



## COURSE OUTLINE: PSW123 - PSW PRACTICUM I

Prepared: Viki Nolan

Approved: Bob Chapman, Chair, Health

<b>Course Code: Title</b>	PSW123: PSW PRACTICUM I
<b>Program Number: Name</b>	3027: PERSONAL SUPPORT WKR
<b>Department:</b>	PERSONAL SUPPORT WORKER
<b>Academic Year:</b>	2022-2023
<b>Course Description:</b>	This course will provide the learner with opportunities to apply the concepts and knowledge acquired in the classroom/lab environment to the practice setting. The emphasis will be on meeting the needs of clients. The learner will practice basic care skills in the laboratory setting and provide holistic care to clients residing in long-term care facilities. Medical terminology and standard abbreviations will be studied independently to enhance communication within the health care delivery system. Practicum time is mandatory, there will be not scheduled make up for lost time, please refer to Student Success Guide.
<b>Total Credits:</b>	9
<b>Hours/Week:</b>	4
<b>Total Hours:</b>	120
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>This course is a pre-requisite for:</b>	PSW133
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>3027 - PERSONAL SUPPORT WKR</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	VLO 1 Work within the personal support worker role in community, retirement homes, long-term care homes and/or hospital care settings in accordance with all applicable legislation and employer's job description, policies, procedures and guidelines.
	VLO 2 Act responsibly and be accountable for own actions while recognizing the boundaries of knowledge and skills within the personal support worker role that require collaboration with the clients, families, supervisors and/or other members of the interprofessional care/service team.
	VLO 3 Participate as a member of the interprofessional care/service team and maintain collaborative working relationships in the provision of supportive care in community, retirement homes, long-term care homes and/or hospital care settings.
	VLO 4 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.
	VLO 5 Establish and maintain helping relationships with clients and their families reflecting open communication, professional boundaries, employer's policies and adhering to confidentiality and privacy legislation.
	VLO 6 Identify relevant client information using basic assessment and communication skills



	<p>and report and document findings in accordance with the requirements of employer policies and procedures and all applicable legislation.</p> <p>VLO 7 Promote and maintain a safe and comfortable environment for clients, their 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>VLO 8 Assist clients across the lifespan with routine activities of daily living by applying basic knowledge of growth and development, common alterations in functioning, disease prevention, health promotion and maintenance, rehabilitation and restorative care.</p> <p>VLO 14 Use identified approaches and best practices to support positive and safe behaviour in clients experiencing cognitive impairment, mental health challenges and/or responsive behaviours.</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 3 Execute mathematical operations accurately.</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> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
<b>Course Evaluation:</b>	<p>Passing Grade: 60%, C</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>
<b>Other Course Evaluation &amp; Assessment Requirements:</b>	<ol style="list-style-type: none"> <li>1. Written tests- Lab Tests- 2 at 40% each and Medical Terminology Tests- 2 @ 10% must be at a satisfactory level of 60% overall</li> <li>2. Successful completion of scenario testing at 60% while adhering to all safety principles. Unsafe demonstration of skills can lead to an Unsatisfactory grade overall.</li> <li>3. Supervised Skill Practice/Attendance at a Satisfactory Level</li> <li>4. Upon the successful completion of written/scenario testing, and supervised practice/attendance students will have clinical placement in LTC Facility where Practicum Performance must be at a Satisfactory level</li> <li>5. Gentle Persuasive Approach Training In Dementia Care- Certificate</li> </ol>



6. Students must be successful in each component (written/scenario testing, supervised skills practice/attendance, and clinical placement, GPA Training) to be successful in the course overall.

**Books and Required Resources:**

Gentle Persuasive Approaches in Dementia Care by GPA  
 Publisher: Advanced Gerontological Education Edition: 4th ed  
 ISBN: 9780969102083

Mosby’s Canadian Textbook for the Support Worker by Sorrentino  
 Publisher: Elsevier Edition: 5th  
 ISBN: 9780323709392  
 This text is also used in PSW120 and PSW121

Mosby’s Canadian Textbook for the Support Worker (Workbook) by Sorrentino  
 Publisher: Elsevier Edition: 5th  
 ISBN: 9780323711630  
 This text is also used in PSW120 and PSW121

Mosby’s Canadian Textbook for the Support Worker (w/ workbook) by Sorrentino  
 Publisher: Elsevier Edition: 5th  
 ISBN: 9780323832038  
 This text is also used in PSW120 and PSW121

Medical Terminology- A Short Course by Chabner  
 Publisher: Elsevier Edition: 9th  
 ISBN: 9780323479912

**Course Outcomes and Learning Objectives:**

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Work within the personal support worker role in community and institutional settings in accordance with all applicable legislation and employers job description, policies, procedures and guidelines.	1.1 Identify and follow employers policies and procedures that apply to the personal support worker role under supervision and by following the established care/service plans. 1.2 Discuss a variety of employer policies and procedures that apply to the personal support worker role while in placement settings.
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Act responsibly and be accountable for own actions while recognizing the boundaries of knowledge and skills within the personal support worker role that require collaboration with the client, family, supervisor and/or other members of the interprofessional care/service team.	2.1 Act within the personal support worker role as an individual worker and as a member of the interprofessional care/service team under supervision and by following the established care/service plans. 2.2 Assume responsibility for own actions, admit mistakes, take corrective action, and take steps to prevent repetition of a mistake. 2.3 Recognize when appropriate actions and/or approaches exceed ones knowledge, skill and ability and seek appropriate guidance. 2.4 Use systematic problem-solving and critical thinking skills both as an individual care provider and as a member of the



		<p>interprofessional care/service team.</p> <p>2.5 Reflect on ones own practice to identify gaps in personal knowledge and skills and seek opportunities to learn taking the responsibility to find resources to address the learning needs.</p> <p>2.6 Take initiative in pursuing lifelong learning.</p> <p>2.7 Identify procedures that are not included in the Personal Support Worker scope of practice, recognizing that these additional skills may be taught in a specific work situation and in many cases training may be specific to a client as a delegated task.</p> <p>2.8 Exhibit behaviours that contribute to professional success, such as reliability, regular attendance, punctuality, efficiency, a neat clean appearance, and attitudes and behaviours that reflect positively upon the role and the employer.</p> <p>2.9 Exhibit willingness to work and learn as an effective team member of the care/service team.</p> <p>2.10 Follow college policies in regard to attendance, absence/late to lab or clinical setting.</p> <p>2.11 Treat the belongings of clients with respect and care.</p> <p>2.12 Apply time management techniques and organizational skills in day-to-day work while maintaining safe work practices and notify supervisor when duties required exceed time constraints.</p>
	<p><b>Course Outcome 3</b></p>	<p><b>Learning Objectives for Course Outcome 3</b></p>
	<p>3. Participate as a member of the interprofessional care/service team and maintain collaborative working relationships in the provision of supportive care within clinical agency setting.</p>	<p>3.1 Work collaboratively and respectfully with the interprofessional care/service team to meet clients needs by communicating regularly, obtaining/providing clarification and accepting direction.</p> <p>3.2 Communicate relevant client information to appropriate members of the interprofessional care/service team* in an ongoing and timely manner.</p> <p>3.3 Work and learn effectively as a participating member of the interprofessional care/service team.</p> <p>3.4 Seek out information and request support and guidance from the supervisor, or other members of the interprofessional care/service team where appropriate.</p> <p>3.5 Accept and utilize constructive feedback from clients, families, supervisors, and interprofessional care/service team members to further effectiveness as a team member.</p>
	<p><b>Course Outcome 4</b></p>	<p><b>Learning Objectives for Course Outcome 4</b></p>
	<p>4. 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.</p>	<p>4.1 Promote client independence and identify strategies to promote clients independence in a variety of care settings.</p> <p>4.2 Treat each client as an individual possessing a unique personality, interests and abilities and having physical, intellectual, emotional, spiritual, social, sexual and cultural needs.</p> <p>4.3 Respect clients right to privacy, independence and to be treated with dignity regardless of clients abilities and support clients in maintain roles and activities of interest.</p> <p>4.4 Differentiate between the issue of risk-taking and</p>

	<p>responsibility for safety, clarify issues of concern with support of supervisor.</p> <p>4.5 Relate clients right to make choices, take risks and have control over her/his life to individuals sense of self and dignity.</p> <p>4.6 Engage in strategies to handle clients refusal of care or deviation from the established plan of care/service plan.</p> <p>4.7 Support clients in communicating their wants and needs to caregivers to facilitate positive change.</p>
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
5. Establish and maintain helping relationships with clients and their families reflecting open communication, professional boundaries, employers policies and adhering to confidentiality and privacy legislation.	<p>5.1 Use clear professional vocabulary when communicating with clients and their families and use strategies to ensure comprehension.</p> <p>5.2 Identify, comprehend, and use basic medical terminology.</p>
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
6. Identify relevant client information using learned observation and communication skills and report and document findings in accordance with the requirements of employer policies and procedures and all applicable legislation.	<p>6.1 Complete regular and ongoing observations and basic assessment of clients status, noting information relevant to the plan of care/service plan.</p> <p>6.2 Explain the complications that can occur as a result of bed rest and decreased mobility.</p> <p>6.3 Observe and report relevant clients information e.g., changes in clients` status and/or service to appropriate members of the interprofessional team.</p> <p>6.4 Write clearly and concisely using correct spelling, grammar, medical terminology and abbreviations given in the established policies and procedures.</p> <p>6.5 Use effective communication skills, correct medical terminology, and approved abbreviations when reporting and documenting.</p> <p>6.6 Convert and indicate accurate time between the 24-hr clock and standard time.</p>
<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
7. Promote and maintain a safe and comfortable environment for clients, their 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	<p>7.1 Identify unsafe situations (risk assessment) in client care settings and take steps to prevent injury to clients, the personal support worker and others.</p> <p>7.2 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>7.3 Identify equipment and safety measures related to equipment commonly used in client care settings (ie. body mechanics).</p> <p>7.4 Implement falls prevention techniques in community and institutional settings.</p> <p>7.5 Select and use personal protective equipment and infection</p>

	applicable legislation.	<p>prevention control measures in the provision of personal care and/or home management services in accordance with employer policies and procedures.</p> <p>7.6 Identify the impact and hazards associated with the transmission of acquired infections related to antibiotic resistant organisms.</p> <p>7.7 Identify steps to minimize transmission of micro-organisms, contamination or cross infection.</p> <p>7.8 Identify and use routine practices/standard precautions including hand hygiene, personal protective equipment and environmental and administrative controls.</p> <p>7.9 Maintain First Aid and cardiopulmonary resuscitation (CPR-HCP Level) certifications with a 7.10 Workplace Safety and Insurance Board (WSIB) approved provider.</p> <p>7.11 Participate in the initiation of an incident report if required by immediately reporting of an unusual occurrence or workplace injury to supervisor or others in accordance with legislated requirements.</p>
	<b>Course Outcome 8</b>	<b>Learning Objectives for Course Outcome 8</b>
	<p>8. Assist clients across the lifespan with routine activities of daily living by applying basic knowledge of growth and development, common alterations in functioning, disease prevention, health promotion and maintenance.</p>	<p>8.1 Assist in supporting clients rights to safety, dignity, autonomy, respect, privacy, and confidentiality in the provision of personal care.</p> <p>8.2 Respect each clients personal and cultural preferences, pace and space when assisting with routine activities of daily living.</p> <p>8.3 Use nutritional support techniques that are specific to clients needs and condition and in accordance with the plan of care/service plan and all applicable legislation.</p> <p>8.4 Explain fluid balance, fluid requirements and the basic principles of intake and output, appropriate measurement methods and required documentation.</p> <p>8.5 Provide personal hygiene and grooming assistance to clients, according to the plan of care/service plan and all applicable legislation and taking into consideration clients needs and preferences.</p> <p>8.6 Complete menstrual care, skin care, full or partial bathing, mouth care, and nail care, hair care (grooming and washing), shaving, dressing, undressing, care of hearing aids and dentures and making an occupied/unoccupied bed.</p> <p>8.7 Assist with measures to enhance bowel and bladder continence following the plan of care/service plan and employer protocols and in accordance with all applicable legislation.</p> <p>8.8 Use strategies to support clients continence and independence regarding toileting.</p> <p>8.9 Assist clients in using a bedpan/commode/toilet and dispose of contents following routine practices.</p> <p>8.10 Apply an external catheter using appropriate technique.</p> <p>8.11 Empty urinary drainage bag of permanent catheter using clean technique and change catheter bag using clean technique.</p> <p>8.12 Perform perineal care for clients with an indwelling</p>

	<p>catheter observing for signs and symptoms of infection.</p> <p>8.13 Empty and change an ostomy bag as per plan of care/service plan.</p> <p>8.14 Use proper body mechanics, assistive devices and techniques to safely position, transfer, move and ambulate clients in accordance with the plan of care/service plan, employer policies and all applicable legislation.</p> <p>8.15 Differentiate between weight bearing (partial and full), non-weight bearing, lifting and transferring.</p> <p>8.16 Assist clients with ambulation and active and/or passive range of motion exercises in keeping with clients wishes and/or the plan of care/service plan.</p> <p>8.17 Promote proper positioning and repositioning in bed and chair for comfort and safety of clients.</p> <p>8.18 Assist clients to move from one place to another using the appropriate transfer techniques and equipment.</p> <p>8.19 Explain the purpose of elastic stockings.</p> <p>8.20 Provide for clients and workers safety using appropriate transfer techniques and equipment keeping with agency policy.</p> <p>8.21 Identify and report to supervisor a change in client condition which may necessitate a change in their ability-level for transfer and/or a need for reassessment.</p>										
	<table border="1"> <tr> <td><b>Course Outcome 9</b></td> <td><b>Learning Objectives for Course Outcome 9</b></td> </tr> <tr> <td>9. Use identified approaches and best practices to support positive and safe behavior in clients experiencing cognitive impairment, mental health challenges and/or responsive behaviors.</td> <td> <p>9.1 Use basic behavioral strategies to mitigate and/or de-escalate clients responsive behaviors as directed by the plan of care/service plan and in accordance with all applicable legislation.</p> <p>9.2 Discuss behavior as protective and/or responsive from clients' and caregivers perspectives.</p> <p>9.3 Identify causes and triggers for responsive behaviour including pace of care, illness, fatigue, sensory overload, pain, fear and frustration and discuss possible solutions.</p> <p>9.4 Use best practice strategies and person-centred approaches to all clients.</p> <p>9.5 Apply basic principles of crisis prevention as directed by the plan of care/service plan.</p> </td> </tr> </table>	<b>Course Outcome 9</b>	<b>Learning Objectives for Course Outcome 9</b>	9. Use identified approaches and best practices to support positive and safe behavior in clients experiencing cognitive impairment, mental health challenges and/or responsive behaviors.	<p>9.1 Use basic behavioral strategies to mitigate and/or de-escalate clients responsive behaviors as directed by the plan of care/service plan and in accordance with all applicable legislation.</p> <p>9.2 Discuss behavior as protective and/or responsive from clients' and caregivers perspectives.</p> <p>9.3 Identify causes and triggers for responsive behaviour including pace of care, illness, fatigue, sensory overload, pain, fear and frustration and discuss possible solutions.</p> <p>9.4 Use best practice strategies and person-centred approaches to all clients.</p> <p>9.5 Apply basic principles of crisis prevention as directed by the plan of care/service plan.</p>						
<b>Course Outcome 9</b>	<b>Learning Objectives for Course Outcome 9</b>										
9. Use identified approaches and best practices to support positive and safe behavior in clients experiencing cognitive impairment, mental health challenges and/or responsive behaviors.	<p>9.1 Use basic behavioral strategies to mitigate and/or de-escalate clients responsive behaviors as directed by the plan of care/service plan and in accordance with all applicable legislation.</p> <p>9.2 Discuss behavior as protective and/or responsive from clients' and caregivers perspectives.</p> <p>9.3 Identify causes and triggers for responsive behaviour including pace of care, illness, fatigue, sensory overload, pain, fear and frustration and discuss possible solutions.</p> <p>9.4 Use best practice strategies and person-centred approaches to all clients.</p> <p>9.5 Apply basic principles of crisis prevention as directed by the plan of care/service plan.</p>										
<b>Evaluation Process and Grading System:</b>	<table border="1"> <thead> <tr> <th><b>Evaluation Type</b></th> <th><b>Evaluation Weight</b></th> </tr> </thead> <tbody> <tr> <td>Lab test #1</td> <td>40%</td> </tr> <tr> <td>Lab test #2</td> <td>40%</td> </tr> <tr> <td>Medical Terminology test #1</td> <td>10%</td> </tr> <tr> <td>Medical Terminology test #2</td> <td>10%</td> </tr> </tbody> </table>	<b>Evaluation Type</b>	<b>Evaluation Weight</b>	Lab test #1	40%	Lab test #2	40%	Medical Terminology test #1	10%	Medical Terminology test #2	10%
<b>Evaluation Type</b>	<b>Evaluation Weight</b>										
Lab test #1	40%										
Lab test #2	40%										
Medical Terminology test #1	10%										
Medical Terminology test #2	10%										
<b>Date:</b>	December 13, 2022										
<b>Addendum:</b>	Please refer to the course outline addendum on the Learning Management System for further information.										