy practitioners.

We researched curriculum gaps and areas of high demand from learners and practitioners. As a result, CLO worked with four community-based LBS agencies, who have extensive experience in developing occupational curricula, and developed the following curricula:

- **Clerical and Administrative** (Kingston Literacy & Skills)
- **Food Counter Attendants & Kitchen Helpers** (Connections Adult Learning)
- **Health Care Preparation** (Brant Skills Centre)
- **Retail** (Sudbury Vocational Resource Centre, Educational and Workplace Training Program)

These curricula are now freely available on CLO's website at:

[www.communityliteracyofontario.ca/resources/publications/#Curriculum](http://www.communityliteracyofontario.ca/resources/publications/#Curriculum)

Our curriculum development team members are excited to have this opportunity to support adult learners and LBS programs! We sincerely hope that these curricula are helpful to you in the important work you do.



**Health Care Preparation Curriculum**  
Learner Workbook



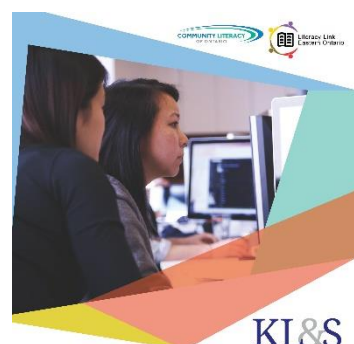
**Health Care Preparation Curriculum**  
Instructor Manual



**Retail Curriculum**



**Food Counter Attendant & Kitchen Helper Curriculum**



**Clerical and Office Administration Curriculum**  
Practitioner Guide



**Clerical and Office Administration Curriculum**  
Learner Modules



## About Community Literacy of Ontario

Community Literacy of Ontario (CLO) is a provincial literacy network of 100 community-based literacy agencies located in communities large and small across Ontario. You can learn about CLO and access our amazing resources at: [www.communityliteracyofontario.ca/](http://www.communityliteracyofontario.ca/).



## About Brant Skills Centre

Brant Skills Centre helps adults and older youth to improve their literacy and essential skills so that they may increase their independence, go on to further education and training, or obtain and maintain employment. They offer one-to-one tutoring and small group tutoring in addition to computer workshops and other helpful skills training. Brant Skills Centre has extensive experience in developing and delivering occupational curriculum to adult learners.



## Overview of this Workbook

The Health Care Preparation curriculum was developed to assist learners who are currently upgrading their literacy and essential skills, and who are interested in a career in health care. It is not meant to be a complete health preparation and training manual (Level 2-3). It is expected that learners will improve their essential skills and knowledge of health care throughout this course. Learners will also develop a greater awareness of, and connectedness to, programs and services.

Brant Skills Centre has created an *Instructor Manual* for the Health Care Preparation Curriculum. The *Instructor Manual* serves as a companion resource to this *Learner Workbook*. It includes instructor notes, additional resources, extended learning activities, suggested milestones and more. The *Instructor Manual* is available on the website of Community Literacy of Ontario.

## Disclaimer

The information and materials in this publication have been obtained or compiled from sources believed to be reliable. Every effort has been made to ensure the validity of the material. Brant Skills Centre (BSC), Community Literacy of Ontario (CLO), and any quoted sources are not responsible or liable for any errors, omissions, loss, claim, or demand arising from any use, inability to use, misuse, or reliance upon the information.

This publication may contain links to websites operated by other parties. These links are provided purely for educational purposes. Such links do not imply BSC's endorsement of material on any other site and Brant Skills Centre and CLO disclaim all liability with regard to your access of such linked websites.

# Course Description

This course will prepare you to have a better understanding of a Personal Support Worker and basic health information.

- You will learn about the role and duties of a Personal Support Worker
- You will improve your essential skills including document use, soft skills, writing, and numeracy
- You will gain a basic understanding of the human body and common illnesses
- You will learn about programs and services in your area that can assist you in achieving your learning goals

## LBS Expectations from Learners

- Learners are expected to have 80% attendance
- Learners are expected to participate in class discussions
- Learners are expected to complete the assigned work
- Learners are expected to ask questions
- Learners are expected to ask for help when they need it

## Learner Expectations from LBS

Please list your expectations of the service provider and the course:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Learner Plans** are developed to assist you in achieving your learning goals. Your learner plan will include the following information:

- **Goal Paths** include Employment, Apprenticeship, Secondary, Post-Secondary, and Independence.
- **Learning Style** identifies the way that you learn best such as visual, auditory, or kinesthetic.

- **Learning Activities** are activities related to the essential skills you are learning in class and are related to certain tasks. Learning activities prepare you to demonstrate your progress during the course. You will complete at least two learning activities during this course.
- **Milestone Tasks** are progress indicators. They are goal-related activities that help you demonstrate your ability to carry out tasks. The milestones you will complete during the course will be based on your initial assessment and your goal path. You will complete at least two milestones during this course.
- **Culminating Task** is another indicator of the skills you improved on or learned during the course. It is a demonstration of the tasks that you are able to do. This task is more complex than the learning activities and milestones and is related to your goal path. The culminating task will be completed on the last day of the course.
- **Referrals** are recommendations we may provide for you to connect with a program or service provider. Referrals may be made before, during or at the end of the course and will be documented on your learner plan.

## Referrals

Connecting with service providers will assist you in reaching your goals. Throughout this course, we will connect you with service providers from the community including:

- Employment service providers
- Online and distance learning providers
- Other community-based programs for supports

## Exit and Follow-Up Interviews

The Exit and Follow-up interviews provide you with an opportunity to provide feedback and evaluate the effectiveness of your training activities.

After you have left the program, the program coordinator or instructor will contact you after 3 months, 6 months, and 12 months.

A short conversation takes place during these interviews. You will be asked such questions as:

- How likely are you to recommend the LBS program to someone else?
- Is there was anything we could change or include in the program?
- Did the training help prepare you for your next steps?
- Are you currently working or in training?
- Is there anything else we can do to help you achieve your goals?





**Healthcare Preparation Curriculum**  
***Learner Workbook***  
**Unit 1: What is a PSW?**

## What is a PSW?

PSW is a short form for a **Personal Support Worker**. A Personal Support Worker is someone who cares for people who need help. Some tasks a PSW does at work may include:

- **Personal Care**

- Eating
- Bathing
- Grooming
- Dressing
- Toileting

- **Support Health Care Team**

- Assist other members of your team
- Clean equipment
- Measure and report vital signs
  - Heart rate
  - Temperature
  - Blood pressure

- **Family Support**

- Cook meals
- Clean kitchen
- Clean bathroom
- Sweep and/or vacuum

- **Social Support**

- Help clients when they go out
- Play card games
- Go for a walk with a client

- **Housekeeping**

- Make beds
- Deliver meals
- Check supplies

## Health Care Team

A PSW is an important part of a health care team for a client. A PSW never does tasks outside of their legal responsibilities and limitations. Sometimes you have to get someone from your health care team to help you. This could include:



- **Pharmacist**

- A person who prepares and hands out medication



- **Doctor**

- A person who treats sick and injured people



- **Dietitian**

- A person who helps people learn about healthy food



- **Registered Nurse (RN)**

- **Registered Nurse Practitioner (RPN)**

- A person who cares for sick or injured people



- **Physiotherapist**

- A person who treats people with muscle or joint injuries




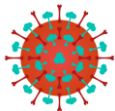



- **Speech-language Pathologist**

- A person who helps people who have a difficult time with speech

Depending upon where you work, you will call the person you are caring for a patient or a client. In this textbook, we refer to the person being cared for as a **client**.

## Requirements for a PSW

Before we learn about what you might need to go to school to be a PSW, here are some terms you should know.

<b>Contagious</b>	This refers to a disease or illness that can spread from one person to another very easily. It can spread from person to person or it can spread from an object such as a doorknob to person.	
<b>CPR</b>	CPR stands for cardiopulmonary resuscitation. This is when you push on someone's chest if they stop breathing to try to save their life. This requires training.	
<b>Immunization</b>	When you are given a vaccination that helps your body learn how to defend against a disease or infection.	
<b>Influenza</b>	Influenza is also called the <b>flu</b> . The flu is a very contagious illness that causes people to feel very sick.	
<b>Requirement</b>	A thing that is needed in order to do something else.	
<b>Vaccination</b>	A vaccination is a treatment so your body can defend itself against diseases and infections.	
<b>Vulnerable</b>	A person in need of special care, support, or protection because of their age, they are sick, or have disability.	

To attend a PSW program, you may need certain things in order to attend. Some of these items may cost money.

## 1) High School Diploma

PSW programs most likely require a high school diploma. You may also need your transcripts. Your high school transcript is a piece of paper that lists the classes you took and your final grade.

OFFICIAL ONTARIO STUDENT TRANSCRIPT			
Last Name		First Name	Student Number
Name of School/School Board		Date Attended	
Year	Grade	Course	Final Grade
2007	10	English	68%
2007	10	Geography	78%
2007	10	Math	65%
2007	10	Science	72%
2008	11	Art	80%
2008	11	English	77%
2008	11	History	81%
2008	11	Math	68%
2009	12	English	78%
2009	12	History	82%
2009	12	Math	75%
2009	12	Technology	85%
	Completed	x	Not Completed




## 2) Health and Immunization Record

An immunization record is a yellow booklet. Doctors record the date you received an immunization.

PERSONAL IMMUNIZATION RECORD
This is a permanent record. Please keep in a safe place.
ONTARIO

## 3) Standard First Aid

Many jobs require you to have CPR and First Aid training. The certificate will have a date that it expires, making it no longer valid. It is important to keep your certificate up to date.

LAST NAME, FIRST NAME		
is certified in		
STANDARD FIRST AID CPR/AED LEVEL		
<input type="checkbox"/> A <input type="checkbox"/> C <input type="checkbox"/> HCP		
Date of Issue	Instructor ID #	
Expiry Date	Instructor	

## 4) Influenza Vaccination


The flu is a more common way to say influenza. The flu is a common virus that affects the human body. Every autumn you can get your flu shot to help defend yourself against the flu.

## 5) Hepatitis B Vaccination

Hepatitis B is a contagious illness. We will learn more about Hepatitis B in the workbook.

## 6) Police Vulnerable Sector Check (PVSC)

Many jobs require you to have a police records check. As a PSW you must have a vulnerable sector check. This means you can work with people who are vulnerable such as children, the sick, the elderly, and the disabled.

<b>POLICE SERVICES</b>			
<b>POLICE VULNERABLE SECTOR CHECK</b>			
<b>SECTION 1: PERSONAL INFORMATION</b>			
First Name:		Middle Name:	
Last Name:		Maiden Name:	
Address:		Place of Birth:	
City:		Driver's License Number:	
Province:			
Postal Code:			
Phone Number:			
Cell Phone Number			
<b>REASON FOR REQUEST</b>			
	VOLUNTEER		EMPLOYMENT
	OTHER:		
<b>SECTION 2: POLICE VULNERABLE SECTOR CHECK</b>			
<div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div>			
Applicant's Signature		Date of Request	
<b>SECTION 3: RESULTS – POLICE USE ONLY</b>			
	Negative		Positive
			



**Let's Practice:** Check *Yes*, *Need*, or *No* for each item.

Item	Yes	Need	No
I have my high school diploma or transcripts			
I am working towards my high school diploma			
I have my Immunization Record			
I have my First Aid and CPR			
I have my flu shot			
I have my hepatitis B Vaccination			
I have my Police Vulnerable Sector Check			

With the help of your instructor, you will find where in your community you may need to go to get your immunization records and police records check.

### Health and Immunization Records

Name of Local Health Unit: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

### Police Vulnerable Sector Check

Name of Police Station: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_



**Healthcare Preparation Curriculum**  
*Learner Workbook*

# **Unit 2: Essential Skills for Personal Support Workers**

## What Are Essential Skills?

**Essential skills** are the skills needed for learning, work and life. The 9 essential skills are:

1. Reading
2. Document Use
3. Writing
4. Numeracy (math)
5. Oral Communication
6. Thinking Skills
7. Computer Use
8. Working with Others
9. Continuous Learning

During this course, we will work together to strengthen your essential skills to help prepare you for what you would like to do next.

**Essential skills profiles** help you identify the essential skills that are required to do different jobs. Each profile provides a description of the job, examples of tasks, and difficulty level of the tasks. This is helpful when trying to determine areas of strength and areas to work on.

Let's explore some examples of the essential skills a PSW may need. The profile for PSWs can be found online from the Government of Canada. It is under Nurse Aides, Orderlies, and Client Service Associates. Every job title has a code. The code for a PSW is NOC 3413. To do a search, you simply enter the 4-digit NOC code or a job title at <http://noc.esdc.gc.ca/English/NOC/SearchIndex.aspx?ver=16>.

### Let's Practice!

On the next few pages are a list of some of the essential skills you need to work in health care. For each skill on the next page, check off if you know how to do it or you need to work on it.



**Nurse Aides, Orderlies and Client Service Associates (NOC 3413)**

Reading	Got it!	Need to Work on it!
• Reading a medication label		
• Reading short notes		
• Reading a label on a cleaning product		
• Reading a memo		
• Reading a letter		
• Reading out loud		
• Reading a prescription		
• Reading a safety manual		
• Reading a flyer		

**FLU SHOTS**

Main Street Public Health Centre  
98 Main St – 2<sup>nd</sup> Floor

Monday, Wednesday, and Fridays from 8:00 AM to 12:00 PM  
Saturdays from 9:00 AM to 12:00 PM

Please call 519-555-0844 for more information

**Let's Practice:** Answer the questions below:

- |  |       |    |
|--|-------|----|
| 1) Is the flyer for flu shots?                     | YES   | NO |
| 2) Can you get the flu shot on Friday at 10:00 AM? | YES   | NO |
| 3) Is the clinic located on Grand Street?          | YES   | NO |
| 4) Can you get a flu shot on Tuesday?              | YES   | NO |
| 5) What is the phone number you can call?          | _____ |    |

Document Use	Got it!	Need to Work on it!
• Locate dates		
• Locate times		
• Find telephone numbers or codes		
• Locate information on a list		
• Locate information about a client		
• Locate symbols on equipment		

STAFF DIRECTORY		
Name	Department	Extension
Andrea	Shuttle Services	123
Bruce	Sanitation	111
Dae	Human Resources	258
Kali	Pharmacy	213
Lupe	Billing	498

**Let's Practice:** Circle the correct answer:

- Whose extension is 111?                      Bruce              Dae              Lupe
- Who works in Shuttle Services?              Andrea              Dae              Kali
- Whose extension is 213?                      Dae              Kali              Lupe
- Who works in the Pharmacy?              Andrea              Kali              Lupe
- Whose extension is 498?                      Bruce              Kali              Lupe

Writing	Got it!	Need to Work on it!
• Write the date		
• Write the time		
• Write down a message		
• Write a note to a co-worker		
• Write a comment on a client's file		
• Write down information		

Client Information Form	
Name	Patricia Bernard
Address:	62 College St Lakeview Ontario N4M 5L6
Phone Number:	289-555-9782
Email Address:	<a href="mailto:p.bernard@notarealemail.com">p.bernard@notarealemail.com</a>

**Let's Practice:** Answer the questions below:

- 1) What is the client's name? \_\_\_\_\_
- 2) What is their phone number? \_\_\_\_\_
- 3) Do they live in Lakeview? YES NO
- 4) Do they live in British Columbia? YES NO



<b>Numeracy</b>	<b>Got it!</b>	<b>Need to Work on it!</b>
• Count money		
• Read and record a temperature		
• Count supplies		
• Estimate time		
• Measure ingredients		
• Read and record blood pressure		

<b>Oral Communication</b>	<b>Got it!</b>	<b>Need to Work on it!</b>
• Listen for ringing bells		
• Greet clients and family members		
• Talk to co-workers		
• Talk to supervisors		
• Listen to announcements		
• Listen to client's requests		

<b>Thinking</b>	<b>Got it!</b>	<b>Need to Work on it!</b>
• Locate telephone numbers		
• Make decisions about client care		
• Locate information about a client		
• Dealing with clients with bad memories		
• Evaluate safe work conditions		



<b>Digital Skills</b>	<b>Got it!</b>	<b>Need to Work on it!</b>
• Turn on and off equipment		
• Locate a file on the computer		
• Use an internet browser		
• Use email		
• Use the internet to locate information		

<b>Working with Others</b>	<b>Got it!</b>	<b>Need to Work on it!</b>
• Work with clients		
• Coordinate with co-workers		
• Work on a team to complete a job		

<b>Continuous Learning</b>	<b>Got it!</b>	<b>Need to Work on it!</b>
• Get your high school diploma or GED		
• Attend PSW course		
• Take CPR and First Aid training		
• Attend a webinar (an online meeting)		
• Read new government policies and legislation (rules or laws)		







Healthcare Preparation Curriculum  
*Learner Workbook*

## Unit 3: Soft Skills

## Soft Skills

**Soft skills** can include personal traits and interpersonal skills (how you interact with other people) that characterizes a person's relationship with other people.

Soft skills can be learned or improved. This can be hard because we have to know, or sometimes be told, what soft skills we need to learn or improve on. Talking about soft skills can be difficult, and sometimes people do not want to talk to you about the soft skills you need to work on because it can be a touchy subject. Someone might not want to tell you because they do not want to hurt your feelings.

During this course, the instructor may assist you with identifying some soft skills you may need to work on. This is done to help you improve the skills needed to be successful in learning and employment.

**Using the table below, check off the skills you have and check off the skills you need to work on. Be honest with yourself because honesty is a soft skill too.**

Personal Qualities	I've Got It!	Need to Work On It
• Complete a task without being asked		
• Friendly		
• Honest		
• Reliable (which means showing up for shifts/classes)		
• Punctual (which means being on time)		
• Take responsibility for your actions		
• A good, positive attitude		
• Taking pride in your work		
• Ability to stay on task		
• Work at a good steady pace		



<b>Working with Others</b>	<b>I've Got It!</b>	<b>Need to Work On It</b>
• Communicating well with your co-workers		
• Being a team player		
• Ability to listen to others		
• Support your co-workers		
• Support of diversity (Treating all people with respect)		
<b>Continuous Learning</b>	<b>I've Got It!</b>	<b>Need to Work On It</b>
• Asks questions/Asks for help		
• Willing and able to learn new things		
• Complete school work		
• Study hard		
• Wants to take more training		
<b>Thinking Skills</b>	<b>I've Got It!</b>	<b>Need to Work On It</b>
• Identify a problem (when something is wrong)		
• Find information about the problem		
• Find a solution or how to fix the problem		
• Make a decision		
• Pay attention to details		

List the most five most important soft skills that you think employers would look for in a PSW:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

Below are some soft skills at work...**or not**. Check off what you think is acceptable (good) or unacceptable (bad) in the **workplace**.

	Acceptable	Unacceptable
1. Showing up on time for your shift.	_____	_____
2. Not calling your boss if you are going to be late.	_____	_____
3. Taking extra time on your break.	_____	_____
4. Getting co-workers to do your work for you.	_____	_____
5. Being late for work.	_____	_____
6. Following the instructions your employer gave you.	_____	_____
7. Interrupting someone when they are talking.	_____	_____
8. Working at a slow pace just because.	_____	_____
9. Swearing and arguing with coworkers.	_____	_____
10. Asking co-workers for help when you need it.	_____	_____
11. Asking your employer questions about something new.	_____	_____
12. Using your cellphone at work to text, take personal calls, or look stuff up on the internet.	_____	_____

## Dressing for Work

When you work as a PSW it is important to follow your workplace dress code policy. A **policy** is a rule you must follow at work. A PSW is part of a health care team. There are health reasons for some rules. For example, not allowing jewelry is a common rule because germs can hide in jewelry.

Some companies or workplaces will have a uniform for you to wear.

When you are working in a client's home, you should dress professionally. This may sometimes mean wearing a uniform that makes you look like part of the health care team. However, dress code policies vary depending upon individual employers.

**What to Wear**

- Button Shirt
- Closed-toe shoes
- Dress pants
- Dress shirt
- Plain golf shirt
- Scrubs
- Sneakers
- Sweater

**What Not to Wear**

- Dirty clothes
- Flip-flops
- High heels
- Jeans
- Low cut tops
- Ripped clothes
- See-through tops
- Sweat pants
- Tank tops
- T-shirt

**Let's Practice:** Circle *Yes* or *No* on the next page about the *Dress Code Policy for PSWs*.

## Sample Dress Code Policy for PSWs

**Personal Support Workers**

- PSWs should wear company scrubs
- Closed toe, closed heel, non-slip shoes
- No heels
- Tie back long hair
- No rings
- No necklaces
- No earrings
- Keep nails short
- No artificial or fake nails
- No hats
- No nail polish
- No jeans
- No sweat pants
- Nametags must be worn at all times
- Black or white sweaters can be worn with company scrubs
- Black or white long sleeve shirts can be worn with scrubs
- No perfume or scented products
- No chewing gum

**If you do not follow the dress code policy, you will be asked to go home to change. You will not be paid for the time it takes you to go home to change.**

**After failing to follow the dress code policy three times, you will be given a written warning. You will review the policy with your supervisor.**

**After failing to follow the dress code policy after a written warning, you will be fired.**

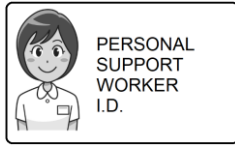


Circle Yes or No for each item:



YES

NO



YES

NO



YES

NO



YES

NO



YES

NO



YES

NO



YES

NO



**Healthcare Preparation Curriculum**  
***Learner Workbook***

**Unit 4: Communication Skills**

## Communicating in the Workplace

When working with a client or co-workers, you will want to communicate well.

- Remember to be polite. Use words like:
  - Please
  - Thank you
  - You're welcome
  - Excuse me
  - I'm sorry
- Use a client's name if you know it
- Use "Sir" or "Miss" if you don't know a client's name
- Use clear phrases, avoid slang
  - "Yes" instead of "yup"
  - "No" instead of "nope"
- Smile

## Non-Verbal Communication

We communicate with words and with our body language. **Body language** is the way we stand, hold our arms/hands, and our facial expressions.

### Positive Body Language

- Smiling
- Nodding your head
- Making eye contact
- Sitting up straight

### Negative Body Language

- Yawning
- Shaking your head
- Looking at the floor or ceiling
- Slouching

## Taking Responsibility

If you have made a mistake with a client or a co-worker, take responsibility.

The first thing you should do is **apologize** (say sorry) for the mistake.

Tell the client or co-worker what you are going to do to fix the mistake.

If you do not have the power or ability to fix the mistake, contact a manager who can.

You could say:

*"I do not have the authority to do this. I will get my manager who will be able to help you. It is okay that I go get them?"*

If a client needs help and you do now know how to help them, find a co-worker who can. Never tell them it is not your job.

You could say:

*“I am not sure how to do this. My co-worker does. I will call them.”*

If there is no co-worker available to assist you and it is something you are not allowed to do, write a message for the co-worker or supervisor who can do it. Ask the client for their contact information and write a detailed note for your manager or co-worker.

You could say:

*“I am not allowed to do this. I am going to try my best to assist you. I am going to write down your information and a message for my supervisor.”*

## Positive Communication

It is important to have a positive attitude in the workplace. It makes your workplace a better place to be since a lot of time is spent at work. To show you have a positive attitude you need to use positive communication.

Use the following positive statements:

- I can do that
- Thank you for helping
- Do you need help?
- We can do that together
- We are a great team
- This job is challenging
- I am not sure how to do that
- Could I get help, please?
- I can get a team member to help me
- Could you explain it to me?



**Let’s Practice:** Circle the positive body language you should use in the workplace.

Smile	Frown	Roll your eyes
Stand tall	Nodding while listening	Crossing your arms
Looking around	Eye contact	Slouch
Yawning	Fidgeting	Talking with your hands

## Negative Communication

It is important to avoid having a negative attitude in the workplace. It can make it harder to want to go to work or get along with co-workers and clients.

Avoid the following negative statements:

- I can't do that
- I'm too busy
- I didn't do it
- I don't have time for that
- I work harder than anyone else
- It's not fair
- No one told me
- That's not my job
- This job sucks
- Why do I have to do that?



**Let's Practice:** Match the appropriate responses to each negative statement.

- |                                 |   |   |
|---------------------------------|---|---|
| I can't do that.                | • | • I am not sure how to do that. I will get some help.             |
| I work harder than anyone else. | • | • I can help after I finish this task.                            |
| I'm too busy.                   | • | • I need help from my team.                                       |
| That's not my job.              | • | • I am not allowed to do that. I can get the person who can help. |

## The Upset Client

Clients may become upset. They may be sad, angry, frustrated, or stressed out. Clients may be upset for a variety of reasons such as:

- They are not feeling well
- They are lonely or miss their family
- They received poor service
- They waited too long
- They could not find anyone to help them
- They felt like no one was listening to them
- They are having a bad day
- They are tired
- They are stressed out or frustrated

**Ways to help upset clients include:**

- Accept how they feel
  - People are allowed to have feelings such as being sad or mad
- Listen to them and make eye contact
- Apologize
  - Say sorry even if it is not your fault
  - Acknowledge that they are upset in the situation
- Correct the mistake if you can
- Give the client a choice
- Talk to a manager about any issues or problems
- Do your best to prevent the mistake from happening again

## Handling Complaints

Your workplace may have procedures in place if a client makes a complaint. Make sure you follow through with the policies and procedures at your workplace.

When a client approaches you with a complaint, you should:

- Listen carefully to the client
- Keep calm
- Do not argue
- Apologize by saying sorry
- Repeat the problem back to the client (this helps you understand the problem)
- Fix the problem if you can
- Communicate issues with your supervisor or the client's family
- Follow through on the promises you made to the client

You may take training called **Nonviolent Intervention Crisis Training** where you will learn how to handle difficult situations and difficult clients. Ask your instructor where in your community you can take this training.

**Let's Practice:** Circle the feelings a client might feel for each situation below. You may circle more than one.

- |                               |             |             |          |
|-------------------------------|-------------|-------------|----------|
| 1) My back and knee hurts.    | Unwell      | Grumpy      | Happy    |
| 2) I do not know who you are. | Scared      | Embarrassed | Confused |
| 3) I hate this place.         | Tired       | Lonely      | Angry    |
| 4) I miss my friends.         | Sad         | Excited     | Lonely   |
| 5) I do not need your help.   | Embarrassed | Frustrated  | Proud    |

## On The Phone

A personal support worker may have to answer the telephone. They may also have to write messages for co-workers or clients.

While you are on the phone, it is important to:

- Say hello and ask who is speaking
- Be polite
- Be patient
- Speak slowly and clearly
- Have a pen and paper ready to take a message
- Provide information
- Ask for information to be repeated if needed
- Repeat information you received such as a phone number
- Politely end the call
- Do not eat or drink while on the phone



**Let's Practice:** Circle the polite introductions below.

- 1) Hi.
- 2) Hello, Greg speaking.
- 3) Good morning, BSC Health Centre, Marg speaking.
- 4) Hey, how can I help you?
- 5) Good evening, Prisha speaking, how can I help you?
- 6) Hello.

## Taking a Message

When you answer the telephone, you might have to take a message for a co-worker. Many employers have special forms that employees can use to record messages.

Some details you might need to get while taking a message include:

- Date of the call
- Time of the call
- Name of the caller
- Who the message is for
- The phone number to return the call
- Message or concern
- Who took the message

Remember to repeat the information back to the person to confirm that you have the correct information.



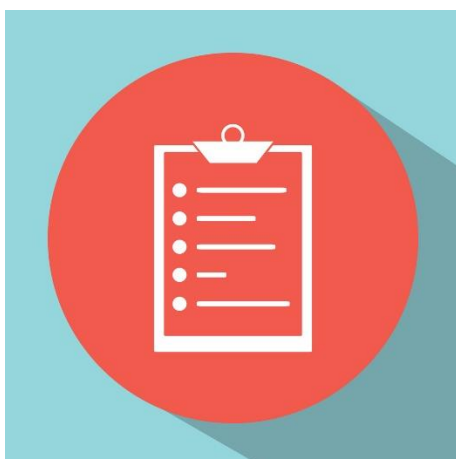
# While you were out

Name	[Name]
Time	[Message time]
Date	[Message Date]
Respond By	[Response deadline]
Phone	
E-mail	
Fax	
Message	
	[Insert message here]

Phone Message			
<b>Message for:</b>	Drew Diaz		
<b>Date</b>	November 6, 2018		
<b>Time</b>	1:45 PM		
<b>Contact Information:</b>	555-555-9673 ext. 036		
<b>Message:</b>			
Sarah Miller called from Office Supplies. The order should be here next Thursday. If you have any questions or would like to add anything to the order, please call her back by the end of today.			
✓	Please call Back		Urgent
	Will call back	✓	Important

**Let's Practice:** Circle or write the correct answers about the phone message above.

- 1) Who is the message for?                      Sarah Miller      Office Supplies      Drew Diaz
- 2) Who is the message from?                      Sarah Miller      Office Supplies      Drew Diaz
- 3) When was the message taken?                      \_\_\_\_\_
- 4) What is the number to call back?                      \_\_\_\_\_





**Healthcare Preparation Curriculum**  
*Learner Workbook*

**Unit 5: Dates, Times and Schedules**

## Calculating Time

Managing time is an essential skill and an important soft skill. We also need to be able to calculate time for many reasons, such as:

- Completing time sheets for work
- Feeding a client at the right time
- Paying for parking

## Telling Time

There are two arms on a clock. Some clocks may have a third arm for the seconds in a minute.

In our sample clock, the **short arm** points to the hour. The **long arm** points to the minute.

Below the short arm points to the one. The long arm points to the four. It is 1:20 PM.



- There are 24 hours in a day.
- We use AM to tell us it is before noon – 12:00 a.m. to 11:59 a.m.
  - 2:00 a.m. in the morning (most people are sleeping)
  - 7:00 a.m. in the morning (many people are eating breakfast)
- We use PM to tell us it is after noon – 12:00 p.m. to 11:59 p.m.
  - 2:00 p.m. in the afternoon (many people are working or at school)
  - 6:00 p.m. in the evening (many people are eating dinner)
- There are 60 minutes in an hour.
- The clock has the numbers 1 to 12 and each number represents 5 minutes.

**Let's Practice:** Complete each exercise.

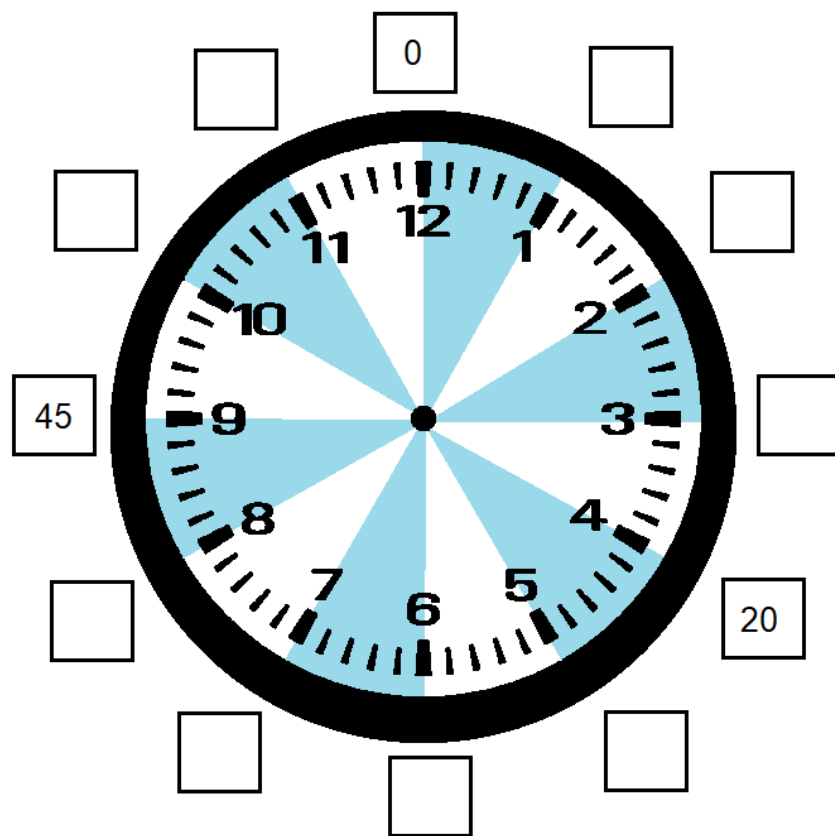
Each number from 1 to 12 represents 5 minutes. We can count by fives going around the clock. Let's practice multiplying numbers by 5.

$$\begin{array}{ll} 1 \times 5 = & \underline{\quad} \\ 2 \times 5 = & \underline{\quad} \\ 3 \times 5 = & \underline{\quad} \\ 4 \times 5 = & \underline{\quad} \\ 5 \times 5 = & \underline{\quad} \\ 6 \times 5 = & \underline{\quad} \end{array}$$

$$\begin{array}{ll} 7 \times 5 = & \underline{\quad} \\ 8 \times 5 = & \underline{\quad} \\ 9 \times 5 = & \underline{\quad} \\ 10 \times 5 = & \underline{\quad} \\ 11 \times 5 = & \underline{\quad} \\ 12 \times 5 = & \underline{\quad} \end{array}$$

*\*12 represents the beginning of a new hour and means 0 minutes have passed*

We start at 12 with zero minutes. Write the number of minutes the numbers 1 to 12 represent on a clock. A few have been filled in to help guide you.



### On the Hour

Let's look at the analog clock when it is on the hour. **On the hour** is when the minute hand is at the twelve.



12:00



6:00



1:00



7:00



**2:00**



**8:00**



**3:00**



**9:00**



**4:00**



**10:00**



**5:00**



**11:00**

**Let's Practice:** Circle the time that matches the clock.



12:00

7:00

10:00



1:00

4:00

8:00



2:00

5:00

7:00



12:00

2:00

11:00



4:00

1:00

12:00



5:00

6:00

12:00

**Quarter After/Quarter Past**

Look at the analog clock when it is 15 minutes past each hour. **Quarter after or quarter past** means 15 minutes after the hour and the minute hand is at the three.

**12:15****6:15****1:15****7:15****2:15****8:15****3:15****9:15****4:15****10:15****5:15****11:15**



**Let's Practice:** Circle the time each clock represents.



1:15

2:15

3:15



7:15

6:15

8:15



4:15

3:15

9:15



10:15

11:15

5:15



9:15

7:15

11:15



2:15

9:15

12:15

## Half Past

Look at the analog clock when it is half past each hour. **Half-past** means 30 minutes after the hour and the minute hand is at the six.



12:30



6:30



1:30



7:30



2:30



8:30



3:30



9:30



4:30



10:30



5:30



11:30

**Let's Practice:** Circle the time that matches the clock.



12:30

2:30

6:30



11:30

6:30

8:30



2:30

4:30

7:30



12:30

2:30

6:30



4:30

10:30

11:30



10:30

6:30

9:30

## Quarter To

Look at the analog clock when it is 15 minutes before the next hour. **Quarter to** means 15 minutes before the next hour and the minute hand is at the nine.



**12:45**  
**Quarter to 1**



**6:45**  
**Quarter to 7**



**1:45**  
**Quarter to 2**



**7:45**  
**Quarter to 8**



**2:45**  
**Quarter to 3**



**8:45**  
**Quarter to 9**



**3:45**  
**Quarter to 4**



**9:45**  
**Quarter to 10**



**4:45**  
**Quarter to 5**



**10:45**  
**Quarter to 11**



**5:45**  
**Quarter to 6**



**11:45**  
**Quarter to 12**

**Let's Practice:** Circle the time each clock represents.



1:45

2:45

3:45



6:45

7:45

8:45



4:45

5:45

9:45



10:45

11:45

12:45



7:45

9:45

6:45



12:45

1:45

9:45

## Writing Dates

There are many abbreviations when writing dates. An **abbreviation** is a short form for a longer word. For example:

- Jan. is an abbreviation for January.
- Thurs. is an abbreviation for Thursday.

**Let's Practice:** Fill out the table below with the full name for each abbreviation.

Jan.	January	Mon.	
Feb.		Tues.	
Mar.		Wed.	
Apr.		Thurs.	Thursday
May		Fri.	Friday
June	June	Sat.	
July	July	Sun.	
Aug.			
Sept.		hr.	
Oct.		min.	
Nov.		sec.	
Dec.			
		yr.	
a.m.		mo.	
p.m.		wk.	

## Writing Dates with Numbers

When writing dates in short form, we have to follow the way someone wants you to write them. You need to know what the letters mean:

- MM stands for month
- DD stands for date
- YYYY stands for the year
- YY stands for the last two digits of the year

Each month has a number it represents. For example, October is the tenth month of the year and is represented by the number 10.

01	January	04	April	07	July	10	October
02	February	05	May	08	August	11	November
03	March	06	Jun	09	September	12	December

**Let's Practice:** Write the dates using numbers in the format provided.

Date	Format	Answer
September 25, 2018	MM/DD/YYYY	09/25/2018
January 1, 2019	MM/DD/YYYY	
June 17, 1982	MM/DD/YYYY	
December 28, 2020	DD/MM/YY	
February 6, 2016	DD/MM/YY	
May 5, 2019	DD/MM/YY	
November 29, 1934	MM/DD/YY	
March 17, 2004	MM/DD/YY	
July 27, 2011	MM/DD/YY	

## 12 and 24 Hour Clock

Time can be stated in two different formats. In North America, the 12-hour clock is most often used.

A.M. to describe if it is the first half of the day. For example, 11:45 a.m. is in the morning

P.M. to describe if it is the second half of the day. For example, 11:45 p.m. is in the evening.

If someone does not state the time with a.m. or p.m., the times can get confused.

This is why many professions use the 24-hour clock to state how many hours have passed since midnight.

The day begins at midnight and is written as 00:00.

The last minute of the day is 23:59.

- 11:45 a.m. is written as 11:45
- 11:45 p.m. is written as 23:45

**Let's Practice:** Converting involves adding or subtracting 12 from the hour.

$12 + 5 = \underline{\quad}$

$23 - 12 = \underline{\quad}$

$12 + 11 = \underline{\quad}$

$20 - 12 = \underline{\quad}$

$12 + 4 = \underline{\quad}$

$13 - 12 = \underline{\quad}$

$12 + 8 = \underline{\quad}$

$17 - 12 = \underline{\quad}$

$12 + 2 = \underline{\quad}$

$21 - 12 = \underline{\quad}$

$12 + 9 = \underline{\quad}$

$16 - 12 = \underline{\quad}$

$12 + 1 = \underline{\quad}$

$19 - 12 = \underline{\quad}$

$12 + 10 = \underline{\quad}$

$15 - 12 = \underline{\quad}$

$12 + 7 = \underline{\quad}$

$14 - 12 = \underline{\quad}$

$12 + 6 = \underline{\quad}$

$18 - 12 = \underline{\quad}$

$12 + 3 = \underline{\quad}$

$22 - 12 = \underline{\quad}$



**Let's Practice:** Below is a chart showing 12 and 24-hour time format. Fill in the missing times.

12 Hour Format	24 Hour Format		12 Hour Format	24 Hour Format
12:00 a.m.	00:00		12:00 p.m.	
1:00 a.m.			1:00 p.m.	13:00
2:00 a.m.				14:00
	03:00			15:00
4:00 a.m.	04:00		4:00 p.m.	
5:00 a.m.			5:00 p.m.	
	06:00		6:00 p.m.	18:00
7:00 a.m.				19:00
	08:00		8:00 p.m.	20:00
9:00 a.m.	09:00		9:00 p.m.	
10:00 a.m.				22:00
	11:00		11:00 p.m.	

How do you write midnight in 24-hour format?      12:00 AM      00:00

How do you write noon in 12-hour format?      12:00 PM      12:00

What time is 6:30 AM in 24-hour format?      06:30      16:30

What time is 13:45 in 12-hour format?      3:45 PM      1:45 PM



## Timesheets

Before learning about timesheets, you will need to learn some terms.

<b>Consecutive</b>	Means back to back. For example, you worked Monday, Tuesday, and Wednesday. You worked three consecutive days.
<b>Consent</b>	You have given permission for something to happen.
<b>Employee</b>	A person who works for wages or a salary.
<b>Employer</b>	A person or company that hires people. They pay an employee a wage or salary.
<b>Entitled</b>	Have the legal right to receive or do something.
<b>Exceptions</b>	A person that is excluded from the rules or law.
<b>Paycheque</b>	Money you receive from your employer for the work you did.
<b>Receive</b>	To be given something.
<b>Salary</b>	You earn the same amount of money each pay no matter how many hours you work.
<b>Wages</b>	The amount of money you earn per hour you work.

Many employees will have to fill out weekly or bi-weekly timesheets. When you are working, you have the right to have a regular paycheque. Your employer will inform you of the pay schedule.

<b>Weekly</b>	Get paid each week on the same day
<b>Bi-Weekly</b>	Get paid every two weeks on the same day
<b>Monthly</b>	Get paid once a month
<b>Semi-Monthly</b>	Get paid twice a month, usually on the 15th and last day of the month



This is an example of a weekly timesheet.

BSC Care Inc.		Employee: Maria	
DATE	START TIME	END TIME	TOTAL
Sunday			
Monday	9:00 AM	12:00 PM	3.0
Tuesday	9:00 AM	4:00 PM	7.0
Wednesday	9:00 AM	1:00 PM	4.0
Thursday	9:00 AM	4:30 PM	7.5
Friday			
Saturday	9:00 AM	12:00 PM	3.0
TOTAL HOURS WORKED			24.5

**Let's Practice:** Circle the correct answer.

What is the name of the employee?	BSC Care Inc.	Maria		
What is the name of the employer	BSC Care Inc.	Maria		
How many weeks is the timesheet for?	1	2	3	4
What are the total hours worked?	3.0	4.0	7.0	24.5

There are rules and laws employers (the person or company you are working for) must follow. In Ontario, employers must follow the Employment Standard Act. You have the following rights under the Employment Standard Act:

- The maximum number of hours you can work for one employer in a week is 44 without written consent from you to the employer
- The right to overtime pay after working 44 hours in a single week
- Overtime pay means you get 1.5 times your regular pay. If minimum wage is \$14.00, then any time over 44 hours you will be paid \$21.00 an hour
- For every 5 hours of consecutive work, you are entitled to a 30-minute break
- A regular pay period and regular pay day for employees
- The right to two weeks of vacation after working for a company for 12 consecutive months

***\*There are some exceptions to the rules depending on the type of employment\****

For more information, you can contact the Ministry of Labour at 1-866-932-7229  
[www.labour.gov.on.ca/english/es/pubs/guide/index.php](http://www.labour.gov.on.ca/english/es/pubs/guide/index.php)

It is important to fill out your time sheet correctly in order to receive your paycheque.

- Each employer will have a different timesheet form to fill out.
- You may have to subtract your lunch break from your TOTAL HOURS.
- Some employers will give you a 15 minute paid break during your work shift. You do not need to subtract this from your TOTAL HOURS.
- Your hours may be different each day and each week.
- You may be asked to work on the weekend.
- You will be paid overtime if you work more than 44 hours of work in a single week (exceptions apply).

**Let's Practice:** Using a calculator, add up the Total Hours worked each week.

BSC Care Inc.					Employee: Asher		
OCTOBER							
SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.	TOTAL HOURS
	8	8			6	6	
6			8	8			
	8	8			4	4	
4			8	8			
	4	4					

What is the name of the employer? \_\_\_\_\_

What is the name of the employee? \_\_\_\_\_

How many hours in total did Asher work in October?      95                      102                      112

## Schedules

Before we learn about timesheets, you will learn some terms.

<b>Custom</b>	An action or activity that is done in a certain society, place, or time.
<b>Placement</b>	When you receive hands-on learning. For example, during a PSW course, you may have a placement at a nursing home.
<b>Semester</b>	Some high schools, colleges, and universities divide their school year into two parts. Each half of the school year is called a semester.

Creating and following a schedule will help you plan your week. You can see this when you have classes, study groups, and placements. During your PSW college program, you will need to plan and organize your schedule carefully. It is customary to arrive 10 minutes before the start of a class or a work shift – *this is a soft skill!*

**Let's Practice:** Use the schedule on the next page to answer the questions below.

1. What semester is the schedule for? 1 2
2. What time should you arrive to the class? 8:30 8:50 9:00
3. How long do you have for lunch most days? 30 minutes 1 hour 2 hours
4. How long are each of your classes? 2 3 6
5. What classes are you taking?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_

### PSW Class Schedule

Class Schedule for Personal Support Worker Semester 1					
	Monday	Tuesday	Wednesday	Thursday	Friday
7:00					
8:00					
9:00	Communications	Technology	The Human Body	Mental Health Study Group	Communications Study Group
10:00					
11:00					
12:00					
1:00	The Human Body	Mental Health	Placement	Technology	Placement
2:00					
3:00					
4:00					
5:00					

## Temperatures Everyday

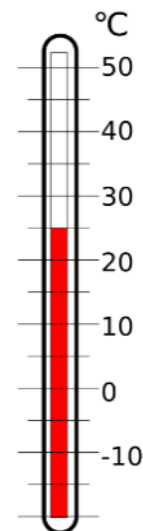
Temperatures are measured all the time. You can measure:

- Room temperatures
- Body temperatures
- Weather
- Cooking/baking temperatures

Two different measurements for temperatures can be used.

**Fahrenheit** is a unit of measurement in the Imperial System.

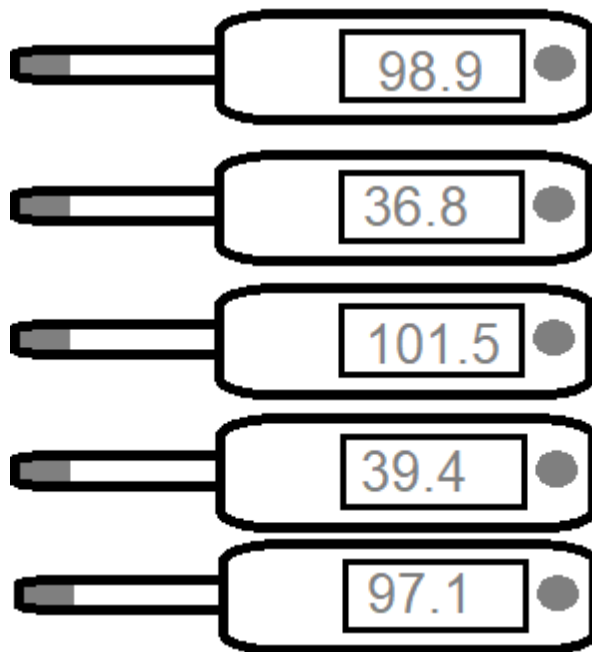
- It is used in the United States and a few other countries
- Water freezes to ice at 32° F
- Water boils at 212° F
- Positive measurements are temperatures above 0° F
- Negative measurements are temperatures below 0° F
- Normal body temperatures range from 97° F to 99° F, with normal averaged at 98.6° F
- Temperatures over 100.4° F means you have a fever<sup>i</sup>



**Celsius** is a unit of measurement also referred to as centigrade in the Metric System.

- It is used by the rest of the world
- Water freezes to ice at 0°C
- Water boils at 100° C
- Positive measurements are temperatures above 0° C
- Negative measurements are temperatures below 0° C
- Normal body temperatures range from 36.1° C to 37.2° C with normal averaged at 37° C
- Temperatures over 38° C means you have a fever<sup>ii</sup>

**Let's Practice:** Identify if the temperature is normal body temperature, or if it means someone has a fever.



NORMAL

FEVER

NORMAL

FEVER

NORMAL

FEVER

NORMAL

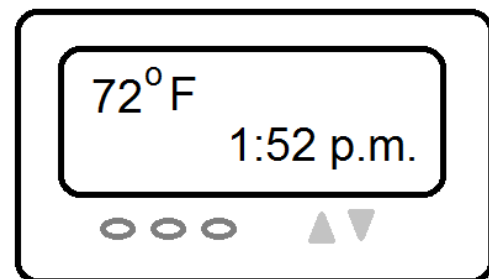
FEVER

NORMAL

FEVER

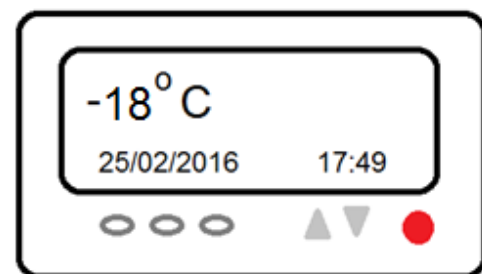
Where might you see a thermostat set at 72°F?

---



Where might you see a thermostat set at -18°C?

---





**Healthcare Preparation Curriculum**  
*Learner Workbook*

# **Unit 6: The Human Body**



## Human Body Terms

We will learn many terms about the human body. The goal of this unit is to help you recognize parts of the human body. Below are some terms you will learn before learning more about the human body.

<b>Bile</b>	A green-brown liquid used to break down food in the body.
<b>Carbon dioxide</b>	A gas made in the body which is released when you breathe out.
<b>Involuntary muscles</b>	Muscles that work without you having to think about it such as the heart and lungs.
<b>Oxygen</b>	An invisible gas you need to breathe in. It helps the body turn food into energy for the human body.
<b>Oxygen deprived</b>	Having very little or no oxygen.
<b>Passageways</b>	A long, narrow tube that connects one part of the body to another.
<b>Voluntary muscles</b>	Muscles you can control and use in the body such as moving the legs and hands.

**Let's Practice:** Match the word to the definition:

- a) passageways      \_\_\_\_\_      Having very little or no oxygen.
- b) voluntary muscles      \_\_\_\_\_      A long, narrow tube that connects one part of the body to another.
- c) bile      \_\_\_\_\_      Muscles you can control and use in the body such as moving the legs and hands.
- d) Oxygen deprived      \_\_\_\_\_      A green-brown liquid used to break down food in the body.

## The Five Senses

You use your five senses to experience the world around you. You use your:






- eyes to see (sight)
- nose to smell
- mouth to taste
- ears to listen (hearing)
- hands to touch

Sometimes you will work with clients who may not have all five senses to experience the world around them. For example:

- A client who is **deaf** cannot hear
- A client who is **blind** cannot see

It is important to remember not to wear perfume or fragrances to work because some clients might not feel well after they smell something strong.

**Let's Practice:** Match the sense and name to each body part by drawing a line.

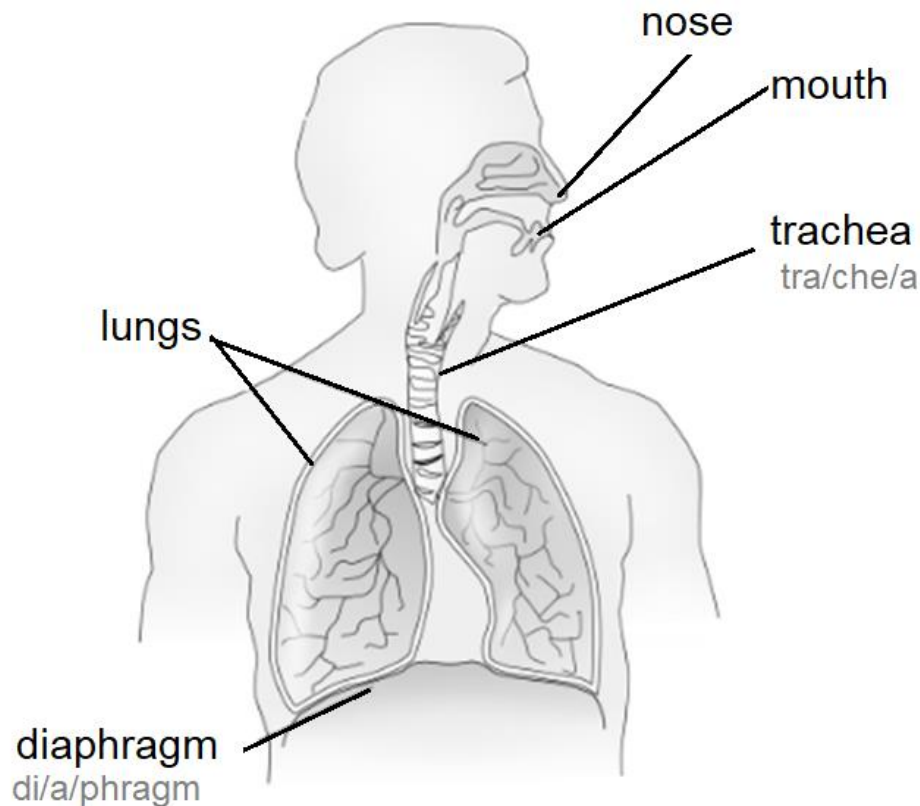
<b>Ears</b>		<b>Touching</b>
<b>Eyes</b>		<b>Tasting</b>
<b>Hands</b>		<b>Smelling</b>
<b>Mouth</b>		<b>Seeing</b>
<b>Nose</b>		<b>Hearing</b>

**Let's Practice:** Circle the correct sense(s) you use when doing these activities or tasks.

1) Reading a book	Sight	Smell	Taste	Hearing	Touch
2) Eating lunch	Sight	Smell	Taste	Hearing	Touch
3) Talking on the phone	Sight	Smell	Taste	Hearing	Touch
4) Writing sentences	Sight	Smell	Taste	Hearing	Touch
5) Making the bed	Sight	Smell	Taste	Hearing	Touch

## Respiratory System

The **respiratory system** includes the nose, mouth, trachea, lungs, and diaphragm. The respiratory system's job is to allow you to breathe. In order to survive, you need to breathe in oxygen and breathe out carbon dioxide.



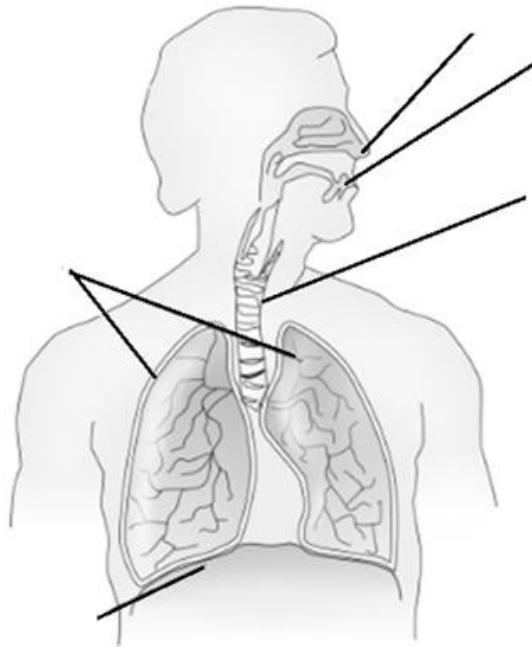
Our **nose** and **mouth** are passageways that allow us to breathe in and out.

The **trachea** is a tube that allows air to go from our mouth to our lungs.

Our **lungs** take oxygen we breathe in and put it in our body. Then our lungs take the carbon dioxide from inside of our body and release it when we breathe out.

Our **diaphragm** is an involuntary muscle that helps us breathe in and breathe out.

**Let's Practice:** Label the parts of our respiratory system.

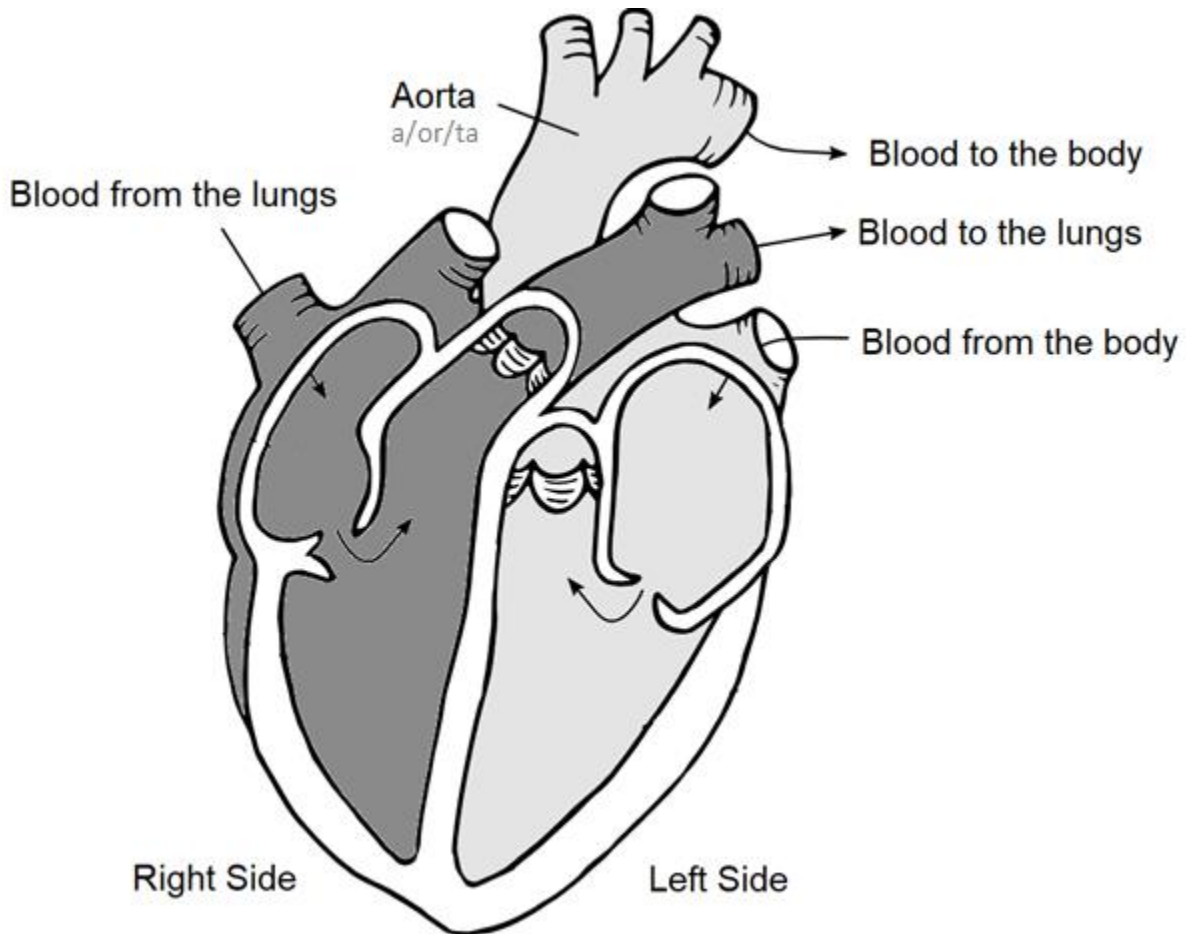


**Let's Practice:** Draw a line to match each term with what it does or what it means.

- |                  |  |
|------------------|--|
| Carbon Dioxide • | • A tube that connects the mouth and nose to the lungs |
| Diaphragm •      | • A gas you breathe in                                 |
| Lungs •          | • Used for breathing and smelling                      |
| Mouth •          | • A muscle that helps you breathe                      |
| Nose •           | • Puts gases in and out of the body                    |
| Oxygen •         | • Used for breathing, eating, and taste                |
| Trachea •        | • A gas you breathe out                                |

## Circulatory System

The **circulatory system** includes the veins, arteries, and heart. The circulatory system's job is to pump blood through the body. The heart takes oxygen rich blood from the lungs and pumps it into the body. The heart also takes oxygen-deprived blood to the lungs to get oxygen. This happens all at the same time. The heart is an involuntary muscle, which means you do not think about this process, the body just does it.



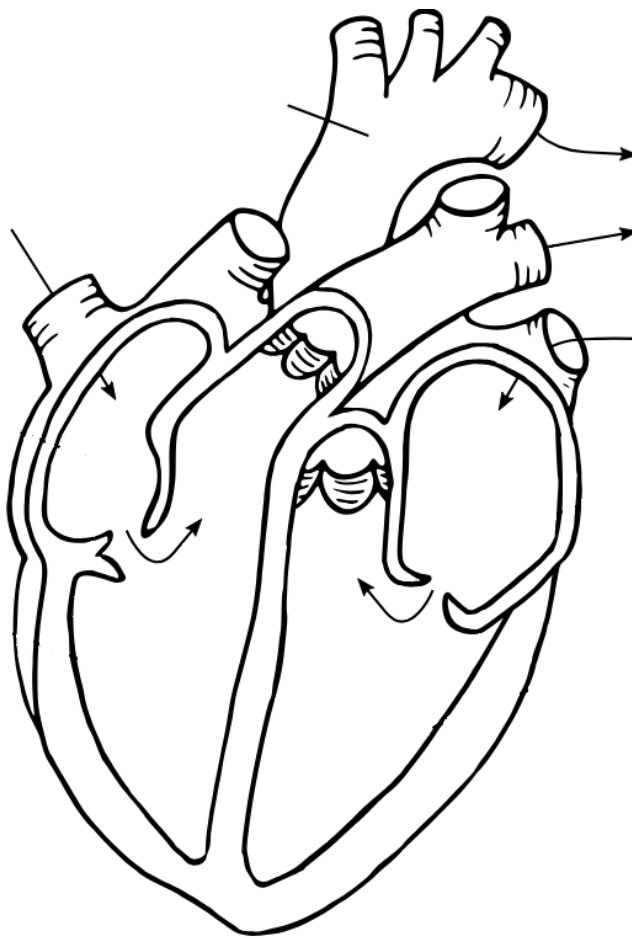
**Arteries** are passages going away from the heart filled with oxygen rich blood.

The **aorta** is the main artery in the body and supplies the body with oxygen-rich blood.

**Veins** are passages going towards the heart filled with oxygen-deprived blood.

The heart is made up of four chambers. Two chambers are on the right side. Two chambers are on the left side.

**Let's Practice:** Label the parts of the heart. Shade in the right side of the heart.



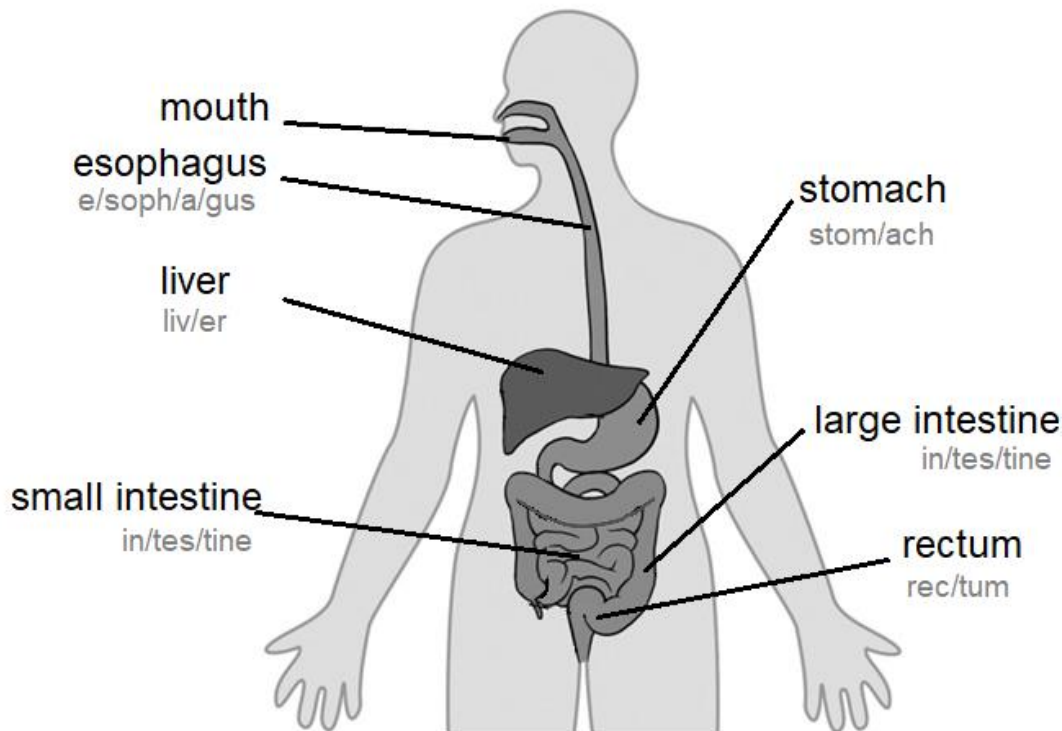
**Let's Practice: Matching**

Draw a line to match the three parts of the circulatory system.

- |            |  |
|------------|--|
| Aorta •    | • Passages going towards the heart with oxygen-deprived blood. |
| Arteries • | • The main artery in our body.                                 |
| Veins •    | • Passages going away from the heart with oxygen rich blood.   |

## Digestive System

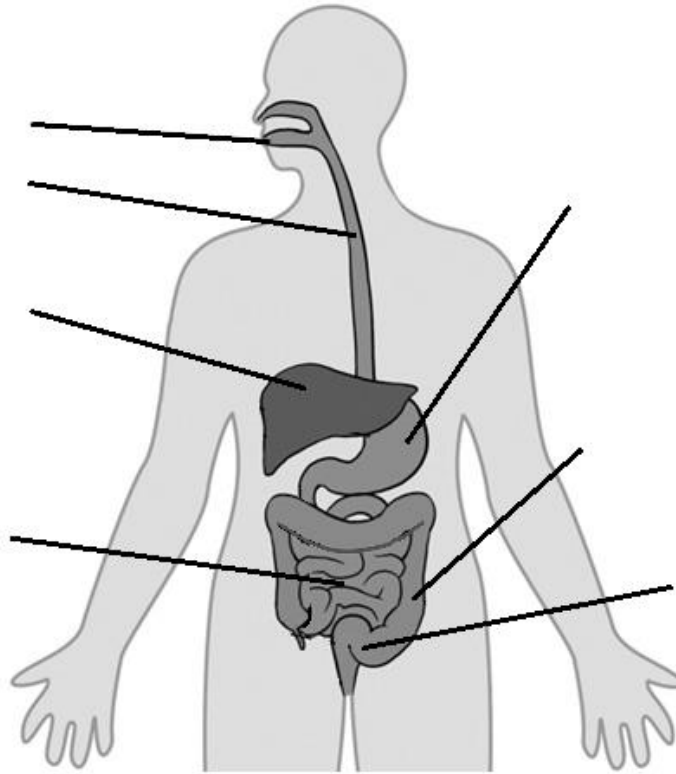
The **digestive system** includes the mouth, esophagus, liver, stomach, intestines, and rectum. The digestive system's job is to take the food we eat, turn it into energy for our body, and remove any leftovers.



We use our **mouth** and teeth to chew food before we swallow it. It travels down the **esophagus**, a tube that connects the mouth to the stomach. The stomach is a pouch that breaks down food before it enters the **small intestine**. The **small intestine** is a hollow tube that breaks down food from the stomach, takes the nutrients, and gives it to the body. The **liver** produces bile, a liquid that helps break down food in the small intestine. The leftovers travel to **the large intestine**, which absorbs the water and stores the rest of the food you do not need as **stool**. The **rectum** is a chamber after the large intestine that tells you when you need to go to the bathroom to get rid of the stool.

***Did you know the small intestine is about 20 feet long! The large intestine is about 5 feet long.***

**Let's Practice:** Label the parts of the digestive system.



**Let's Practice: Put In Order**

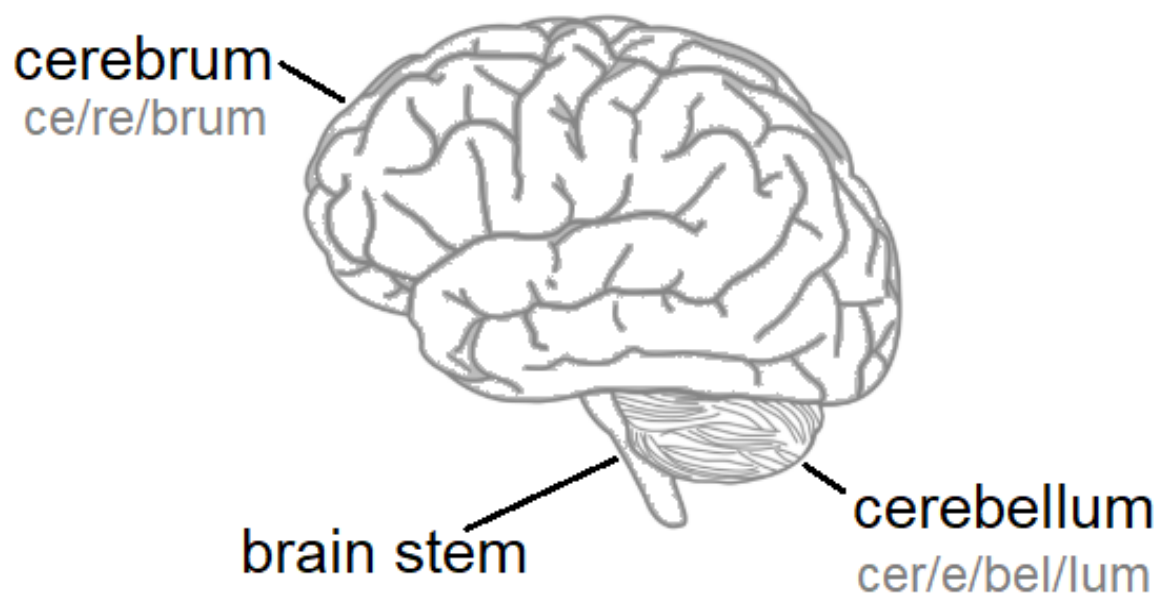
Put the digestive tract process in order from first to last.

- |          |                           |
|----------|---------------------------|
| 1. _____ | Esophagus                 |
| 2. _____ | Large intestine           |
| 3. _____ | Mouth                     |
| 4. _____ | Rectum                    |
| 5. _____ | Small Intestine and Liver |
| 6. _____ | Stomach                   |



## Nervous System

The **nervous system** includes the brain and spinal cord. Their job is to control how the body moves. The brain is made up of three different areas.

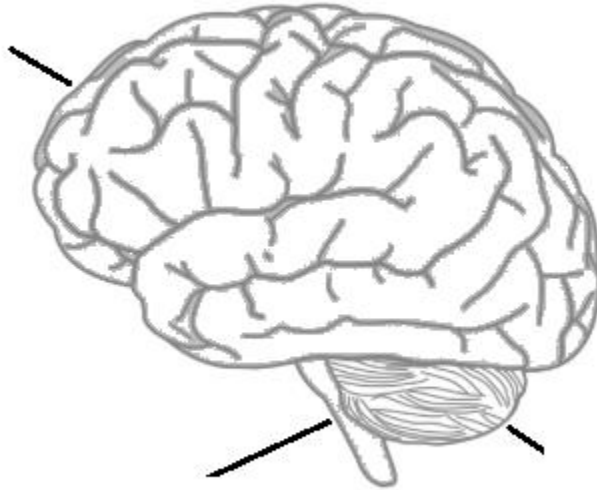


The **cerebrum** controls our voluntary muscles and senses. It allows you to see, hear, touch, smell, and taste. The cerebrum also controls memory, speech, imagination and personality.

The **cerebellum** coordinates how our muscles help us balance.

The **brain stem** controls or coordinates the heart rate, breathing, sleep, and eating.

**Let's Practice:** Label the three parts of the brain.



**Let's Practice: Matching**

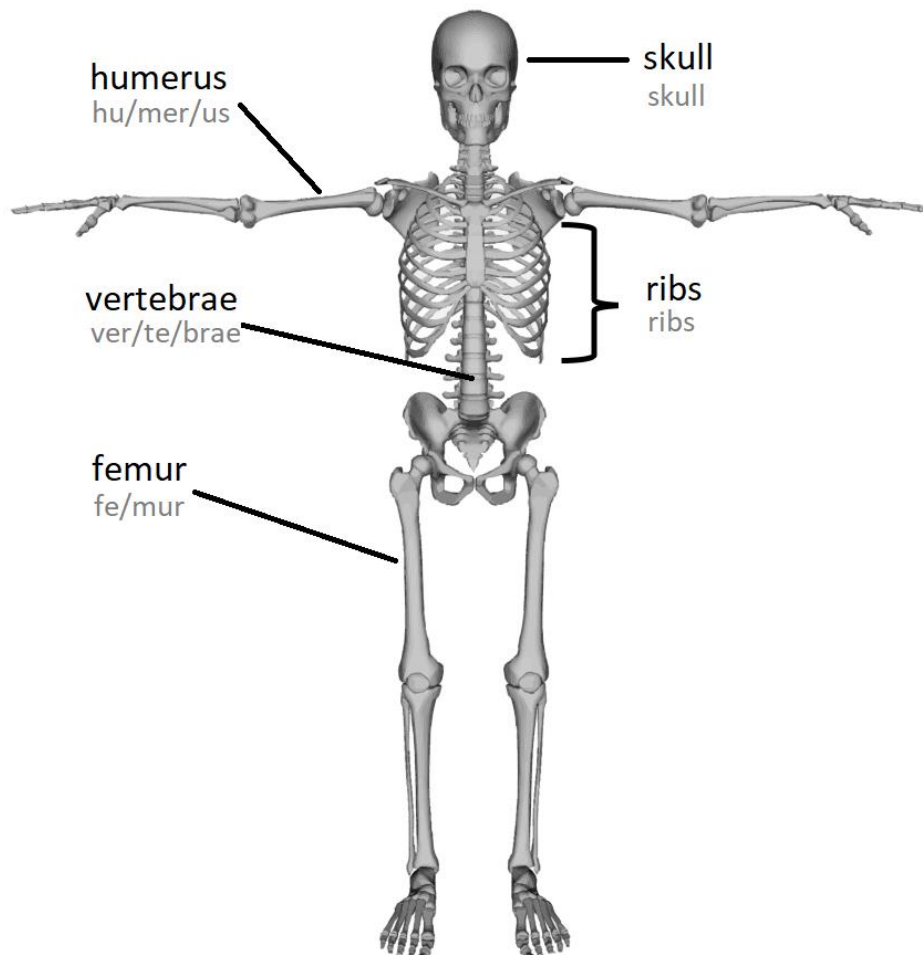
Draw a line to match each part of the brain with what it does.

- |              |                                     |
|--------------|-------------------------------------|
| Brain Stem • | • Smell, taste, touch, sight, sound |
| Cerebellum • | • Heart rate and breathing          |
| Cerebrum •   | • Balance                           |

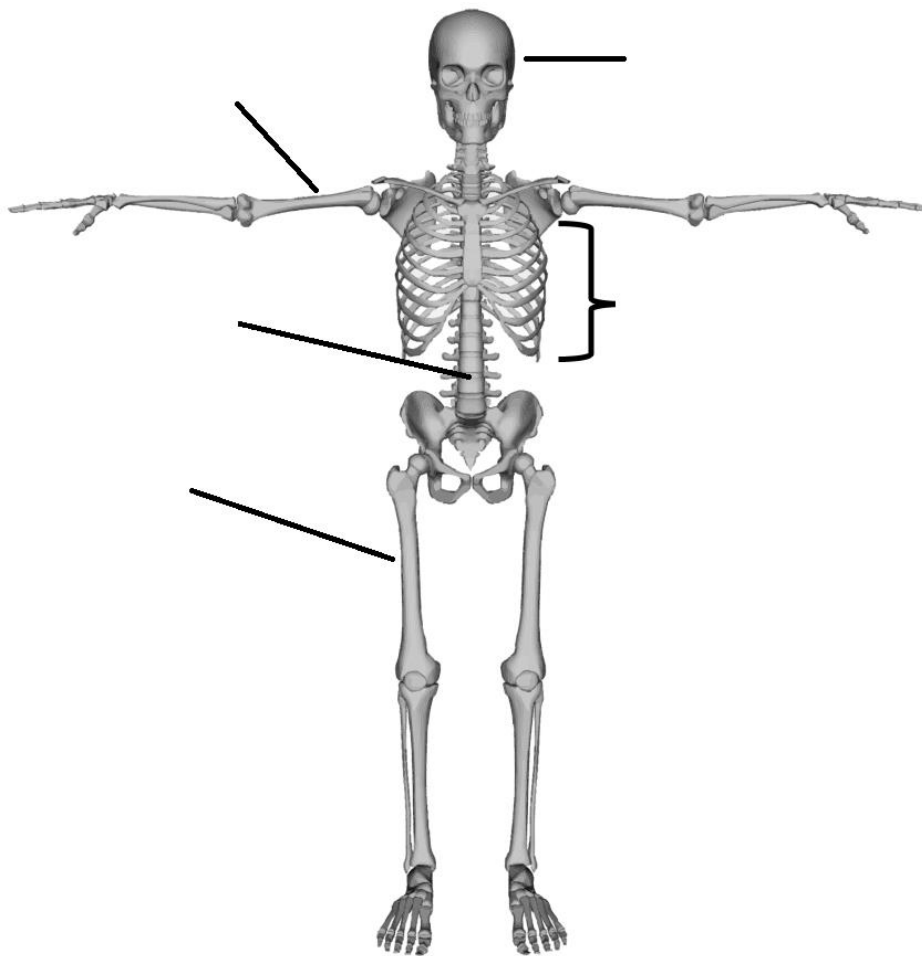
## Skeleton

A **skeleton** is the frame that holds up the body. It is made up of bones and cartilage. **Cartilage** is a firm tissue but not as hard as a bone. For example, your ears and nose are made out of cartilage. The human body has 206 bones. Bones are harder than cartilage. Some examples include:

- Your **skull** protects your brain.
- **Vertebrae** make up your spine.
- Your **ribs** protect your vital organs such as your lungs and heart.
- The **humerus** is the largest bone in your arm.
- The **femur** is the largest bone in your leg and in your body.



**Let's Practice:** Label the parts of the skeleton.



**Let's Practice: Matching**

Draw a line to match the bone to the body part it belongs to or protects.

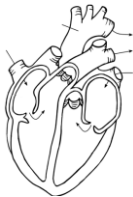
- |             |                  |
|-------------|------------------|
| femur •     | • brain          |
| humerus •   | • heart and lung |
| ribs •      | • leg            |
| skulls •    | • spine          |
| vertebrae • | • arm            |

## Muscles

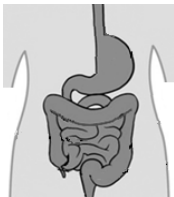
Muscles are tissue that attach to the skeleton that help with movement. There are more than 500 muscles in the human body. There are **voluntary muscles** that you can think about moving such as your legs and arms. There are **involuntary muscles** that you do not think about moving such as your heart and diaphragm.

There are three types of muscles:

- **Cardiac muscles** are only found in the heart and help your heart beat
- **Smooth muscles** are muscles that help move things in the body
  - Arteries and Veins
  - Intestines
  - Stomach
- **Skeletal muscles** are muscles that help you move your skeleton
  - Bicep (arm)
  - Triceps (arm)
  - Hamstrings (leg)



- Involuntary muscle
- Cardiac muscle



- Involuntary muscle
- Smooth muscles



- Voluntary muscle
- Skeletal muscle

**Let's Practice:** Match each term to its definition.

- |                       |       |  |
|-----------------------|-------|--|
| a) Cardiac muscle     | _____ | Muscles that move without thinking about it.               |
| b) Smooth muscle      | _____ | Muscles found only in the heart.                           |
| c) Skeletal muscle    | _____ | Muscles that move when you want to move them.              |
| d) Voluntary muscle   | _____ | Muscles that move things in your body like blood and food. |
| e) Involuntary muscle | _____ | Muscles used to move your bones.                           |

**Let's Practice:** Circle if the muscle is voluntary or involuntary

- |                    |           |             |
|--------------------|-----------|-------------|
| a) The heart is    | VOLUNTARY | INVOLUNTARY |
| b) The stomach is  | VOLUNTARY | INVOLUNTARY |
| c) The bicep is    | VOLUNTARY | INVOLUNTARY |
| d) Intestines are  | VOLUNTARY | INVOLUNTARY |
| e) Leg muscles are | VOLUNTARY | INVOLUNTARY |



Healthcare Preparation Curriculum  
*Learner Workbook*

# Unit 7: Illnesses and Diseases

## Illness and Disease Terms

We will learn many terms about common illnesses and diseases. The goal of this unit is to help you recognize and have a basic understanding of common illnesses and diseases. Below are some terms we will learn before learning more about illnesses and diseases.

<b>asthma</b>	When your lungs have a hard time working causing you to work hard to breathe. You may need to take medicine to help you breathe more easily.
<b>diarrhea</b>	An illness that causes you to have to go to the bathroom and causes watery stool.
<b>flushed</b>	When your face becomes rosy or red.
<b>inject</b>	To use a needle to put medicine into a body.
<b>pale or paleness</b>	When your face or body becomes lighter in colour than normal.
<b>prevention</b>	To do something to stop something bad from happening.
<b>puffer</b>	A puffer is a medical device that turns medicine into a mist you breathe in to help your lungs.
<b>reverse</b>	To go in the opposite direction or to go back to something before it changed.
<b>symptom</b>	A change that occurs in your body when you become ill.
<b>virus</b>	A small particle that makes you sick and can spread from person to person or thing to person.
<b>vomiting</b>	When the food and liquid in your stomach comes back up through your mouth.



## The Common Cold

The **common cold** is a virus that makes people sick. There are over 200 different cold viruses. The cold virus enters the body through the mouth or nose. It can take 7 to 10 days to feel better.

Symptoms of a cold may include:

- Runny nose
- Stuffy nose
- Sneezing
- Sore throat
- Cough



If you get a cold, you should drink a lot of water and rest.

Prevention includes washing your hands, cleaning workspaces, and avoiding contact with sick people.

**Let's Practice:** Circle the body part that suffers for each symptom.

1) Runny nose	Nose	Throat	Lungs
2) Stuffy nose	Nose	Throat	Lungs
3) Sneezing	Nose	Throat	Lungs
4) Sore throat	Nose	Throat	Lungs
5) Cough	Nose	Throat	Lungs

## The Flu

The **flu** is a short form for **influenza** and is a virus that can make people very sick. It affects our respiratory and/or digestive system. The flu virus enters our body through the mouth or nose. It can take 7 to 14 days to feel better.<sup>iii</sup>

Symptoms of the flu may include:

- Chills
- *Cough*
- Diarrhea
- Headaches
- *High fever*
- *Muscle aches*
- Tired
- Vomiting<sup>iv</sup>



**Prevention** includes getting the flu shot, washing your hands, cleaning workspaces, and avoiding contact with sick people. If you have the flu, stay home!

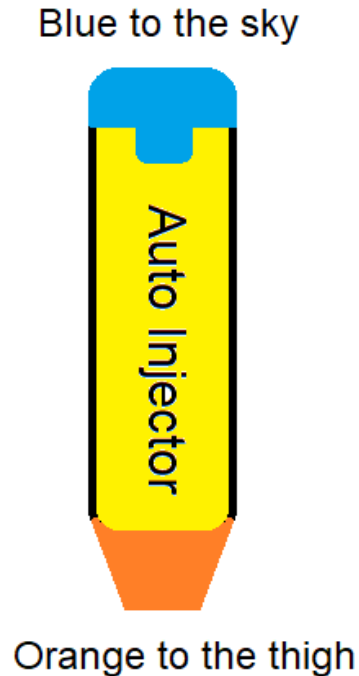
**Let's Practice:** Watch the video *The Flu Explained* by Explainity Channel and answer the questions below.

- |   |      |       |
|---|------|-------|
| 1) The flu makes you feel sick more slowly than the cold. | TRUE | FALSE |
| 2) Type A can be very dangerous.                          | TRUE | FALSE |
| 3) Older adults can become very ill with the flu.         | TRUE | FALSE |
| 4) The flu is not dangerous.                              | TRUE | FALSE |

## Allergies

An **allergy** is what happens when your body reacts to something in a bad way. An allergic reaction may include:

- Trouble breathing
- Trouble speaking
- Trouble swallowing
- Flushed face
- Hives (rash on your skin)
- Red and itchy skin
- Swollen eyes
- Swollen lips
- Swollen tongue
- Paleness
- Fainting
- Cramps
- Diarrhea
- Vomiting <sup>v</sup>



If you are having a severe allergic reaction, use an **auto-injector**, a device that injects medicine into your body to reverse the symptoms of an allergy. The brand name for an auto-injector is an EpiPen. After you use an auto-injector, seek medical help right away. This may include calling 911 or going to the nearest hospital. <sup>vi</sup>

If someone does not have an auto injector, call 9-1-1 immediately.

## Food Allergies

Health Canada and the Canadian Food Inspection Agency (CFIA) have a list of the most common food allergies. The foods include:

- Eggs
- Milk
- Mustard
- Peanuts
- Shellfish/Seafood
- Fish
- Sesame seeds
- Soy
- Tree nuts
  - Almonds
  - Brazil nuts
  - Cashews
  - Hazelnuts
  - Macadamia nuts
  - Pecans
  - Pine nuts
  - Pistachio
  - Walnuts
- Wheat<sup>vii</sup>

***Did you know over 2.6 million Canadians report having a food allergy?<sup>viii</sup>***

Do you have any food allergies?

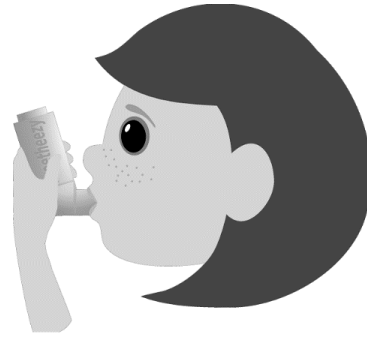
YES

NO

## Seasonal Allergies

Seasonal allergies include are:

- Pets
- Dust mites
- Mould
- Trees
- Grass
- Ragweed
- Mildew
- Insect bites
- Air pollution



Symptoms may include sneezing, runny or stuffy nose, itchy throat, itchy or water eyes, and asthma attacks. **Asthma** is a disease that affects your lungs. The lungs have to work harder to inhale and exhale. Someone with asthma will need to take medicine to help them breathe.

Someone with asthma may use a puffer to help them breathe. A **puffer** is a medical device that turns medicine into a mist you breathe in to help your lungs.

Some people take allergy medicine to help with their symptoms.

***Did you know more than 6 million Canadians suffer from seasonal allergies?<sup>ix</sup>***

Do you have any seasonal allergies?

YES

NO

## Diabetes

**Diabetes** is a disease where the body cannot produce any insulin, or does not produce the proper amount. **Insulin** is a hormone that controls blood sugar in the body.<sup>x</sup> Insulin takes sugar from the foods you eat and turns it into energy or stores it as fat in the body.<sup>xi</sup> When you do not have the proper amount of insulin in the body, you can get very sick and it can even cause death.

An important term to know is immune system. The **immune system** is our body's defense system; it helps fight illnesses and diseases. The **pancreas** is part of the digestive system. It makes the insulin that helps to digest food and regulate blood sugar levels.

There are two types of diabetes.

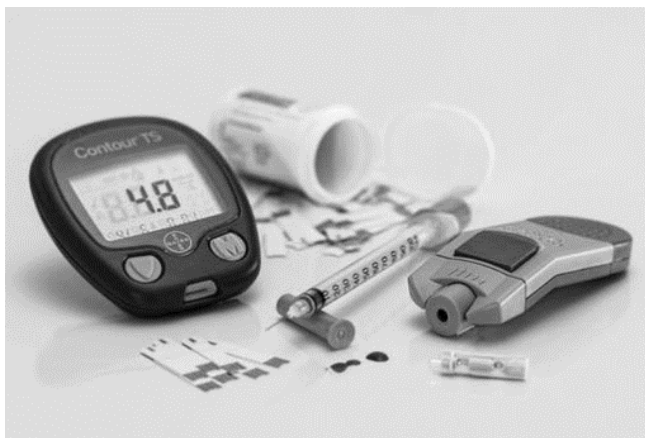
**Type 1 Diabetes** happens when the immune system attacks cells in the pancreas. The **pancreas** then makes little or no insulin. As a result, sugar in the blood increases because it is not being used as energy. People with type 1 diabetes must take insulin so they do not get sick.

**Type 2 Diabetes** happens when the body cannot properly use insulin to change sugar into energy or does not make enough insulin. As a result, sugar in our blood increases. People with type 2 diabetes may have to control their blood sugar through diet and exercise, pills, and/or insulin.<sup>xii</sup>

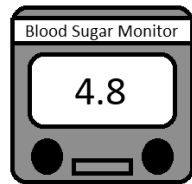
It is important for anyone who has diabetes to control their blood sugar.

People with diabetes monitor their blood sugar using a blood sugar monitor. A **blood sugar monitor** is a device used to measure sugar in your blood. As a PSW you may need to assist clients with measuring or monitoring their blood sugar.

Someone with diabetes tries to have a blood sugar level of less than 7 before they eat.

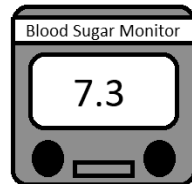


**Let's Practice:** Look at the numbers on the monitors below. Circle if the blood sugar is normal or high for someone with diabetes.



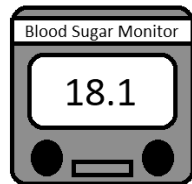
NORMAL

HIGH



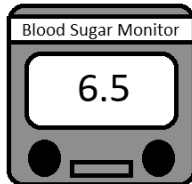
NORMAL

HIGH



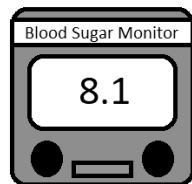
NORMAL

HIGH



NORMAL

HIGH



NORMAL

HIGH

## Hepatitis

**Hepatitis** is a disease that affects the liver. There are 5 types of hepatitis A, B, C, D, and E. The following information is from the World Health Organization.<sup>xiii</sup>

Important terms to know are **transmit** or **transmitted**. **Transmit** means to give or pass along from one person to another. **Transmitted** is the past tense form of transmit.

Transmission of diseases like hepatitis can happen from contaminated food and water, mother to child, contaminated blood transfusions, contaminated needles, contaminated medical equipment, and unprotected sexual activity.

- **Hepatitis A** is transmitted by feces (poop) from one infected person to another. There are vaccines available to prevent hepatitis A.
- **Hepatitis B** is transmitted by blood and other bodily fluids. There are vaccines available to prevent hepatitis B.
- **Hepatitis C** is transmitted by blood. There is no vaccine for this type of hepatitis but there is a cure in most cases.
- **Hepatitis D** only occurs in people who have Hepatitis B.
- **Hepatitis E** is mostly transmitted by drinking water or eating food that is contaminated with Hepatitis E. Vaccines are not always available for Hepatitis E.

As a health care worker, you are at risk of getting Hepatitis A, B, or C. It is important to wash your hands and wear gloves. We will learn more about how to protect yourself in the Health and Safety unit.



**Let's Practice:** Watch the video *The Three Unwise Monkeys Learn What Hepatitis A, B and C Are* by Martin Georgiev and circle the answers below.<sup>xiv</sup>

- |  |         |         |
|--|---------|---------|
| 1) How many people around the world have hepatitis?              | 1 in 12 | 1 in 20 |
| 2) Hepatitis is transmitted by not washing your hands.           | TRUE    | FALSE   |
| 3) If you have hepatitis A you may have a fever and yellow skin. | TRUE    | FALSE   |
| 4) There is no vaccine for hepatitis A.                          | TRUE    | FALSE   |
| 5) You can get hepatitis B from piercings and dirty needles.     | TRUE    | FALSE   |
| 6) Everyone with hepatitis B will always have symptoms.          | TRUE    | FALSE   |
| 7) There is medicine to help you with hepatitis B.               | TRUE    | FALSE   |
| 8) There is a vaccine for hepatitis B.                           | TRUE    | FALSE   |
| 9) You can get hepatitis C from blood.                           | TRUE    | FALSE   |
| 10) You will get symptoms of hepatitis C right away.             | TRUE    | FALSE   |
| 11) There is no vaccine for hepatitis C.                         | TRUE    | FALSE   |

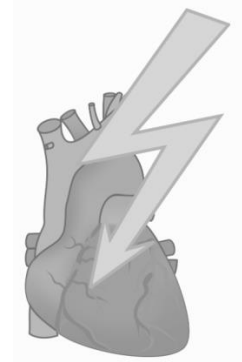


## Heart Attack

A **heart attack** occurs when blood cannot flow to a section of the heart. Your heart muscles do not get enough oxygen to continue to pump blood throughout your body. The muscles in your heart may die.<sup>xv</sup>

Signs of a heart attack may be different for men and women. Signs of a heart attack may include:

- Chest pain
- Sweating
- Neck and/or jaw pain
- Shoulder and/or arm pain
- Nausea (you feel like you might throw up)
- Shortness of breath
- Light-headedness or dizziness<sup>xvi</sup>



**Heart disease** is the second leading cause of death in Canada.<sup>xvii</sup> If you, a friend, family member, or client have these symptoms call 9-1-1.

There are factors that increase your risk of a heart attack. They include:

- Age
- Diabetes
- Drug use
- Family history of heart disease
- High blood pressure
- High cholesterol
- Not enough exercise
- Smoking
- Stress
- Unhealthy weight<sup>xviii</sup>

## Stroke

A **stroke** occurs when blood cannot flow to a section of the brain. It causes your brain to stop functioning.<sup>xix</sup> Every year, 15,000 Canadians die from a stroke.<sup>xx</sup>

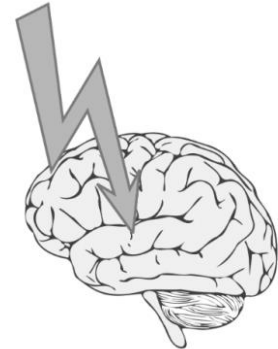
Signs of a stroke are sudden and may include:

- Weakness on one or both sides of your body
- Loss of sensation on one or both sides of your body
- Confusion
- Difficulty speaking
- Difficulty with vision
- Headache
- Loss of coordination and balance<sup>xxi</sup>

After a stroke, a person may have limited ability to use half of their body, difficulty speaking, eating or swallowing, trouble learning or remembering new things, and more.<sup>xxii</sup> If you, a friend, family member, or client have these symptoms call 9-1-1.

There are factors that increase your risk of a stroke. They include:

- Age
- Cholesterol
- Diabetes
- Gender
- Heart disease
- High blood pressure<sup>xxiii</sup>



## Dementia

**Dementia** is a word to describe the decline of mental abilities that affect daily life. Dementia is a combination of symptoms with many different causes such as vitamin deficiency, depression, medications, infections, Alzheimer's and other diseases.<sup>xxiv</sup> Alzheimer's disease causes dementia and is the most common cause of dementia.<sup>xxv</sup>

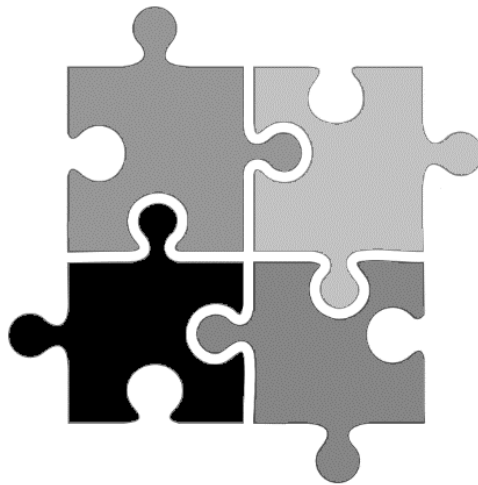
The signs of dementia happen over time and may include:

- Memory loss that affects daily life
- Difficulty with solving problems
- Difficulty completing tasks they have done before
- Confusion about time or place
- Difficulty with reading
- Difficulty with speaking or writing
- Misplacing items
- Poor judgement
- Poor hygiene
- Stop working or going out with friends and family<sup>xxvi</sup>

Over 564,000 Canadians live with dementia.<sup>xxvii</sup> There are no cures for dementia. Some medications or treatments might reduce the symptoms.

**Let's Practice:** Circle the disease and/or illness that relates to the symptom. There may be one or two answers.

1) Chest pain	Heart Attack	Stroke	Dementia
2) Memory loss	Heart Attack	Stroke	Dementia
3) Headache	Heart Attack	Stroke	Dementia
4) Difficulty speaking	Heart Attack	Stroke	Dementia
5) Confusion	Heart Attack	Stroke	Dementia
6) Jaw pain	Heart Attack	Stroke	Dementia
7) Misplacing items	Heart Attack	Stroke	Dementia
8) Sweating	Heart Attack	Stroke	Dementia
9) Weakness on one side	Heart Attack	Stroke	Dementia
10) Poor hygiene	Heart Attack	Stroke	Dementia





**Healthcare Preparation Curriculum**  
***Learner Workbook***  
**Unit 8: Health and Safety**

## Health and Safety Vocabulary

Below are some terms that you will need to learn before learning more about health and safety in the workplace.

<b>clutter</b>	An area that is filled with many things. For example, a counter can be cluttered with dishes.
<b>debris</b>	Things that are broken and lying around. For example, after a car accident there is debris on the road.
<b>defective</b>	Something that is not working properly or is not made properly.
<b>disable</b>	To stop something from working properly.
<b>ensure</b>	To make certain something is done or will happen.
<b>environment</b>	The area around you that includes the temperature, moisture, lighting, odour, and where things are.
<b>gases</b>	Gases are in the air, which normally cannot be seen such as oxygen or carbon dioxide.
<b>hazards</b>	Something that is dangerous.
<b>Irritate</b>	To make something more sore or painful.
<b>overexertion</b>	Doing something that puts too much stress on yourself such as running 10 km or lifting something that is too heavy.
<b>Personal Protective Equipment (PPE)</b>	Items used to protect employees in the workplace such as a hard hat or gloves.
<b>policies</b>	Rules that are followed in the workplace. The employer and/or government may have certain policies in place to protect people working in healthcare.
<b>potential</b>	Something that is possible or has a chance to happen in the future.
<b>precaution</b>	Something done to prevent an injury.
<b>prevent</b>	To stop something from happening. For example, washing your hands can prevent the spread of illness and disease.

<b>procedures</b>	The way something is supposed to be done, and may include step by step instructions.
<b>regulations</b>	An official rule or law that needs to be followed. There are regulations that the Government of Ontario and/or the Government of Canada require employers and healthcare workers to follow.
<b>responsibilities</b>	Things you are expected to do. For example, a PSW has a responsibility to take care of clients.
<b>substitutions</b>	Replacing one thing for something else. For example, tofu is a vegetarian substitution for chicken.
<b>synthetic gloves</b>	Gloves worn to protect you from catching and spreading illnesses and diseases.
<b>vapours</b>	Small liquid particles in the air such as water vapour (steam).

## Health and Safety in the Workplace

Did you know?

- According to the Ontario Ministry of Labour, young workers between the ages of 14 and 24 and any new workers who have worked on the job for less than 6 months are 4 times more likely to get injured on the job.
- On average, 70 young workers are injured on the job every day in Ontario.
- 30.9% of injuries occur in the service sector.
- The most common injury is sprain or strain.
- The most common cause of injury is overexertion.
- The most common area of injury is lower back.

## Hand Washing

Hand washing is a very important part of your job. Follow the technique below.

<h1>Proper Handwashing Technique</h1>			
		1) Wet your hands.	2) Apply soap.
			
3a) Lather and scrub your hands together for 20-30 seconds.	3b) Scrub the back of your hands and wrists.	3c) Scrub between your fingers.	3d) Scrub your nails into the palm of your hand.
			
4) Rinse your hands for 10 seconds.	5) Use paper towel to turn off the tap. Throw the paper towel in the garbage.	6) Use a new piece of paper towel.	7) Dry your hands.



## Gloves

**Synthetic gloves** are gloves worn to protect you from catching and spreading illnesses and diseases. Gloves should be worn when helping clients. Follow your workplace policies and procedures for wearing gloves. In general, you should wear gloves when:

- Bathing
- Changing bandages
- Toileting
- Preparing food, if you have a bandage, a cut, or a rash on your hands

### IMPORTANT:

\* Wearing synthetic gloves does not replace hand washing\*

\* Always wash your hands before and after using synthetic gloves\*

## Safe Work Practices

A PSW may use many different pieces of safety equipment in the workplace. Before using any piece of equipment, you should:

- Read the owner's manual, if applicable
- Be trained on the equipment
- Understand the safety mechanisms
- Know where the emergency shut off is
- Ask your employer questions

It is important to follow safety procedures when using equipment at work including:

- |                      |                    |
|----------------------|--------------------|
| ○ Aprons             | ○ Reflective vests |
| ○ Ear plugs/Earmuffs | ○ Masks            |
| ○ Face shields       | ○ Safety glasses   |
| ○ Non-slip shoes     | ○ Safety gloves    |
| ○ Uniforms           |                    |
- Ensuring safety devices including guards and straps are working on the equipment
  - Making sure electrical cords are in good working order
  - Turning the power off and unplugging machines before inspecting or cleaning them
  - Not wearing baggy clothing, long sleeves, jewelry, or your hair down
  - Keeping your work area clean and free of clutter

## Personal Protective Equipment

**Personal Protective Equipment (PPE)** is equipment you wear to protect yourself and reduce your exposure to potential hazards and prevent injuries.

Under the **Occupational Health and Safety Act (OHSA)**, employers, supervisors and workers have duties and responsibilities to follow the OHSA and its regulations. Workplace obligations include, but are not limited, to the following:<sup>xxviii</sup>

### An employer must:

- Make sure the Personal Protective Equipment is used by the worker
- Provide and maintain Personal Protective Equipment to make sure it is in good condition

### A supervisor must:

- Make sure a worker wears the Personal Protective Equipment required by the Ontario Health and Safety Act and its regulations
- Make sure the worker uses the Personal Protective Equipment required by the employer






### A worker must:

- Wear any Personal Protective Equipment required by the employer
- Report to the employer or supervisor any known missing or defective Personal Protective Equipment
- Not remove or disable any Personal Protective Equipment required by the employer or by the supervisor

You can call the Ministry of Labour at 1-877-202-0008 anytime to report workplace health and safety incidents or for general inquiries about health and safety in the workplace. As well, here is a helpful website from the Ministry of Labour: [www.ontario.ca/page/ministry-labour](http://www.ontario.ca/page/ministry-labour).

## Types of Personal Protective Equipment (PPE)

There are different types of Personal Protective Equipment depending on the job and the task.

Examples of Personal Protective Equipment		
<b>Body Protection Equipment</b>	<ul style="list-style-type: none"> <li>Protects against harmful material</li> <li>Protects against bodily fluids such as mucous, blood, stool, and urine</li> </ul>	
<b>Masks/Respirator</b>	<ul style="list-style-type: none"> <li>Protects against airborne illnesses</li> <li>Protects against bodily fluids such as mucous, blood, stool, and urine</li> </ul>	 
<b>Safety glasses</b>	<ul style="list-style-type: none"> <li>Protects against flying objects and particles (small pieces)</li> <li>Protects against bodily fluids such as mucous, blood, stool, and urine</li> </ul>	
<b>Safety gloves</b>	<ul style="list-style-type: none"> <li>Protects against bodily fluids such as mucous, blood, stool, and urine</li> <li>Protects against harsh chemicals in cleaners</li> </ul>	

**Let's Practice:** Name two Personal Protective Equipment that a PSW might need to use in the workplace.

1) \_\_\_\_\_

2) \_\_\_\_\_

## Eye Protection

In your job, you may be exposed to hazards to your eyes. **Hazards** are things that can be dangerous such as harsh chemicals in cleaning products or bodily fluids. Bodily fluids may include blood, mucous, spit, stool, or urine.

**Gases and vapours** can cause your eyes to become irritated and watery. A PSW may encounter gases and vapours from cleaning supplies.

**Chemical splashes** can cause severe damage to the face and eyes. If you wear contact lenses and they are not removed quickly, the injury could become much worse.

Contact lenses, sunglasses, and regular glasses are NOT substitutions for Personal Protective Equipment. You can protect your eyes with safety glasses, goggles, or a face shield. You should also know where the eye wash station is in on the worksite. Look for the symbol:



Some people wear contact lenses or glasses in order to see. However, you may not be allowed to wear contact lenses in some workplaces because dust or chemicals may get trapped behind the lens. Also, should an eye injury happen, the extra time needed to remove contact lenses may delay treatment and result in more damage to the eye.

Dust or chemicals can get in our eyes. They can be trapped behind contact lenses, causing more injury to the eye. <sup>xxix</sup>

## Slips, Trips, and Falls

Slips, trips and falls are a cause of many injuries at work. In Ontario, almost 20% of all workplace injuries are a result of slipping, tripping, and falling. <sup>xxx</sup>

To prevent injuries, employers must:

- Provide information and instruction to workers on slip, trip and fall hazards
- Ask workers to report slip, trip and fall hazards
- Point out hazards
- Train workers about safety procedures
- Reduce the workers' risk to slip, trip and fall hazards

- Provide and maintain safety equipment such as:
  - Slip-resistant flooring and slip-resistant mats
  - Make sure surfaces are clear of clutter
  - Prevent water from pooling
  - Make sure rooms, hallways, and staircases have proper lighting
  - Make sure staircases and hallways have railings if needed
  - Provide signs such as the wet floor sign
  - Have shovels, mops and buckets easily available
  - And much more
- Conduct monthly inspections
- Follow the Occupational Health and Safety Act (OHSA) and its regulations

When a hazard is pointed out, the employer must fix the hazard and protect the worker from injury. Employers must provide information, instruction and supervision to workers to protect their health and safety.

## Prevention

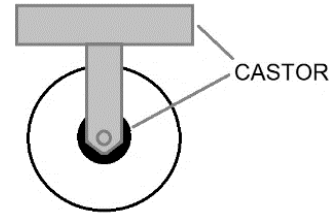
To prevent injuries, employees must:

- Be aware of environmental changes such as ice and rain
- Be aware of hazards including:
  - Slippery and uneven surfaces
  - Debris and tripping hazards
  - Dark and cluttered pathways
  - Improper footwear
- Clean-up spills
- Climb stairs one step at a time and use the hand rail
- Slow down
- Use suitable lighting
- Use mats on tile surfaces
- Use smaller steps
- Walk, not run
- Watch for signs about wet or slippery surfaces
- Wear suitable footwear such as non-slip shoes



Employers and employees are responsible for safe work practices including:

- Cleaning up spills quickly
- Removing debris, snow and ice
- Regular cleaning of floors with appropriate cleaning supplies
- Cleaning castors on wheeled carts
- Removing clutter from hallways and staircases
- Cleaning slip resistant mats
- Employers are responsible for providing Personal Protective Equipment
- Employees are responsible for wearing their PPE



## Lifting at Work

There are many tasks as a PSW that will require you to lift heavy items.

List three things you may need to lift:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

It is important to lift safely so you prevent injuries to your back, arms, legs, and other muscles.

Prepare before you lift:

- Protect your feet by wearing safety shoes
- Protect your hands by wearing gloves
- Read the weight on the item if available or test the load before lifting
- Determine if you must use an assisted lift
- Warm up

When you lift:

- **Balance** by placing your feet apart
- **Bend** your knees
- **Equipment** - use mechanical assistance for heavy lifts
- **Ask** for help
- **Hold** the object as close to your body as possible
- **Know** your own strengths and limitations.
- **Lift** using smooth and slow motions
- **Pivot** with your feet – DO NOT TWIST
- **Push** a load instead of pulling a load

A **Hoyer Lift** is a piece of equipment used to lift clients out of bed into wheelchairs, chairs, the bath, or the toilet.

**Let's Practice:** Watch the video *Client Life Transfer* by JC Medical Reps and circle the answers below.<sup>xxx</sup>

- |  |      |       |
|--|------|-------|
| 1) You should criss-cross the slings on the legs.                | TRUE | FALSE |
| 2) You can use a Hoyer lift to safely place a client in a chair. | TRUE | FALSE |
| 3) Mechanical assistance can help decrease risk to injury.       | TRUE | FALSE |

## Workplace Stress

**Workplace stress** can happen when there are “emotional, physical, social, [financial], or other factors” that cause a change or reaction. You may not always know how to handle the change and it causes you stress.<sup>xxxii</sup>

**Examples of workplace stress that may occur for PSWs include:**

- Workload
- Shiftwork/hours of work
- Lack of appreciation
- Physical environment
- Conflicts or lack of support from supervisors or coworkers
- Threat, violence or harassment

**Stress may cause:**

- Increased blood pressure
- Digestive issues
- Headaches
- Poor sleeping quality
- Feelings of depression or anxiety

**Some coping mechanism may include:**

- Breathing deeply (perhaps using yoga or meditation techniques)
- Take breaks when possible or permitted
- Establishing boundaries
- Taking time to relax outside of work
- Talking to your supervisor
- Talking to a health professional<sup>xxxiii</sup>

## Housekeeping in the Workplace

Keeping your workspace tidy and clean is important because it reduces safety risks and helps you work more efficiently. Many workplaces will have housekeeping or cleaning logs to record when daily, weekly, monthly, quarterly, and yearly tasks are completed.

It is important to maintain and clean your workspace by:

- Putting cleaning products away
- Wiping down surfaces
- Keeping stairways and hallways clear
- Cleaning equipment
- Sweeping
- Mopping
- Putting up a *Wet Floor* sign after mopping the floor
- Putting away warning signs when the floor is dry
- Putting garbage in the garbage cans
- Putting recycling in the recycling bins
- Emptying garbage cans
- Emptying recycling bins
- And much more

**Let's Practice:** Write three more housekeeping tasks you can do?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Fire Extinguishers

According to the Government of Canada, all persons employed by an employer who may be required to use a fire extinguisher must be trained to use it.<sup>xxxiv</sup> Fire extinguishers are a great tool to stop a small fire from becoming a bigger, more dangerous fire. However, it is important to understand how they work.

In a workplace, fire extinguishers must:

- Be the right type of fire extinguisher for the types of fire possible
- Be located where it can be easily reached
- Be in good working order
- Be inspected regularly
- Be refilled or replaced right away after use
- Be replaced when expired





It is important to have a permanent record for each fire extinguisher. The record should include

- Location
- Date it was inspected
- Description of the maintenance
- Schedule for annual service

It is important to fill out the safety inspection tag after you have inspected the extinguisher. The person inspecting it will initial it for the month and year that the inspection was completed.

## Putting Out a Fire

Your workplace will have policies and procedures in place regarding fires. The policies and procedures may include:

- Calling the fire department (911)
- Alerting everyone about the fire
- Evacuating the area
- Being trained on using a fire extinguisher

## How to Use a Fire Extinguisher





If the fire is too big to put out with a fire extinguisher, pull the fire alarm, evacuate the building, and call 9-1-1.

- **Pull** the pin – it unlocks the operating lever (P)
- **Aim low** – point the nozzle or hose at the base of the fire (A)
- **Squeeze** the trigger, lever, or button (S)
- **Sweep** from side to side – moving towards the fire until it is out (S)
- **P-A-S-S**

After you have used a fire extinguisher, tell your employer. The employer will require a report containing details about the fire, such as how it was started and if the local fire department was contacted.

## Classification of Fire Extinguishers

There are different classifications for fire extinguishers. Many workplace fire extinguishers will be classified ABC to cover a variety of fire types.

Class <b>A</b>	<ul style="list-style-type: none"><li>• Trash, wood, paper</li></ul>	
Class <b>B</b>	<ul style="list-style-type: none"><li>• Liquids and grease</li></ul>	
Class <b>C</b>	<ul style="list-style-type: none"><li>• Electrical</li></ul>	
Class <b>K</b>	<ul style="list-style-type: none"><li>• Cooking oils and fats</li></ul>	

**Let's Practice:** Match the symbols to the letter.

Class A •

•



Class B •

•



Class C •

•



Class K •

•



# Glossary

<b>a.m.</b>	Latin for before midway = ante meridian.
<b>abbreviation</b>	A short form for a longer word.
<b>allergy</b>	When your body reactions to something in a bad way.
<b>aorta</b>	The main artery in the body and supplies the body with oxygen-rich blood.
<b>apologize</b>	To apologize is to say you are sorry.
<b>arteries</b>	Passages going away from the heart filled with oxygen rich blood.
<b>asthma</b>	When your lungs have a hard time working making it work hard to breathe and you need to take medicine to help you breathe.
<b>auto-injector</b>	A device that injects medicine into your body to help reverse the symptoms of an allergy.
<b>bile</b>	A green-brown liquid produced by the liver used to break down food in the body.
<b>bi-monthly</b>	Something occurring twice a month. For example, being paid on the 15th and last day of the month.
<b>bi-weekly</b>	Something occurring every two weeks on the same day.
<b>blood sugar monitor</b>	A medical device used to measure the sugar in the blood.
<b>body language</b>	Describes the way you stand, hold your arms/hands, and your various facial expressions.
<b>brain stem</b>	The part of the brain that controls or coordinates the heart rate, breathing, sleep, and eating.
<b>carbon dioxide</b>	A gas made in the body that must be released when you breathe out.
<b>cardiac muscles</b>	Muscles that are only found in the heart to make our hearts beat.
<b>cartilage</b>	A firm tissue that is part of the skeletal system, but not as hard as a bone.
<b>cerebellum</b>	The part of the brain that coordinates how your muscles help us balance.

<b>cerebrum</b>	The part of the brain that controls the voluntary muscles and senses so you can see, hear, touch, smell, and taste. The cerebrum also controls your memory, speech, imagination and personality.
<b>circulatory system</b>	Includes the body's veins, arteries, and heart. Its job is to pump blood through the body.
<b>client</b>	A person you are caring for. They may also be called a patient.
<b>clutter</b>	An area that is filled with many things. For example, a counter can be cluttered with dishes.
<b>common cold</b>	A virus that makes people sick and have symptoms such as a runny nose, stuffy nose, coughing, and a sore throat.
<b>consecutive</b>	Means back to back. For example, if you worked Monday, Tuesday, and Wednesday, you have worked three consecutive days.
<b>consent</b>	When permission is given for something to happen.
<b>contagious</b>	When a disease spreads from one person to another very easily. It can spread from person to person or it can spread from an object such as a doorknob to a person.
<b>CPR</b>	Stands for <b>cardiopulmonary resuscitation</b> . This is when you push on someone's chest if they stop breathing to try and save their life.
<b>custom</b>	A routine or practice that is specific to a certain society, place, or time.
<b>debris</b>	Things that are broken and lying around. For example, after a car accident debris is usually left on the road.
<b>defective</b>	Something that is not working properly or was not made properly.
<b>dementia</b>	The decline of mental ability that affects everyday life.
<b>diabetes</b>	A disease where the body cannot produce any or the proper amounts of insulin.
<b>diaphragm</b>	An involuntary muscle that helps us breathe in and breathe out.
<b>diarrhea</b>	An illness that causes you to have to go to the bathroom and causes watery stool.
<b>dietitian</b>	A qualified person who helps people learn about food to be healthy.

<b>digestive system</b>	Includes the mouth, esophagus, liver, stomach, intestines, and rectum. The digestive system's job is to take the food we have eaten, turn it into energy for our body, and remove any leftovers in the form of waste.
<b>disable</b>	To stop something from working.
<b>doctor</b>	A qualified person who treats sick and injured people.
<b>employee</b>	A hired person who works for wages or a salary.
<b>employer</b>	A person or company that hires people and pays a wage or salary.
<b>ensure</b>	To make certain something is done or will happen.
<b>entitled</b>	To have the legal right to receive or so something.
<b>environment</b>	The area around you that includes the temperature, moisture, lightning, odour, and where things are.
<b>esophagus</b>	A tube that connects the mouth to the stomach.
<b>essential skills</b>	Essential skills are the skills needed for learning, work and life. They include reading, document use, writing, numeracy, oral communication, thinking skills, computer use, working with others, continuous learning.
<b>essential skills profiles</b>	Essential skills profiles help you identify the essential skills that are required to do the job. They are provided on the Government of Canada website.
<b>exceptions</b>	When person or something is (excluded) is not bound by a set of rules or a law.
<b>femur</b>	The largest bone in your leg and in your body.
<b>flushed</b>	When your face becomes rosy or red.
<b>gases</b>	Invisible substances in the atmosphere that are neither solid nor liquid, such as oxygen or carbon dioxide.
<b>half-past</b>	Means 30 minutes after the hour and the minute hand is at the six on a clock. For example, if it is 7:30, it is half past 7 o'clock.
<b>hazards</b>	Things that are can cause harm or pose a danger.
<b>heart attack</b>	Occurs when blood cannot flow to your cardiac muscles and the muscles in the heart die.
<b>hepatitis</b>	A disease that affects our liver and is transmitted by bodily fluids.

<b>Hoyer Lift</b>	A piece of equipment used to lift clients out of bed into wheelchairs, chairs, the bath, or onto the toilet.
<b>humerus</b>	The largest bones in your arm.
<b>immune system</b>	The body's defense system; it helps fight illnesses and diseases.
<b>immunization</b>	When you have been given a vaccination that helps your body learn how to defend against a disease or infection.
<b>influenza</b>	A disease that is also called the flu. It is a very contagious that causes people to feel very sick.
<b>inject</b>	To use a needle to put medicine into a body.
<b>insulin</b>	A hormone that controls blood sugar in the body.
<b>involuntary muscles</b>	Muscles that work without you having to think about it such as the heart and lungs.
<b>irritate</b>	To make something sore or painful.
<b>large intestine</b>	A passageway in the digestive system that absorbs the water and stores the rest of the food you do not need.
<b>liver</b>	An organ that produces bile, a liquid that helps break down food in the small intestine.
<b>long arm</b>	The long arm on a clock that points to the minute.
<b>lungs</b>	An organ that takes the oxygen you breathe in and puts it into the body. It then takes the carbon dioxide that the body makes and releases it when you breathe out.
<b>monthly</b>	When something happens once per month.
<b>mouth</b>	A passageway that allow you to breathe in and out. It is also where you chew food for digestion.
<b>nervous system</b>	Includes the brain and spine whose job is to control how the body moves.
<b>Nonviolent Intervention Crisis Training</b>	A training session where you will learn how to handle difficult situations and difficult clients.
<b>nose</b>	A passageway that allow you to breathe in and out.

<b>Occupational Health and Safety</b>	Policies and regulations that employees, employers, and supervisors must follow to ensure the health and safety of all workers.
<b>on the hour</b>	Happens each time the clock's big hand reaches the twelve. For example, nine o'clock, ten o'clock.
<b>overexertion</b>	When you do something that puts too much stress on the body such as running 10 km or lifting something that is too heavy.
<b>oxygen</b>	A gas breathed in from the atmosphere that is required for brain function and life.
<b>oxygen deprived</b>	Having very little or no oxygen.
<b>p.m.</b>	Latin for after midday = post meridian.
<b>pale or paleness</b>	When your face or body becomes lighter its normal color.
<b>pancreas</b>	An organ of the stomach that makes insulin.
<b>passageways</b>	Long, narrow tubes that connect one part of the body to another.
<b>paycheque</b>	Money that is received from an employer for the work performed.
<b>Personal Protective Equipment (PPE)</b>	Items used to protect oneself in the workplace such as hard hats or gloves.
<b>Personal Support Worker</b>	A qualified person who cares for other people. They help with personal care and housekeeping as well as to support the health care team and family.
<b>pharmacist</b>	A qualified person who prepares and hands out medication.
<b>physiotherapist</b>	A qualified person who treats people with muscles or joint injuries.
<b>placement</b>	When you attend a hands-on learning sessions in an organization to develop new skills. For example, during a PSW course, you may have a placement at a nursing home.
<b>Policy (policies)</b>	Rules that we follow in the workplace. The employer and/or government may have certain policies in place when working in healthcare.
<b>potential</b>	Something that is possible or has a chance to be successful in the future.
<b>precaution</b>	Something we do to prevent an injury.
<b>prevent</b>	To stop something from happening. For example, washing your hands can prevent the spread of diseases.



<b>prevention</b>	To do something to stop a bad thing from happening.
<b>procedures</b>	The way something is supposed to be done and may include step-by-step instruction.
<b>puffer</b>	A medical device that turns medicine into a mist you breathe in to help your lungs function properly.
<b>quarter after or quarter past</b>	Means 15 minutes after the hour when the minute hand is at the three on a clock. For example, at 3:15, it is quarter after 3 o'clock.
<b>quarter to</b>	Means 15 minutes before the next hour and the minute hand is at the nine. For example, at 4:45, it is quarter to 5 o'clock.
<b>receive</b>	To be given something.
<b>rectum</b>	A chamber after the large intestine that tells you when you need to go to the bathroom.
<b>Registered Nurse (RN) or Registered Nurse Practitioner (RPN)</b>	A qualified person who cares for sick or injured people in an institution or home setting.
<b>regulations</b>	Official rules or laws that need to be followed. There are regulations that the Government of Ontario and/or the Government of Canada require healthcare workers to follow.
<b>requirement</b>	Necessary action that needs to be taken to meet a goal.
<b>respiratory system</b>	The part of the body that includes the nose, mouth, trachea, lungs, and diaphragm.
<b>responsibilities</b>	Things you are expected to do. For example, a PSW has a responsibility to take care of clients.
<b>reverse</b>	To go in the opposite direction or to go back to something before it has changed.
<b>ribs</b>	A series of bones that protect your vital organs such as your lungs and heart.
<b>salary</b>	A set amount of money calculated on a weekly, monthly or yearly basis. It is not based on the number of hours worked.
<b>semester</b>	Some high schools, colleges, and universities divide their school year into two. Each half of the school year is called a semester.

<b>short arm</b>	The short arm on a clock that points to each hour.
<b>skeletal muscles</b>	Muscles that allow you to move your skeletal bones, such as your bicep and triceps.
<b>skeleton</b>	The frame that holds up the body. It is made up of bones and cartilage.
<b>skull</b>	The bone that protects your brain.
<b>small intestine</b>	A hollow tube in the stomach that breaks down food, takes the nutrients, and transports them to the body through the bloodstream.
<b>smooth muscles</b>	Muscles that help move things in our body such as arteries, veins, intestines, and stomach.
<b>soft skills</b>	Includes personal traits and interpersonal skills (how you interact with other people) that characterizes a person's relationship with other people.
<b>speech-language pathologist</b>	A qualified person who helps people who have difficulty with speech.
<b>stool</b>	Undigested food that is stored in the large intestine.
<b>stroke</b>	Occurs when blood cannot flow to a section of your brain, which causes the brain to stop functioning.
<b>substitutions</b>	Replacing one thing for something else. For example, tofu is a substitution for chicken.
<b>symptom</b>	A change that occurs in your body when you become ill.
<b>synthetic gloves</b>	A type of gloves worn to protect you from catching and spreading illnesses and diseases.
<b>trachea</b>	A tube that allows air to go from the mouth to the lungs.
<b>transmit</b>	To give or pass along from one person to another.
<b>Type 1 Diabetes</b>	Happens when the immune system attacks cells in the pancreas. The pancreas then makes little or no insulin.
<b>Type 2 Diabetes</b>	Happens when the body cannot properly use insulin to change sugar into energy or does not make enough insulin.
<b>Vaccination</b>	Injected treatment given to help your body defend itself against diseases and infections.

<b>vapours</b>	Small liquid particles in the air such as water vapour, which is also known as steam.
<b>veins</b>	Small passages that carry oxygen-deprived blood to the heart. Exceptions are those of the lungs and umbilical cord, which also carry oxygen-filled blood to the heart.
<b>vertebrae</b>	Bones that make up your spine.
<b>virus</b>	A small particle that makes you sick. It can spread from person to person or from objects to people.
<b>voluntary muscles</b>	Muscles you can control for movement of body parts such the legs and hands.
<b>vomiting</b>	When the food and liquid in your stomach comes back up through your mouth.
<b>vulnerable</b>	A person in need of special care, support, or protection because of their age, illness, or physical or emotional disability.
<b>wage</b>	The amount of money you earn per hour when you work.
<b>weekly</b>	When something happens once per week.

# End Notes

- <sup>i</sup> U.S. National Library of Medicine: Medline Plus. (2018, October 1). *Body temperature norms*. Retrieved from <https://medlineplus.gov/ency/article/001982.htm>
- <sup>ii</sup> U.S. National Library of Medicine: Medline Plus. (2018, October 1). *Body temperature norms*. Retrieved from <https://medlineplus.gov/ency/article/001982.htm>
- <sup>iii</sup> Connor, E. (2018, January 31). *How long does a cold or the flu last?* Retrieved from <https://www.everydayhealth.com/flu/guide/how-long-does-the-flu-last/>
- <sup>iv</sup> Government of Canada: Health Canada. (2018, October 19). *Flu (influenza): Symptoms and treatment*. Retrieved from <https://www.canada.ca/en/public-health/services/diseases/flu-influenza.html>
- <sup>v</sup> Government of Canada: Health Canada. (2009, June 9). *Food allergies*. Retrieved from <https://www.canada.ca/en/health-canada/services/healthy-living/your-health/food-nutrition/food-allergies.html>
- <sup>vi</sup> Pfizer Canada Inc. (2018). *When to use EpiPen®*. Retrieved from <https://www.epipen.ca/en/about-epipen/when-to-use>
- <sup>vii</sup> Government of Canada: Health Canada. (2018, May 14). *Common food allergens*. Retrieved from <https://www.canada.ca/en/health-canada/services/food-nutrition/food-safety/food-allergies-intolerances/food-allergies.html>
- <sup>viii</sup> Food Allergy Canada. (No date). *Food allergy key facts sheet* [Data file]. Retrieved from [https://foodallergycanada.ca/wp-content/uploads/Food-Allergy-Key-Facts-Sheet\\_2017.pdf](https://foodallergycanada.ca/wp-content/uploads/Food-Allergy-Key-Facts-Sheet_2017.pdf)
- <sup>ix</sup> CBC News. (2018, March 19). *Seasonal allergies: Something to sneeze at*. Retrieved from <https://www.cbc.ca/news/health/seasonal-allergies-something-to-sneeze-at-1.930532>
- <sup>x</sup> Canadian Diabetes Association. (2018). *Types of Diabetes*. Retrieved from <https://www.diabetes.ca/about-diabetes/types-of-diabetes>
- <sup>xi</sup> Canadian Diabetes Association. (2018). *Types of Diabetes*. Retrieved from <https://www.diabetes.ca/about-diabetes/types-of-diabetes>
- <sup>xii</sup> Canadian Diabetes Association. (2018). *Types of Diabetes*. Retrieved from <https://www.diabetes.ca/about-diabetes/types-of-diabetes>
- <sup>xiii</sup> World Health Organization. (2016, July). *What is Hepatitis?* Retrieved from <http://www.who.int/features/qa/76/en/>
- <sup>xiv</sup> Georgiev, Martin. (2013, July 26). *The Three Unwise Monkeys Learn What Hepatitis A, B and C Are*. Retrieved from <https://www.youtube.com/watch?v=U-PE-5jTwzI>
- <sup>xv</sup> Heart and Stroke Foundation of Canada. (2018). *Heart Attack*. Retrieved from <http://www.heartandstroke.ca/heart/conditions/heart-attack>
- <sup>xvi</sup> Heart and Stroke Foundation of Canada. (2018). *Heart Attack*. Retrieved from <http://www.heartandstroke.ca/heart/conditions/heart-attack>
- <sup>xvii</sup> Government of Canada: Public Health Agency of Canada. (2010, November 2) *Heart Disease in Canada*. Retrieved from <https://www.canada.ca/en/public-health/services/publications/diseases-conditions/heart-disease-canada.html>
- <sup>xviii</sup> Heart and Stroke Foundation of Canada. (2018). *Heart Attack*. Retrieved from <http://www.heartandstroke.ca/heart/conditions/heart-attack>
- <sup>xix</sup> Government of Canada. (2017, September 9). *Stroke in Canada: Highlights from the Canadian Chronic Disease Surveillance System*. Retrieved from <https://www.canada.ca/en/public-health/services/publications/diseases-conditions/stroke-canada-fact-sheet.html>

- 
- xx Health Canada and Public Health Agency of Canada. (2006, July 12). *Stroke*. Retrieved from <https://www.canada.ca/en/health-canada/services/healthy-living/your-health/diseases/stroke.html>
- xxi Government of Canada. (2017, September 9). *Stroke in Canada: Highlights from the Canadian Chronic Disease Surveillance System*. Retrieved from <https://www.canada.ca/en/public-health/services/publications/diseases-conditions/stroke-canada-fact-sheet.html>
- xxii Government of Canada: Health Canada and Public Health Agency of Canada. (2006, July 12) *Stroke*. Retrieved from <https://www.canada.ca/en/health-canada/services/healthy-living/your-health/diseases/stroke.html>
- xxiii Government of Canada. (2017, September 9). *Stroke in Canada: Highlights from the Canadian Chronic Disease Surveillance System*. Retrieved from <https://www.canada.ca/en/public-health/services/publications/diseases-conditions/stroke-canada-fact-sheet.html>
- xxiv Alzheimer's Society of Canada. (2018, September 12). *Alzheimer's Disease*. Retrieved from [alzheimer.ca/en/Home/About-dementia/Alzheimers-disease](http://alzheimer.ca/en/Home/About-dementia/Alzheimers-disease)
- xxv Alzheimer's Society of Canada. (2018, September 12). *Alzheimer's Disease*. Retrieved from [alzheimer.ca/en/Home/About-dementia/Alzheimers-disease](http://alzheimer.ca/en/Home/About-dementia/Alzheimers-disease)
- xxvi Alzheimer's Association. (2018). *What is Dementia?* Retrieved from <https://www.alz.org/alzheimers-dementia/what-is-dementia>
- xxvii Alzheimer Society of Canada. (2018, August 24). *Dementia Numbers*. Retrieved from [alzheimer.ca/en/Home/About-dementia/What-is-dementia/Dementia-numbers](http://alzheimer.ca/en/Home/About-dementia/What-is-dementia/Dementia-numbers)
- xxviii Ontario Ministry of Labour. (2015, December 2). *Personal Protective Equipment*. Retrieved from [www.labour.gov.on.ca/english/hs/sawo/pubs/fs\\_ppe.php](http://www.labour.gov.on.ca/english/hs/sawo/pubs/fs_ppe.php)
- xxix Government of Canada: Canadian Centre for Occupational Health and Safety. (2017, August 1). *Contact lenses at work*. Retrieved from [https://www.ccohs.ca/oshanswers/prevention/contact\\_len.html](https://www.ccohs.ca/oshanswers/prevention/contact_len.html)
- xxx Ontario Ministry of Labour. (2015, February 9). *Prevent slips, trips and falls in all workplaces*. Retrieved from [https://www.labour.gov.on.ca/english/hs/sawo/pubs/fs\\_falls.php](https://www.labour.gov.on.ca/english/hs/sawo/pubs/fs_falls.php)
- xxxi JCMedicalReps. (2013, October 31). *Patient lift transfer from bed to chair* [Video file]. Retrieved from <https://www.youtube.com/watch?v=blsjEBSXRHU>
- xxxii Government of Canada: Canadian Centre for Occupational Health and Safety. (2018, June 4). *Workplace stress - General*. Retrieved from <https://www.ccohs.ca/oshanswers/psychosocial/stress.html>
- xxxiii American Psychological Association. (2017). *Coping with Stress at Work*. Retrieved from [www.apa.org/helpcenter/work-stress.aspx](http://www.apa.org/helpcenter/work-stress.aspx)
- xxxiv Government of Canada: Canadian Centre for Occupational Health and Safety. (2018, October 24). *Fire Protection*. Retrieved from [https://www.ccohs.ca/oshanswers/hsprograms/fire\\_protection.html](https://www.ccohs.ca/oshanswers/hsprograms/fire_protection.html)