



COURSE OUTLINE

PSW130

Prepared: Esther Jussila Gold R.N. Approved: Bob Chapman

Course Code: Title	PSW130: PRINCIPLES OF PSW PRACTICE II
Program Number: Name	3027: PERSONAL SUPPORT WKR
Department:	PERSONAL SUPPORT WORKER
Semester/Term:	18S
Course Description:	This course prepares students to interpret established Nursing Care Plans, organize prioritized care, and document. The learner will examine legal issues and carerelated to end of life, responsibilities related to assisting clients with medication administration and the role of the PSW in home management. This course will also explore workplace issues and job search skills to prepare students for graduation.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	PSW120
Vocational Learning Outcomes (VLO's):	<p>#1. Act within the personal support worker role, under supervision, and by following care/service plans and established policies and procedures.</p> <p>#2. Participate as a member of care/service teams in both community and institutional settings.</p> <p>#3. Use, under supervision, basic knowledge, care/service plans, and established policies and procedures.</p> <p>#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.</p> <p>#5. Make, collect, and report to the supervisor relevant observations in an ongoing and timely manner and record this information promptly.</p> <p>#6. Support the clients personal care requirements by following care/service plans and established policies and procedures.</p> <p>#7. Support the clients home management services by following care/service plans and established policies and procedures.</p> <p>#8. Communicate effectively and appropriately using oral, written, and nonverbal methods.</p> <p>#9. Assist in the promotion and maintenance of a safe and comfortable environment for clients, their families, self, and others.</p> <p>#10. Perform the personal support worker role in an ethical manner and within the law.</p>
Please refer to program web page for a complete listing of program outcomes where applicable.	



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Essential Employability Skills (EES):

- #1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- #2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- #4. Apply a systematic approach to solve problems.
- #5. Use a variety of thinking skills to anticipate and solve problems.
- #6. Locate, select, organize, and document information using appropriate technology and information systems.
- #7. Analyze, evaluate, and apply relevant information from a variety of sources.
- #8. Show respect for the diverse opinions, values, belief systems, and contributions of others.
- #9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- #10. Manage the use of time and other resources to complete projects.
- #11. Take responsibility for ones own actions, decisions, and consequences.

Course Evaluation:

Passing Grade: 60%,

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
one minute paper/participation	20%
Test #1	20%
Test #2	20%
Test #3	20%
Test #4	20%

Books and Required Resources:

Mosby’s CanadianTextbook for the Support Worker by Sorrentino,Remmert,Wilk
Publisher: Elsevier Edition: Fourth Canadian Edition

Workbook to Accompany Mosby’s Canadian Textbook for the Support Worker by Sorrentino,Remmert,Wilk
Publisher: Elsevier Edition: Fourth Canadian Edition

Course Outcomes and Learning Objectives:

Course Outcome 1.

Provide client-centred and client-directed care that is based on ethical principles, sensitive to diverse client and family values, beliefs and needs, and which follows the direction of the plan of care/service plan.



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Learning Objectives 1.

- Identify strategies to promote clients' independence in a variety of care settings.
- Identify that clients have a variety of life experiences and methods of meeting needs that are unique to the individual.
- Discuss the importance of these needs - physical, emotional, mental, social, spiritual, and cultural, to clients and apply this information as appropriate to their care delivery.
- Differentiate between client-centred and client-directed care.
- Relate clients' right to make choices, take risks and have control over her/his life to individuals' sense of self and dignity.
- Support clients in communicating their wants and needs to caregivers to facilitate positive change.
- Differentiate how clients are physically and psychologically prepared for surgery.
- Explain common concerns of those having surgery.
- Describe safety concerns, observations, measures, and role of the support worker when preparing and assisting the postoperative client.
- Explain why stimulating circulation, meeting nutritional, fluid, hygiene, and elimination needs postoperatively are important factors.

Course Outcome 2.

Promote and maintain a safe and comfortable environment for clients, their families, self and others including the implementation of infection prevention and control measures and emergency first aid procedures that are in keeping with the plan of care/service plan, employer policies and procedures, and all applicable legislation.

Learning Objectives 2.

- Identify unsafe situations (risk assessment) in client care settings and take steps to prevent injury to clients, the personal support worker and others.
- Implement practices that promote personal safety and the safety of clients and others in the care setting, which may include family members, significant others and other health/service providers.
- Know when and how to call for first responders such as paramedics, fire fighters, and police.
- Describe how to report and document any emergency assistance given in accordance with employer policy.
- Apply appropriate emergency aid measures to conscious or unconscious clients.
- Describe the signs, symptoms, and emergency care for cardiac arrest, obstructed airway,



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hemorrhage, shock and stroke.

- Identify the different types of seizures and how to care for a person during a seizure.
- Identify the common causes and the emergency care for burns.
- Identify common causes of fainting and the emergency care for a person who has fainted.
- Identify the role of the support worker when caring for the young
- Explain ways to assist children to meet nutritional needs
- Describe ways to prevent falls, choking, burns, infections, accidental poisoning and cause of early childhood deaths from injury.
- Identify guidelines for supporting challenging children and common reasons for absences from school
- Explain how the child's risk for injury can be effected by their developmental level

Course Outcome 3.

Assist with household management tasks and instrumental activities of daily living in accordance with the plan of care/service plan and considering the preferences, comfort and safety of clients, families and significant others.

Learning Objectives 3.

- Discuss household management services that promote clients' health, independence, safety, and comfort while respecting clients' preferences and the direction of the plan of care/service plan.
- Describe cleaning procedures for bedrooms, living rooms, bathrooms and kitchens.
- Explain the principles and procedures in caring for clients' laundry.
- Prioritize home management tasks so as to minimize effort and resource use.
- Contribute to the plan of care/service plan by communicating clients' needs and preferences to the interprofessional team.
- Explain the importance of safely operating and caring for standard household equipment, cleaning supplies, and using correct body mechanics in a variety of care settings.
- Follow the established policies, procedures, and the manufacturer's guidelines relevant to household equipment, appliances and product use and disposal.
- Explain routine practices and infection control measures in the provision of household management tasks.
- Assist clients, families and/or significant others to prepare a food-shopping list that respects clients' cultural and dietary preferences, budget or special dietary requirements, and is informed by Canada's Food Guide for Healthy Eating and the plan of care/service plan.
- Shop for clients, in accordance with their wishes and particular requirements.



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- Describe the role of the personal support worker in handling money for clients as part of the plan of care/service plan* safely, ethically and in keeping with employer guidelines, and maintaining records of all transactions.

Course Outcome 4.

Identify and report situations of neglect, and potential, alleged or witnessed/actual incidents of abuse, and respond in accordance with all applicable legislation and employer's policies and procedures.

Learning Objectives 4.

- Identify actions to be taken when clients are at risk for abuse or neglect, or have been abused or neglected, including any legal obligations for reporting in accordance with all applicable legislation.
- Identify the role of the personal support worker if neglect and/or abuse are suspected.
- Discuss agency policies related to the documentation and reporting of neglect and/or abuse.
- Discuss employer practices and policies which promote zero tolerance of neglect and abuse and a violence free environment.

Date:

Wednesday, August 30, 2017

Please refer to the course outline addendum on the Learning Management System for further information.