

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Principles of PSW Practice II  
**CODE NO. :** PSW130 **SEMESTER:** 2  
**PROGRAM:** Personal Support Worker  
**AUTHOR:** Donna Alexander  
**DATE:** Sept. 2006 **PREVIOUS OUTLINE DATED:** Mar. 2006  
**APPROVED:**

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ASSOCIATE DEAN

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DATE

**TOTAL CREDITS:** 3  
**PREREQUISITE(S):** PSW120  
**HOURS/WEEK:** 3

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*School of Health and Human Services*  
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**I. COURSE DESCRIPTION:**

This course is a continuation of Principles of PSW Practice 1. The learner will examine responsibilities related to assisting clients with medication administration, the role of the PSW in home management, emergency care, and end-of-life care. This course will also explore abuse, workplace issues and job search skills to prepare students for graduation. A continued study of medical terminology and standard abbreviations is included.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Act within the personal support worker role, under supervision and by following care/service plans and established policies and procedures.

Potential Elements of the Performance:

- Demonstrate behaviours that indicate taking accountability and responsibility for own actions.
2. Participate as a member of care/service teams in both community and institutional settings.

Potential Elements of the Performance:

- Identify and describe workplace issues that can interfere with effective team functioning in community agencies and facility settings.
  - Explain strategies to resolve workplace issues and identify resources that are available to assist the personal support worker.
3. Provide client-centered and client directed care under supervision and by following care-service plans and established policies and procedures, in both community and institutional settings.

Potential Elements of the Performance:

- Describe the five stages of grief.
- Describe the support and care for clients and their families through the grieving and/or dying process.
- Explain end-of-life care, the needs of the client, and the needs of the family of a person who is dying.
- Compare cultural, religious, and spiritual beliefs of clients and their families During the grieving and dying process.
- Describe the role of the personal support worker in end-of-life care for clients and their families.
- Identify the signs of approaching death and signs of death.
- Explain the importance of an advance directive and power of attorney.
- Explain the role of the personal support worker in giving post-mortem care.

4. Support the client's personal care requirements by following care/service plans and established policies and procedures.

Potential Elements of the Performance:

- Identify the role of the personal support worker when assisting clients with medications.
- Explain the difference between the role of the regulated professional and the role of the unregulated health provider with medication administration.
- Describe the various forms and routes of administration for medications.
- Explain the five rights of assisting with medications.
- Describe guidelines and procedures to follow when assisting with medications.

5. Support the client's home management services by following care/service plans and established policies and procedures.

Potential Elements of the Performance:

- Explain the importance of providing home management to promote the health, well-being, safety, and comfort of clients.
- Describe the role of the personal support worker in home management and respecting client preferences when providing home management services.
- Explain safe use of cleaning supplies and correct body mechanics when providing home management services.
- Identify potential safety risks that may be found in the client's personal living space and measures to reduce or eliminate the risks.
- Explain the importance of following manufacturer's guidelines relevant to household equipment and appliance use and product use and disposal.
- Explain standard precautions and infection control when providing home management services.
- Describe cleaning procedures for bedrooms, living rooms, bathrooms and kitchens.
- Explain the principles and procedures in caring for client's laundry.
- Explain how to assist clients to prepare food-shopping lists that meets Canada's Food Guide, client preference, budget, and prescribed diet.

6. Communicate effectively and appropriately using oral, written, and non-verbal methods.

Potential Elements of the Performance:

- Write and speak clearly using professional language.
- Use correct medical terminology and approved abbreviations.

7. Assist in the promotion and maintenance of a safe and comfortable environment for client's, their families, self, and others.

Potential Elements of the Performance:

- Identify practices that support client and staff rights to a safe, non-abusive, and non-threatening environment.
  - Describe the purpose of using restraints.
  - Identify the types of restraints and devices that are used as restraints.
  - Differentiate between the role of the regulated health professional and the role of the unregulated health care provider with regard to restraint use.
  - Identify the complications that can result from the use of restraints.
  - Identify restraint alternatives
  - Explain how to use restraints safely.
  - Identify situations that require notification of first responders such as paramedics, fire fighters and police.
  - Describe the signs, symptoms, and emergency care for cardiac arrest, obstructed airway, hemorrhage, shock and stroke.
  - Identify the different types of seizures and how to care for a person during a seizure.
  - Identify the common causes of burns and the emergency care for burns.
  - Identify the common causes of fainting and the emergency care for a person who has fainted.
  - Identify indicators and responses of physical, emotional, psychological, sexual, and/or financial abuse.
  - Define the responsibility of the personal support worker in abuse situations.
8. Perform the personal support worker role in an ethical manner and within the law.

Potential Elements of the Performance:

- Describe the influence that legislation and ethics has on the role and responsibilities of regulated health professionals and unregulated health care providers.
- Explain why confidentiality, respect, dignity, and accuracy are important factors to remember in care planning, reporting and documenting.
- Explain estate planning, power of attorney, and advance directives.
- Identify the legal and ethical role of the personal support worker with regard to wills, power of attorney and advance directives.

9. Analyze and present his/her skills, knowledge, attributes, and experience for personal development and employment purposes.

Potential Elements of the Performance:

- Identify tools and sources needed to organize oneself for a job search.
- Explain the difference between a chronological resume and a functional resume.
- List details that are important in a letter of application for a personal support worker position.
- Identify criteria and attributes that interviewers are trying to evaluate during an interview.
- Explain the importance and relevance of a job interview and how to make a good impression during an interview.

10. Adapt his/her current skills and knowledge to new situations.

Potential Elements of the Performance:

- Assess current skills and knowledge and recognize situations that will require adaptation of skills and knowledge.
- Set goals for continued broadening of skills, knowledge, attitudes, and experience to respond to changes in personal and working life.

### **III. TOPICS:**

1. Home management skills, Shopping, Budgeting, Meal planning
2. Restraints
3. Abuse
4. Workplace issues
5. Medication and responsibilities
6. End-of-life care
7. Basic emergency care
8. Job seeking skills, Job search, Interview process
9. Career planning
10. Medical terminology, Abbreviations

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Sorrentino, S. (2004). *Mosby's Canadian textbook for the personal support worker*. (1<sup>st</sup> Canadian ed.). Elsevier Mosby.

Goodacre, R., Kelly, R. (2004). *Workbook to accompany Mosby's Canadian textbook for the personal support worker*. (rev. ed.) Elsevier Mosby.

Chapter 17	Restraint Alternatives and Safe Restraint Use
Chapter 19	Abuse
Chapter 23	Home Management
Chapter 39	Assisting with Medications
Chapter 46	Caring for the Client who is Dying
Chapter 47	Basic Emergency Care
Chapter 49	Your Job Search

Chabner, D. (2005). *Medical terminology: A short course*. (4<sup>th</sup> ed.). Elsevier W.B. Saunders.

Medical Terminology is a self-directed study component that is supervised by the instructor. Medical terminology and abbreviation format is to be determined by the instructor. The instructor will provide a syllabus for the self-directed study and identify the evaluation methods for this component of the PSW130 course.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

- 3 Tests (25% each)                      75%
- Attendance                                      10%
- Assignment                                      15%
- Medical Terminology is a self-directed study component of PSW130. Students must achieve an overall average of 60% on the Medical Terminology quizzes and/or assignments to pass this component of the PSW130 course. The instructor will identify the evaluation/grading system.

**Students who are absent for more than the equivalent of two (2) classes will not receive the 10% attendance mark.**

**A minimum of a "C" grade is required to be successful in all PSW coded courses.**

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## VI. SPECIAL NOTES:

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

### Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.