



## COURSE OUTLINE: PSW0130 - PRINC. PSW PRACT. II

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<b>Course Code: Title</b>	PSW0130: PRINCIPLES FOR PSW PRACTICE II FOR CICE
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Academic Year:</b>	2022-2023
<b>Course Description:</b>	This course prepares the CICE student, with the assistance of a learning specialist, to interpret established Nursing Care Plans, organize prioritized care, and document. The CICE student, with the assistance of a learning specialist, will examine legal issues and care related to end of life, responsibilities related to assisting clients in home management and acute care. This course will also explore workplace issues and job search skills to prepare students for graduation.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	42
<b>Prerequisites:</b>	PSW0120
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<p><b>1120 - COMMUNITY INTEGRATN</b></p> <p>VLO 1 Integrate fully in academic, social and community activities.</p> <p>VLO 2 Develop and apply transferrable learning strategies to promote self-determination, life satisfaction, and lifelong learning.</p> <p>VLO 5 Further develop confidence, self-awareness, and self-advocacy skills related to independence, employment, and personal well-being.</p>
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p>

Please refer to program web page for a complete listing of program outcomes where applicable.



EES 11 Take responsibility for ones own actions, decisions, and consequences.

**Course Evaluation:**

Passing Grade: 60%,

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

**Books and Required Resources:**

Mosby`s Canadian Textbook for the Support Worker w/ workbook by Sorrentino  
Publisher: Elsevier Canada Edition: 5th  
ISBN: 9780323832038  
This text is also used in first semester / same as PSW120

Mosby`s Canadian Textbook for the Support Worker by Sorrentino  
Publisher: Elsevier Edition: 5th  
ISBN: 9780323709392

Mosby`s Canadian Textbook for the Support Worker (workbook) by Sorrentino  
Publisher: Elsevier Edition: 5th  
ISBN: 9780323711630

**Course Outcomes and Learning Objectives:**

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Provide client-centred and client-directed care that is based on ethical principles, sensitive to diverse client and family values, beliefs and needs, and which follows the direction of the plan of care/service plan.	1.1 Identify strategies to promote clients` independence in a variety of care settings. 1.2 Identify that clients have a variety of life experiences and methods of meeting needs that are unique to the individual. 1.3 Discuss the importance of these needs - physical, emotional, mental, social, spiritual, and cultural, to clients and apply this information as appropriate to their care delivery. 1.4 Differentiate between client-centred and client-directed care. 1.5 Relate clients` right to make choices, take risks and have control over her/his life to individuals` sense of self and dignity. 1.6 Support clients in communicating their wants and needs to caregivers to facilitate positive change. 1.7 Differentiate how clients are physically and psychologically prepared for surgery. 1.8 Explain common concerns of those having surgery. 1.9 Describe safety concerns, observations, measures, and role of the support worker when preparing and assisting the postoperative client. 1.10 Explain why stimulating circulation, meeting nutritional, fluid, hygiene, and elimination needs postoperatively are important factors.
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Promote and maintain a safe and comfortable environment for clients, their	2.1 Identify unsafe situations (risk assessment) in client care settings and take steps to prevent injury to clients, the personal support worker and others.



	<p>families, self and others including the implementation of infection prevention and control measures and emergency first aid procedures that are in keeping with the plan of care/service plan, employer policies and procedures, and all applicable legislation.</p>	<p>2.2 Implement practices that promote personal safety and the safety of clients and others in the care setting, which may include family members, significant others and other health/service providers.</p> <p>2.3 Know when and how to call for first responders such as paramedics, fire fighters, and police.</p> <p>2.4 Describe how to report and document any emergency assistance given in accordance with employer policy.</p> <p>2.5 Apply appropriate emergency aid measures to conscious or unconscious clients.</p> <p>2.6 Describe the signs, symptoms, and emergency care for cardiac arrest, obstructed airway, hemorrhage, shock and stroke.</p> <p>2.7 Identify the different types of seizures and how to care for a person during a seizure.</p> <p>2.8 Identify the common causes and the emergency care for burns.</p> <p>2.9 Identify common causes of fainting and the emergency care for a person who has fainted.</p> <p>2.10 Identify the role of the support worker when caring for the young</p> <p>2.11 Explain ways to assist children to meet nutritional needs</p> <p>2.12 Describe ways to prevent falls, choking, burns, infections, accidental poisoning and cause of early childhood deaths from injury.</p> <p>2.13 Identify guidelines for supporting challenging children and common reasons for absences from school</p> <p>2.14 Explain how the child's risk for injury can be effected by their developmental level</p>
	<p><b>Course Outcome 3</b></p>	<p><b>Learning Objectives for Course Outcome 3</b></p>
	<p>3. Assist with household management tasks and instrumental activities of daily living in accordance with the plan of care/service plan and considering the preferences, comfort and safety of clients, families and significant others.</p>	<p>3.1 Discuss household management services that promote clients' health, independence, safety, and comfort while respecting clients' preferences and the direction of the plan of care/service plan.</p> <p>3.2 Describe cleaning procedures for bedrooms, living rooms, bathrooms and kitchens.</p> <p>3.3 Explain the principles and procedures in caring for clients' laundry.</p> <p>3.4 Prioritize home management tasks so as to minimize effort and resource use.</p> <p>3.5 Contribute to the plan of care/service plan by communicating clients' needs and preferences to the interprofessional team.</p> <p>3.6 Explain the importance of safely operating and caring for standard household equipment, cleaning supplies, and using correct body mechanics in a variety of care settings.</p> <p>3.7 Follow the established policies, procedures, and the manufacturer's guidelines relevant to household equipment, appliances and product use and disposal.</p> <p>3.8 Explain routine practices and infection control measures in the provision of household management tasks.</p>

	<p>3.9 Assist clients, families and/or significant others to prepare a food-shopping list that respects clients' cultural and dietary preferences, budget or special dietary requirements, and is informed by Canada's Food Guide for Healthy Eating and the plan of care/service plan.</p> <p>3.10 Shop for clients, in accordance with their wishes and particular requirements.</p> <p>3.11 Describe the role of the personal support worker in handling money for clients as part of the plan of care/service plan, safely, ethically and in keeping with employer guidelines, and maintaining records of all transactions.</p>
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
<p>4. Identify and report situations of neglect, and potential, alleged or witnessed/actual incidents of abuse, and respond in accordance with all applicable legislation and employer's policies and procedures.</p>	<p>4.1 Identify the indicators and responses for neglect, physical, verbal, emotional, psychological, sexual, and/or financial abuse and report observations promptly to supervisor.</p> <p>4.2 Identify the concept of abuse as an issue of power and control which can apply to infants, children, spouses/partners and older adults, persons with disabilities, individuals with mental illnesses, cognitive impairment and their caregivers.</p> <p>4.3 Identify and discuss the elderly as a vulnerable population for neglect and abuse.</p> <p>4.4 Identify actions to be taken when clients are at risk for abuse or neglect, or have been abused or neglected, including any legal obligations for reporting in accordance with all applicable legislation.</p> <p>4.5 Identify the role of the personal support worker if neglect and/or abuse are suspected.</p> <p>4.6 Discuss agency policies related to the documentation and reporting of neglect and/or abuse.</p> <p>4.7 Discuss employer practices and policies which promote zero tolerance of neglect and abuse and a violence free environment.</p>
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
<p>5. Assist in the provision of culturally relevant palliative and end-of-life care to clients experiencing life threatening illness and to the families and significant others, from diagnosis through death and bereavement, and in accordance with clients' choices and the plan of care/service plan.</p>	<p>5.1 Explore personal experiences and responses to loss and grief and discuss how personal beliefs and attitudes may impact clients' care.</p> <p>5.2 Identify loss, grief, and bereavement processes</p> <p>5.3 Explain palliative, hospice and end-of-life care related to the needs of the client, and the needs of the family.</p> <p>5.4 Describe the support and care for clients, their families and significant others with the processes of dying, uncertainty, expected or unexpected loss, preparation for death and grieving.</p> <p>5.5 Identify and discuss the personal support workers role when clients die suddenly and the role of the coroner in the situations of sudden and unexpected death.</p> <p>5.6 Identify the rights of clients, family members, substitute decision-makers or powers of attorney(POA) for personal care regarding consent to treatment, advance directives and do not resuscitate directives as identified in the plan of care/service</p>



	<p>plan.</p> <p>5.7 Explain the role of the personal support worker in caring for clients`, families`, spiritual and cultural practices related to end-of-life care. death, dying, and the afterlife if appropriate.</p> <p>5.8 Identify the physical signs of imminent death and signs of death.</p> <p>5.9 Provide supportive care and comfort measures to clients in the last days and hours of life.</p> <p>5.10 Explain the role of the personal support worker in providing care for the body after death according to family direction/cultural practices, employer policy or as directed by the plan of care/service plan.</p>
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
6. Work within the personal support worker role in various care settings in accordance with all applicable legislation and employer`s job description, policies, procedures and guidelines.	<p>6.1 Identify tools and sources needed to organize oneself for a job search.</p> <p>6.2 Explain the difference between a chronological resume and a functional resume.</p> <p>6.3 List details that are important in a letter of application for a personal support worker position.</p> <p>6.4 Identify criteria and attributes that interviewers are trying to evaluate during an interview.</p> <p>6.5 Explain the importance and relevance of a job interview and how to make a good impression during an interview.</p>

**Evaluation Process and Grading System:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>
Assignment	20%
Reflections	10%
Test #1	35%
Test #2	35%

**CICE Modifications:**

**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified



so the answer will reflect a basic understanding.

3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.

4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**C. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

December 19, 2022

**Addendum:**

Please refer to the course outline addendum on the Learning Management System for further information.

