

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** PSW Practicum I  
**CODE NO. :** PSW123 **SEMESTER:** 1  
**PROGRAM:** Personal Support Worker  
**AUTHOR:** Donna Alexander  
**DATE:** Sept. 2005 **PREVIOUS OUTLINE DATED:** N/A  
**APPROVED:**

\_\_\_\_\_  
**ASSOCIATE DEAN**

\_\_\_\_\_  
**DATE**

**TOTAL CREDITS:** 9

**PREREQUISITE(S):** None

**HOURS/WEEK:**

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*For additional information, please contact the Associate Dean,*  
*School of Health and Human Services*  
*(705) 759-2554, Ext. 603/689*

**I. COURSE DESCRIPTION:**

This course will provide the learner with opportunities to apply the concepts and knowledge acquired in the classroom 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, conduct community visits, and provide holistic care to clients residing in long-term care facilities.

**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 appropriate behaviours in professional and social roles as an individual worker and as a member of the care/service team.
- Accept accountability for own decisions and actions.
- Recognize own strengths and limitations and seek out guidance appropriately.
- Identify when a procedure or task will require additional training and seek out appropriate guidance.
- Identify situations in which personal values and beliefs conflict with the ability to maintain commitments to the client and family.
- Support and respect client autonomy, self-determination, and decision making in client-centered and client-directed care.
- Demonstrate work-related behaviours that lead to success, such as reliability, punctuality, efficiency, neat clean appearance, and attitudes that reflect positively upon the role and the employer.
- Follow the employer's quality improvement policies and procedures.
- Demonstrate accountability and responsibility in attending lab and clinical placement according to college policy.
- Demonstrate respect for the role, rights, and responsibilities of the client, the client's family structure, and the care/service team.
- Show an appreciation of the need for continuous learning.

2. Participate as a member of care/service teams in both community and institutional settings.

Potential Elements of the Performance:

- Contribute to the effectiveness and efficiency of the employing agency, organization or facility.
- Act in a manner that values the role that the care/service team, including the personal support worker, has in providing optimal support and care for clients.
- Exhibit a willingness to work and learn as an effective member of the care/service team.
- Comply with practice setting expectations by seeking out information and request support from supervisors.
- Accept and act upon constructive feedback from client's, supervisors, and care/service team members.

3. Uses, under supervision, basic knowledge, care/service plans, and established policies and procedures.

Potential Elements of the Performance:

- Use basic problem-solving skills effectively when providing personal care to clients.
- Use time management skills effectively to organize own client assignment.
- Demonstrate safe practices when using equipment and supplies in accordance with manufacturer's guidelines and the employer's established policies and procedures.
- Follow established care/services plans, policies, and procedures to provide safe, competent personal care to clients across the lifespan.
- Apply knowledge of basic coping skills to adapt to work-related changes and stresses.

4. 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:

- Act within the personal support worker role, as an individual worker and as a member of a care/service team, to provide safe and competent care to diverse clients.
- Carry out assigned tasks in a caring manner, under supervision, according to care/service plans and established policies and procedures.
- Organize multi-client assignments to provide care safely, competently, efficiently, and in a timely manner.
- Recognize when tasks are too complex or require more time to be completed, that there is a need to request support from the supervisor.
- Act within the personal support worker role, in a responsible, self-directed, flexible, and adaptable manner.
- Follow written and oral directions correctly and promptly.
- Incorporate revisions made to the care/service plan by the supervisor or client.
- Promote a clean, orderly, safe and accessible work environment while respecting the client's decision making and independence.
- Recognize and respect the cultural, religious, and spiritual beliefs of clients and their families.

5. Make, collect, and report to the supervisor relevant observations in an ongoing and timely manner and record this information promptly.

Potential Elements of the Performance:

- Use the care/service plan as a guide when observing the client's health state, situation, and routine activities of living.
  - Seek out information and guidance from the client and supervisor, as required, when making observations.
  - Provide to the supervisor verbal reports containing accurate information about the client's condition, health state, situation, and/or routine activities of living.
  - Recognize and report changes in the client's usual condition, health state, situation, and/or routine activities of living.
6. Support the client's personal care requirements by following care/service plans and established policies and procedures.

Potential Elements of the Performance:

- Support the client's rights to safety, dignity, respect, privacy and confidentiality when providing personal care.
  - Follow the care/service plan to promote safety and comfort and respect personal preferences, pace, and space.
  - Use safe feeding techniques that are specific to client's needs and condition and comply with the care/service plan.
  - Demonstrate effective, correct, and safe body mechanics.
  - Apply principles and safe techniques to position, lift, transfer, move and ambulate clients.
  - Use assistive equipment and supplies correctly.
  - Employ standard precautions and infection control measures correctly.
7. Communicate effectively and appropriately using oral, written, and non-verbal methods.

Potential Elements of the Performance:

- Use basic principles of helping relationships when providing care.
- Display a positive and caring attitude, empathy, respect and sensitivity to diversity when interacting with clients and their families.
- Use communication skills and language appropriate to the client's needs and situation.
- Provide an emotionally and physically safe and comfortable environment, by using effective communication with clients and their families and support systems.
- Use assistive devices according to the care/service plan to support the client's verbal and non-verbal communication.
- Use effective communication skills and correct terminology, when reporting to the supervisor.

8. Assist in the promotion and maintenance of a safe and comfortable environment for clients, their families, self and others.

Potential Elements of the Performance:

- Comply with health, safety, emergency measures, relevant law, and the employer's established policies and procedures to promote a safe environment.
  - Identify and report safety risks in the environment and reduce or eliminate threats to safety by following established policies and procedures.
  - Demonstrate safe practices that promote personal safety and the safety of clients and others.
  - Use self-protective equipment when providing personal care.
9. Perform the personal support worker role in an ethical manner and within the law.

Potential Elements of the Performance:

- Perform activities within the boundaries of training, job description, the care/service plan, employer's policies, and applicable law.
- Demonstrate behaviours that respect the client's right to safety, dignity, privacy, and confidentiality.
- Develop a client scrapbook that demonstrates respect for decisions made by client's about their health, safety, well- being and lifestyle.

### III. TOPICS:

Lab Skills

1. Handwashing
2. Removing Gloves
3. Wearing a Mask
4. Donning and Removing a Gown
5. Body Mechanics
6. Moving, Positioning, Transferring, and Ambulating Clients
7. Assisting with Bladder and Bowel Elimination
8. Serving Meal Trays, Feeding a Client, Intake and Output
9. Range of Motion
10. Bedmaking
11. Personal Hygiene
12. Grooming and Dressing
13. Bottle-feeding, diapering, and bathing an infant
14. Preparing for Community Practicum Experience
15. Client Scrapbook
16. Preparing for Facility Practicum Experience

**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.

Chapter 18	Handwashing, Removing Gloves, Wearing a Mask, Donning and Removing a Gown
Chapter 21	Body Mechanics: Moving, Positioning and Transferring the Client
Chapter 22	Exercise and Activity
Chapter 24	Beds and Bedmaking
Chapter 25	Serving Meal Trays, Feeding a Person, Measuring intake and output
Chapter 27	Personal Hygiene, Oral and Denture Care, Bathing, Back Care, Perineal Care
Chapter 28	Grooming and Dressing, Hair Care, Nail and Foot Care, Dressing and Undressing
Chapter 29	Urinary Elimination, Normal Urination, Bedpan, Urinal, Commode, Incontinence and Bladder Training
Chapter 30	Bowel Elimination, Normal Bowel Movements, Factors, Comfort, Safety, Problems and Bowel Training
Chapter 37	Feeding, diapering, and bathing infant

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

This course will be graded as satisfactory or unsatisfactory. To continue in the program, a satisfactory grade must be obtained at final review.

Grading will be determined by:

1. Community Client Scrapbook
2. Community Practicum Performance
3. Skill Performance in the Laboratory
4. Facility Practicum Performance

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	0.00

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 703 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 *Student Rights and Responsibilities*. 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.