

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Principles of PSW Practice I  
**CODE NO. :** PSW120 **SEMESTER:** 1  
**PROGRAM:** Personal Support Worker  
**AUTHOR:** Donna Alexander, Esther Jussila Gold  
**DATE:** Sept. 2008 **PREVIOUS OUTLINE DATED:** Sept. 2007  
**APPROVED:**

“Marilyn King”

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**CHAIR, HEALTH PROGRAMS**

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**DATE**

**TOTAL CREDITS:** 4

**PREREQUISITE(S):** None

**HOURS/WEEK:** 4

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*For additional information, please contact the Chair, Health Programs*  
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**I. COURSE DESCRIPTION:**

This course will introduce the learner to the health care system, the health care team and the legislative regulations that govern the role of the Personal Support Worker. The legal rights and responsibilities of both the client and the PSW will be examined. Concepts will be explored that pertain to solving problems, working within groups, and promoting effective communication. This course prepares students to interpret established nursing care plans, organize care, make appropriate observations, report and document. Medical terminology and standard abbreviations will be studied to enhance communication within the health care delivery system.

**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:

- Explain the goal and responsibilities of support work.
- Describe the role that the personal support worker has in providing client-centered and client-directed care.
- Recognize the role and responsibility differences between unregulated care providers and regulated health professionals.
- Demonstrate behaviours that indicate taking responsibility and accountability for own actions.
- Compare the health care delivery systems in community and facility settings.
- Identify situations and the process to follow when requesting support and guidance from supervisors.

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

Potential Elements of the Performance:

- Define federal, provincial, and territorial roles in the Canadian health care system.
- Explain the concepts related to problem-solving, decision-making, and critical thinking.
- Use basic problem-solving skills to function as a member of the care/service team.
- Identify strategies to develop effective working relationships with other care/service team members.
- Describe the delegation process and how it applies to the personal support worker.
- Describe how teams function in various health care settings.
- Identify common stressors and the impact in all dimensions of life.
- Describe basic coping skills that can be used to adapt to changes, stresses, and conflict.

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

Potential Elements of the Performance:

- Explain the function of the Nursing Care Plan.
  - Describe the steps in the care planning process.
  - Describe how the personal support worker can contribute to the development and revision of the care/service plans.
  - Explain how the personal support worker can reinforce client teaching by referring to the care/service plan.
  - Explain the relevance of a care/service plan for the health care team, including client and family.
  - Describe the purpose and relevance of established policies and procedures for the health care team.
  - Use basic problem solving skills to organize client assignments and manage time effectively.
4. 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:

- Explain the concepts related to observation skills.
  - Differentiate between subjective and objective data.
  - Describe the personal support worker role when making observations regarding client's health, function, and emotional state.
  - Explain the role of the personal support worker in the care planning process.
5. Communicate effectively and appropriately using oral, written, and non-verbal methods.

Potential Elements of the Performance:

- Recognize the importance of a positive attitude, caring, respect, and sensitivity to diversity when interacting with clients and their families.
- Use effective communication skills, strategies, and language appropriate to client's needs and situation.
- Write and speak clearly using professional language.
- Use correct medical terminology and approved abbreviations.
- Convert and indicate accurate time between the 24-hr clock and standard time.
- Identify the principles and methods of promoting effective interpersonal communication.
- Describe effective methods to communicate with angry clients, family members, and other health care providers.
- Describe the functions of the client chart.
- Identify the basic rules for verbal reporting and written documentation.
- Identify the types of documents found in the client's chart.
- Describe the reporting and documentation practices in community agencies and facility settings.
- Identify checklists and other forms of record keeping that are used to document observations and client care.

6. 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:

- Recognize situations and the personal support worker's responsibility in the notification of first responders, such as paramedics, fire fighters, and police.
- Identify risk factors and safety measures to prevent falls, burns, poisoning, and suffocation.
- Identify safety measures that reduce risk and protect the personal support worker in the workplace.

7. 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 the client's right to safety, respect, dignity, privacy, and confidentiality.
- Describe the rights protected by the Canadian Charter of Rights and Freedoms and provincial and territorial human rights codes.
- Differentiate between criminal and civil laws.
- Explain how negligence, defamation, assault, battery, false imprisonment and invasion of privacy apply to the role of the personal support worker.

8. Interpret information, instructions, claims, and ideas with the accuracy required to complete tasks.

Potential Elements of the Performance:

- Use strategies to read, listen, and observe effectively.
- Examine the material used to support claims distinguishing between fact and opinion.
- Follow instructions and make use of messages received to complete tasks and assignments.

**III. TOPICS:**

1. Role, Rights, and Responsibilities of support work
2. Health care delivery systems, Health care team, Workplace settings
3. Regulated Health Professions Act, Ethics, Legalities
4. Personal management, Problem solving, Conflict resolution, Time management
5. Nursing Care Plans
6. Individual care planning
7. Observation skills
8. Reporting and documentation
9. Safety
10. 24-hr Clock
11. Medical terminology, Abbreviations

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

Sorrentino, S. et al (2009). *Mosby's Canadian textbook for the personal support worker*. (2<sup>nd</sup> Canadian ed.). Elsevier Mosby.

Kelly, T. R., Sorrentino, S. et al (2009). *Workbook to accompany Mosby's Canadian textbook for the personal support worker*. (2<sup>nd</sup> Canadian ed.) Elsevier Mosby.

Chapter 1	Role of the Support Worker, 24-hour clock, Regulated Health Professions Act
Chapter 2	Canadian Health Care System
Chapter 3	Workplace Settings
Chapter 5	Working with Others
Chapter 8	Client Care: Planning, Processes, Reporting and Recording
Chapter 9	Managing Stress, Time, and Problems
Chapter 10	Ethics
Chapter 11	Legislation
Chapter 13	Interpersonal Communication
Chapter 19	Safety

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 PSW120 course.

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

- 3 Tests (25% each)      75%
- Attendance                      10%
- Assignment                      15%
- Medical Terminology is a self-directed study component of PSW120. Students must achieve an overall average of 60% on the Medical Terminology quizzes and/or assignments to pass this component of the PSW120 course. The instructor will identify the evaluation/grading system.

**Students who are absent for more than two (2) classes will not receive the 10% attendance mark. Arriving to class late or leaving early is not considered as “in attendance” for the entire class.**

**Rewrites and/or supplemental exams are not available in this course.**

**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.

### Communication

The college considers **Web CT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

### Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *November* will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default.

Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

### 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 advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.