

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 accountability and responsibility by applying knowledge and performing learned skills safely and competently.
 - standard precautions and infection control practices
 - body mechanics
 - moving, positioning, transferring and ambulating clients
 - assisting with bladder and bowel function
 - assisting with nutrition and fluid needs
 - range of motion
 - bedmaking
 - hygiene care
 - grooming and dressing
- 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.
 - Explain the complications that can occur as a result of bed rest and decreased mobility.
 - Describe techniques, aids and care for clients to promote mobility, maintain functioning, and prevent complications.
 - Describe and perform range of motion exercises safely.
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.
- Explain fluid balance, fluid requirements and the basic principles of intake and output.
- Identify the characteristics and observations to make of normal urine and normal stool.
- Describe the measures or guidelines for maintaining normal urinary and bowel elimination patterns.
- Demonstrate the techniques to assist clients to use a bedpan and urinal.
- Describe methods of bladder and bowel training.
- Define urinary incontinence and fecal incontinence.
- Describe the care of clients who have urinary and/or fecal incontinence.

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 team, to provide safe and competent care to diverse clients.
 - Provide planned, safe and competent care for 4 to 5 clients depending on client needs and availability of the experience.
 - 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.
 - Differentiate between edema and dehydration and list the common causes of these conditions.
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.
- Describe and perform personal hygiene care for the client including bed baths, tub baths, showers, oral care, perineal care, back massage, and menstrual care.
- Describe and perform grooming and dressing of the client including hair care, shaving, nail and foot care, and dressing and undressing.
- Explain the purpose of elastic stockings and bandages.
- Demonstrate application techniques to apply elastic stocking and bandages safely.

- 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.
- Describe and employ standard precautions and infection control measures correctly.
- Describe Canada's Food Guide, nutrient requirements, principles of healthy nutrition and factors that affect nutrition throughout the lifespan.
- Explain the personal support worker role in meal planning and food preparation.
- Identify safe food handling techniques, food storage, and food preparation procedures.
- Compare special diets and the role of the personal support worker in assisting clients to eat.

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.
- Describe the principles and practices of medical asepsis.
- Describe the chain of infection and risk factors for infection.
- Describe the common aseptic practices to prevent the spread of pathogens and interrupt the chain of infection.
- Demonstrate effective handwashing technique.

- Describe personal protective equipment.
 - Use self-protective equipment when providing personal care.
 - Explain the purpose and rules of using good body mechanics.
 - Describe and explain why good body alignment and position changes are important for the client.
 - Describe the principles and safety measures for positioning, ambulating and transferring clients.
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. Medical asepsis, Standard precautions, Infection control
2. Handwashing
3. Applying and removing gloves
4. Wearing a mask
5. Donning and removing a gown
6. Body mechanics
7. Moving, Positioning, Transferring, and Ambulating clients
8. Basic nutrition, Canada's Food Guide, Food safety, Serving meal trays, Feeding a client, Fluid balance, Intake and Output
9. Complications of bedrest/decreased mobility and prevention
10. Exercise and activity, Range of motion, Assisting to walk, Helping a falling person
11. Bedmaking
12. Personal hygiene
13. Grooming and dressing, Applying elastic stockings and bandages
14. Urinary elimination, Bedpan, Urinal, Commode, Urinary incontinence, Bladder training
15. Bowel elimination, Normal bowel movements and factors affecting, Comfort and safety, Common problems, Bowel training
16. Preparing for Community Practicum Experience
17. Client Scrapbook
18. Preparing for Facility Practicum Experience

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Sorrentino, S. (2004). *Mosby's Canadian textbook for the personal support worker* (1st 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 18	Preventing Infection
Chapter 21	Body Mechanics: Moving, Positioning and Transferring the Client
Chapter 22	Exercise and Activity
Chapter 24	Beds and Bedmaking
Chapter 25	Basic Nutrition and Fluids
Chapter 27	Personal Hygiene
Chapter 28	Grooming and Dressing
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

V. EVALUATION PROCESS/GRADING SYSTEM:

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

Attendance in Lab and Practicum experiences is mandatory.

Attendance and Absence Protocol: Refer to Student Success Guide

Grading will be determined by:

1. Community Client Scrapbook – must be Satisfactory
2. 4 Lab Quizzes (25% each) – must achieve an overall 60%
3. Lab Skill Performance – Scenario Testing - must be Satisfactory
4. Facility Practicum Performance – must be Satisfactory

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.