

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. Medical terminology and standard abbreviations will be studied to enhance communication within the health care delivery system. Practicum time is mandatory, there will be no scheduled make up for lost time, please refer to Student Success Guide pg. 25.

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
 - bed making
 - 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.
 - Explain how to bathe, diaper, provide cord care, and perform circumcision care.
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, correct medical terminology, and approved abbreviations when reporting and documenting.
- Convert and indicate accurate time between the 24-hr clock and standard time.

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.

III. TOPICS:

1. Medical asepsis, standard precautions, infection control
2. Handwashing
3. Applying and removing gloves
4. Wearing a mask/goggles
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 bed rest/decreased mobility and prevention

10. Exercise and activity, range of motion, assisting to walk, helping a falling person
11. Bed making
12. Personal hygiene/perineal care, infant care
13. Grooming and dressing and applying elastic stockings.
14. Urinary elimination, bedpan, urinal, commode, urinary incontinence, bladder training, catheter care (indwelling and condom), CBI (Continuous Bladder Irrigation).
15. Bowel elimination, normal bowel movements and factors affecting, comfort and safety, common problems, bowel training, and Ostomy Care.
16. Medical terminology
17. Abbreviations
18. 24-hr clock

Community/Facility

1. Preparing for Community Practicum Experience
2. Preparing for Facility Practicum Experience

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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

Kelly, R., Newmaster, R., & Wilk, M. (2013). *Workbook to accompany Mosby's Canadian textbook for the support worker*. (3rd Canadian ed.). Toronto: Elsevier Mosby.

Chabner, D. (2013). *Medical terminology: A short course*. (6th ed.). Elsevier W.B. Saunders.

Advanced Gerontological Education Incorporated (2010). *Gentle Persuasive Approaches in Dementia Care; Responding to Persons with Challenging Behaviours; Participant Manual (Fall 2010)*. Advanced Gerontological Education Incorporated.

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

Sault College LMS

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 all components.

Medical Terminology

Is a self-directed study component that is supervised by the professor. The professor will provide a syllabus for the self-directed study and identify the evaluation methods for this component of the PSW123 course. There will be a combination of tests both on LMS and in class. All tests **must** be submitted and average over 60% to be satisfactory. There is a supplemental exam available in Medical Terminology if a student receives an overall average of 56-59% in this component and has completed all quizzes.

Clinical Placement Requirements

All students are required to submit documentation of having completed the following criteria: Current (within one year) Police Records Search, CPR (Health Care Provider level), WHIMS, First Aid Certificate, Immunization & Health Record Form, and Mask Fit test. **All costs associated to these requirements are the responsibility of the student.** Please refer to the Sault College Calendar (pg. 93) or the Sault College website

<http://www.saultcollege.ca/Programs/Programs.asp?progcode=3027&cat=clinicfield&groupcode=HEA#bd-header> .

Supervised Skill Practice/Scenario Testing

The student must demonstrate all skills safely and competently to the professor or designate in order to be satisfactory

Grading will be determined by:

1. 2 Lab Tests (50% each) – 1 Midterm Test and 1 Final Test must achieve an overall 60%
2. Supervised Skill Practice
3. Medical Terminology- 5 on-line Medical Terminology Quizzes (2% each) and 1 Midterm (45%) Final Test (45%) must achieve an overall 60%
4. Scenario Testing at a Satisfactory level
5. Gentle Persuasive Approach Training-Certificate Provided

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	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.

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. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.*

VII. COURSE OUTLINE ADDENDUM:

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