

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE:	Principles of PSW Practice II		
CODE NO. :	PSW130	SEMESTER:	2
PROGRAM:	Personal Support Worker		
AUTHOR:	Viki Nolan		
DATE:	Jan. 2017	PREVIOUS OUTLINE DATED:	May 2016
APPROVED:	<i>"Marilyn King"</i>		Jan. 2017
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	FOR THE CHAIR, HEALTH PROGRAMS		DATE
TOTAL CREDITS:	3		
PREREQUISITE(S):	PSW120		
HOURS/WEEK:	3		

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For additional information, please contact the Chair, Health Programs

School of Health, Wellness and Continuing Education

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I. COURSE DESCRIPTION:

This course will introduce the learner to the responsibilities related to the role of the PSW in home management, emergency care, and end-of-life care. This course will also explore abuse, caring for the young, the surgical client, and will discuss job search skills to prepare students to enter the workforce. Medical terminology and standard abbreviations will continue to be utilized 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. 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 .

Potential Elements of the Performance:

- 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.

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.

Potential Elements of the Performance:

- 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, 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
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.

Potential Elements of the Performance:

- 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.
 - 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.
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.

Potential Elements of the Performance:

- Identify the indicators and responses for neglect, physical, verbal, emotional, psychological, sexual, and/or financial abuse and report observations promptly to supervisor.
- Identify the concept of abuse as an issue of power and control which can apply to infants, children, spouses/partners and older adults, persons with disabilities, individuals with mental illnesses, cognitive impairment and their caregivers.
- Identify and discuss the elderly as a vulnerable population for neglect and abuse.

- 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.
5. Assist in the provision of culturally relevant palliative and end-of-life care to clients experiencing life threatening illness and to their families and significant others, from diagnosis through death and bereavement, and in accordance with clients' choices and the plan of care/service plan.

Potential Elements of the Performance:

- Explore personal experiences and responses to loss and grief and discuss how personal beliefs and attitudes may impact clients' care.
- Identify loss and grief processes related to the five stages of grief.
- Explain palliative, hospice and end-of-life care related to the needs of the client, and the needs of their family.
- Describe the support and care for clients, their families and significant others with the processes of dying, uncertainty, expected or unexpected loss, preparation for death and grieving.
- Identify and discuss the personal support workers role when clients die suddenly and the role of the coroner in situations of sudden and unexpected death.
- Identify the rights of clients, family members, substitute decision-makers or powers of attorney (POA) for personal care regarding consent to treatment, advance directives and "do not resuscitate" directives as identified in the plan of care/service plan.
- Explain the role of the personal support worker in caring for clients', families' spiritual and cultural practices related to end-of life care, death, dying and the afterlife if appropriate.
- Identify the physical signs of imminent death and signs of death.
- Provide supportive care and comfort measures to clients in the last days and hours of life.
- Explain the role of the personal support worker in providing care for the body after death according to family direction/ cultural practices, employer policy or as directed by the plan of care/service plan.

6. Work within the personal support worker role in various care settings in accordance with all applicable legislation and employer's job description, policies, procedures and guidelines.

Potential Elements of the Performance

- Identify tools and sources needed to organize oneself for a job search.
- Explain the difference between a chronological resume and a functional resume.
- List details that are important in a letter of application for a personal support worker position.
- Identify criteria and attributes that interviewers are trying to evaluate during an interview.
- Explain the importance and relevance of a job interview and how to make a good impression during an interview.

III. TOPICS:

1. Home management skills, Shopping, Budgeting,
2. Meal planning, special diets, Canada's Food Guide
3. Supporting and assisting infants and children
4. Abuse
5. Care of the preoperative and postoperative client
6. End-of-life care
7. Basic emergency care
8. Job seeking skills, Job search, Interview process
9. Career planning

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 ed.). Toronto: Elsevier Mosby.

Sault College LMS

V. EVALUATION PROCESS/GRADING SYSTEM:

4 Tests (20% each) = 80 %

20% For Participation
(Includes one minute paper
written at the end of each lecture.) = 20%

100%

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%	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.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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.

Supplemental Exam:

Supplemental exams may be available to students who fall between 56-59% and have attended 80% of classes along with writing all 4 tests.

Extenuating Circumstances (Test Absence)

If there is absence from a test due to extenuating circumstances, upon professor's approval, alternate arrangements may be available. As per individual consideration, student may be granted a maximum of a passing grade for the missed test.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal and D2L form part of this course outline.