

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.

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.
- 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

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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

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

Chapter 1	Role of the Support Worker, 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

V. EVALUATION PROCESS/GRADING SYSTEM:

- 4 Tests (25% each) 100%

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:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
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:

Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

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: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.

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 postsecondary institutions.

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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

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.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.