

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 skills in the laboratory setting and work within the role of a PSW in a community agency to provide holistic care to clients residing in a long-term care facility and, in addition, address private home care needs. These experiences will provide the learner with the opportunity to consolidate skills and knowledge at a level of a graduating PSW.

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 previously learned skills safely and competently in both long-term care and private home setting.
Examples include:
 - standard precautions and infection control practices
 - body mechanics
 - moving, positioning, transferring and ambulating clients
 - assisting with bladder and bowel function
 - serving meal trays, feeding a client, intake and output
 - range of motion
 - bedmaking
 - personal hygiene care
 - grooming and dressing
- Demonstrate accountability and responsibility by attending lab and clinical placement as scheduled.
- 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.
- Demonstrate safe and competent performance of newly learned skills while supporting and respecting client autonomy, self-determination and decision-making in client-centered and client-directed care.
- Identify own strengths and limitations and seek out guidance appropriately.

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 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:

- Apply knowledge of basic coping skills to adapt to work-related changes and stresses.
- Use basic problem-solving skills effectively when providing care to clients.
- Follow school and agency policies and procedures.
- Follow established care/services plans, policies, and procedures to provide safe, competent care to clients in various settings.

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:

- Use time management skills effectively to 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.
- Follow written and oral directions correctly and promptly.
- Incorporate revisions made to the care/service plan by the supervisor or client.
- Recognize and respect the cultural, religious, and spiritual beliefs of clients and their families.
- Provide planned, safe, and competent care for up to 8 clients depending on client needs and availability of the experience.

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 reportable changes recognized in the client's usual condition, health state, situation, and/or routine activities of daily 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.
 - Explain the purpose of enteral nutrition and necessary comfort measures for a client who has a tube feeding.
 - Identify the signs and symptoms of aspiration and demonstrate measures used to prevent aspiration and regurgitation.
 - Describe the procedures for collecting urine, stool, and sputum specimens.
 - Demonstrate the procedures to accurately measure height, weight, and vital signs.
 - Identify the normal ranges for different age groups, the sites used, and the factors that affect vital signs.
 - Describe the causes, signs and symptoms of skin tears, pressure ulcers, leg and foot ulcers, the treatments and measures to prevent them.
 - Explain the process, types, and complications of wound healing.
 - Describe the role of the personal support worker in observing wounds and wound drainage.
 - Demonstrate the procedure to cleanse simple wounds, apply a simple, non-sterile dressing, and secure dressings
 - Identify the purposes, types, effects, and complications of heat and cold applications.
 - Describe the guidelines for application of heat and cold.
 - Identify the factors that affect oxygen needs and the signs and symptoms of hypoxia and abnormal respirations.
 - Identify the measures used to promote oxygenation and the devices used to administer oxygen.
 - Explain the measures the personal support worker would use to safely assist with oxygen therapy.
 - 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.
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, their families, and other team members.
 - Provide an emotionally and physically safe and comfortable environment, by using effective communication with clients and their families and support systems.
 - Complete checklists and other forms of record keeping that are used to document observations and client care accurately and according to agency policy.
 - Use professional language, correct medical terminology, approved abbreviations, and recommended guidelines when giving oral reports and writing documentation.
8. Develop an understanding of the relationship of the Restorative Care Philosophy as it relates to the promotion and maintenance of client function.

Potential Elements of the Performance:

- Demonstrate practices that focus on the restoration or maintenance of physical function or compensate for functional impairment to achieve the highest functional level for the client.
 - Demonstrate restorative care practices that improve quality of life, self-image, and self-esteem of the client.
 - Work in collaboration with the client and other healthcare disciplines in the development and delivery of restorative care goals that maximizes the abilities, functions, and independence of the client.
9. 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.
 - 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.
10. 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.

III. TOPICS:

Lab Skills

1. Restorative Care Principals
2. Height and weight
3. Vital signs
4. Wound care
5. Promoting oxygenation/oxygen therapy
6. Recording/documentation
7. Heat and cold application
8. Specimen collection/ Straining urine
9. Swallowing problems (discussed briefly with nutrition in semester one)
10. Enteral nutrition/tubes
11. Preparing for Community Practicum Experience
12. Preparing for Facility Practicum Experience
13. Adjusting care to home environment (incorporated through all topics)
14. Safe food preparation in private home setting

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Sorrentino, S., Newmaster, R. (2013). *Mosby's Canadian textbook for the personal support worker*. (3rd Canadian ed.). Toronto: Elsevier Mosby.

Sorrentino, S., Wilk, M. J. (2013). *Workbook to accompany Mosby's Canadian textbook for the personal support worker*. (R. Goodacre Ed.). (3rd Canadian ed. – Revised reprint). Toronto: Elsevier Mosby.

Heart and Stroke Foundation of Canada (2010). *Heart and stroke: Tips & tools for everyday living*. Canada: Heart and Stroke Foundation of Ontario

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 in the lab, practicum (both facility and community) and online components of the course at final review.

Heart and Stroke: Tips & tools for everyday living. This will be an independent online study portion of course and testing of material will be done online

Attendance in Lab and Practicum experiences is mandatory. Arriving late or leaving early is not considered “in attendance”.

Attendance and Absence Protocol: The student who misses the lab class/demonstration will be responsible for obtaining the content information and practicing the skills on their own.

Grading will be determined by:

1. 3 Lab Exams (30%-40%-30%) – must achieve an overall 60%
2. Supervised Skill Practice – must be Satisfactory
3. Scenario Testing-must be Satisfactory
4. Successful completion of Heart and Stroke: Tips and tools online education assignment
5. Facility Practicum Performance – must be Satisfactory
6. Community Practicum Performance – must be Satisfactory

Students may be expected to work day/evening shifts according to facility or agency policy and teacher direction.

The following semester grades will be assigned to students:

| <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 60% 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:Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.