



## COURSE OUTLINE: PSW120 - PRINC. PSW PRACT. I

Prepared: Esther Jussila Gold R.N.

Approved: Bob Chapman, Chair, Health

<b>Course Code: Title</b>	PSW120: PRINCIPLES OF PSW PRACTICE I
<b>Program Number: Name</b>	3027: PERSONAL SUPPORT WKR
<b>Department:</b>	PERSONAL SUPPORT WORKER
<b>Semesters/Terms:</b>	21W, 21S, 21F
<b>Course Description:</b>	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, their family and the PSW will be examined. Concepts will be explored that pertain to building helping relationships, ethics, values and beliefs. Learn to work in groups, focus on teamwork, working under supervision, accepting and understanding delegation, managing stress, time and problems. Maintain safety in varied workplace setting. Students will learn to interpret established nursing care plans, organize care, make appropriate observations, report and document.
<b>Total Credits:</b>	4
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>This course is a pre-requisite for:</b>	PSW130
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>3027 - PERSONAL SUPPORT WKR</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	VLO 1 Work within the personal support worker role in community, retirement homes, long-term care homes and/or hospital care settings in accordance with all applicable legislation and employer's job description, policies, procedures and guidelines.
	VLO 2 Act responsibly and be accountable for own actions while recognizing the boundaries of knowledge and skills within the personal support worker role that require collaboration with the clients, families, supervisors and/or other members of the interprofessional care/service team.
	VLO 3 Participate as a member of the interprofessional care/service team and maintain collaborative working relationships in the provision of supportive care in community, retirement homes, long-term care homes and/or hospital care settings.
	VLO 4 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.
	VLO 5 Establish and maintain helping relationships with clients and their families reflecting open communication, professional boundaries, employer's policies and adhering to confidentiality and privacy legislation.
	VLO 6 Identify relevant client information using basic assessment and communication skills

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

	and report and document findings in accordance with the requirements of employer policies and procedures and all applicable legislation.
VLO 7	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.
VLO 11	Assist clients who are caring for dependent individuals considering client and family choices, professional boundaries and the direction of the plan of care/service plan.
VLO 12	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.

<b>Essential Employability Skills (EES) addressed in this course:</b>	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.
	EES 2	Respond to written, spoken, or visual messages in a manner that ensures effective communication.
	EES 4	Apply a systematic approach to solve problems.
	EES 5	Use a variety of thinking skills to anticipate and solve problems.
	EES 6	Locate, select, organize, and document information using appropriate technology and information systems.
	EES 7	Analyze, evaluate, and apply relevant information from a variety of sources.
	EES 8	Show respect for the diverse opinions, values, belief systems, and contributions of others.
	EES 9	Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
	EES 10	Manage the use of time and other resources to complete projects.
	EES 11	Take responsibility for ones own actions, decisions, and consequences.

<b>Course Evaluation:</b>	<p>Passing Grade: 60%,</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>
---------------------------	---

<b>Books and Required Resources:</b>	<p>Mosby`s Canadian Textbook for the Support Worker by Sorrentino          Publisher: Elsevier-Health Sciences Division Edition: 4th          ISBN: 9781771720434</p> <p>Mosby`s Canadian Textbook for the Support Worker (Workbook) by Sorrentino          Publisher: Mosby, Incorporated Edition: 4th          ISBN: 9781771721271</p> <p>Mosby`s Canadian Textbook for the Support Worker (w/Workbook) by Sorrentino          Publisher: Mosby, Incorporated Edition: 4th          ISBN: 9781171721325</p>
--------------------------------------	---

<b>Course Outcomes and Learning Objectives:</b>	<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
	1. Work within the personal	1.1 Identify the role that the personal support worker has in the

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.

	<p>support worker role in the community, retirement homes, long-term care homes and/or hospital care settings in accordance with all applicable legislation and employer's job description, policies, procedures and guidelines.</p>	<p>provision of client centered and client-directed care.  1.2 Identify and discuss the general skills and responsibilities associated with the personal support worker role.  1.3 Discuss the concept of quality improvement as it relates to the personal support worker role.  1.4 Identify and compare roles and responsibilities between unregulated care providers and regulated health professionals as outlined by applicable legislation.  1.5 Verify the impact of different care settings (i.e., community, retirement homes, long-term care homes and hospitals) on the role expectations of a personal support worker.  1.6 Discuss a variety of employer policies and procedures that apply to the personal support worker role while in placement settings.</p>
	<p><b>Course Outcome 2</b></p>	<p><b>Learning Objectives for Course Outcome 2</b></p>
	<p>2. Act responsibly and be accountable for own actions while recognizing the boundaries of knowledge and skills within the personal support worker role that require collaboration with the client, family, supervisor and/or other members of the inter-professional care/service team.</p>	<p>2.1 Explain strategies to resolve workplace issues and identify resources that are available to assist.  2.2 the personal support worker.  2.3 Discuss potential sources of stress, including workplace and personal sources and how it may impact all the dimensions of health.  2.4 Identify resources and techniques to manage stress in the personal support worker role.</p>
	<p><b>Course Outcome 3</b></p>	<p><b>Learning Objectives for Course Outcome 3</b></p>
	<p>3. Participate as a member of the inter-professional care/service team and maintain collaborative working relationships in the provision of supportive care within community, retirement homes, long-term care homes and/or hospital care settings.</p>	<p>3.1 Identify the roles that the inter-professional care/service team members, including personal support workers, have in the provision of optimal support and care.  3.2 Identify clients and family members as integral to the inter-professional care/service team.  3.3 Identify and describe the characteristics of respectful, effective inter-professional working relationships and communication.  3.4 Discuss how the personal support worker can contribute suggestions regarding clients' plan of care/service plan.  3.5 Discuss strategies to develop effective working relationships with other care/service team members.  3.6 Explain strategies to resolve workplace issues and identify resources that are available to assist the personal support worker. Interpersonal communication: Client centered, language of Health care with all members of a Health care team.</p>
	<p><b>Course Outcome 4</b></p>	<p><b>Learning Objectives for Course Outcome 4</b></p>
	<p>4. Provide client-centred and client-directed care that is based on ethical principles, sensitive to</p>	<p>4.1 Discuss clients' right to autonomy, dignity, privacy and confidentiality at all times.  4.2 Identify and describe personal ethics including justice, honesty, integrity, caring and fairness.</p>

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.

	<p>diverse client and family values, beliefs, and needs, and which follows the direction of the plan of care/service plan.</p>	<p>4.3 Identify and describe health care ethics including autonomy, privacy, confidentiality, beneficence and non-maleficence.  4.4 Discuss how ethical principles are applied in the personal support worker role.  4.5 Identify and discuss legislated rights to privacy and confidentiality including applicable legislation regarding the protection of personal information.  4.6 Describe the rights protected by the Canadian Charter of Rights and Freedoms and provincial and territorial human rights codes.  4.7 Identify situations where a substitute decision-maker is authorized to make decisions for an incapable client, including a person exercising a power of attorney (POA) for personal care, can make a decision for clients.</p>
	<p><b>Course Outcome 5</b></p>	<p><b>Learning Objectives for Course Outcome 5</b></p>
	<p>5. Establish and maintain helping relationships with clients, and their families reflecting open communication, professional boundaries, employer's policies and adhering to confidentiality and privacy legislation.</p>	<p>5.1 Identify and describe the characteristics of the helping relationship.  5.2 Describe and discuss the importance of professional boundaries within helping relationships.  5.3 Identify and describe behaviors associated with appropriate client/personal support worker and family/personal support worker boundaries.  5.4 Ensure that personal activities and needs do not interfere with judgment and performance as a personal support worker.  5.5 Use clear professional vocabulary when communicating with clients and their families and use strategies to ensure comprehension.  5.6 Discuss interpersonal communication and conflict management skills to prevent and resolve conflicts in care-giving situations.  5.7 Identify and discuss approaches for preventing and resolving conflict in care giving situations.</p>
	<p><b>Course Outcome 6</b></p>	<p><b>Learning Objectives for Course Outcome 6</b></p>
	<p>6. Identify relevant client information using basic assessment and communication skills and report and document findings in accordance with the requirements of employer policies and procedures and all applicable legislation.</p>	<p>6.1 Describe the functions of the client chart and the basic rules for documentation.  6.2 Identify the personal support worker role when making observations regarding client's health, function and emotional state.  6.3 Explain the function/relevance of the Nursing Care Plan and describe the steps in the care planning process.  6.4 Describe how the personal support worker can contribute to the development and revision of the care/service plan.  6.5 Review checklists and other forms of record keeping that are used to document observations and client care.  6.6 Differentiate between subjective and objective data.  6.7 Write clearly and concisely using correct spelling, grammar, medical terminology and abbreviations given in the established policies and procedures.  6.8 Identify how to document in regard to client care and</p>

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.

	changes noted in client's condition to appropriate members of the inter-professional care/service team, using communication tools and technologies employed in the workplace environment. 6.9 Identify and discuss communication technologies in a variety of care settings e.g., computers (tablets), mobile phones, fax machines. 6.10 Identify and discuss guidelines to protect privacy and confidentiality in documentation.
<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
7. 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.	7.1 Recognize health, safety, and emergency measures along with applicable legislation and the employer's established safety policies and procedures. 7.2 Describe various employer's safety policies and procedures including organization's emergency preparedness plan. 7.3 Recognize situations and the personal support worker's responsibility in the notification of first- such as paramedics, fire fighters, and police. 7.4 Identify environmental risk factors and safety measures to prevent falls, burns poisoning, and suffocation. 7.5 Identify and discuss responsibilities related to the use of restraints in client care settings and how to use restraints safely. 7.6 Describe the purpose of restraints and various types of restraints. 7.7 Identify complications that can result from the use of restraints. 7.8 Discuss how the roles vary between regulated and unregulated health care professionals in regard to use of restraints.
<b>Course Outcome 8</b>	<b>Learning Objectives for Course Outcome 8</b>
8. 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 policies and procedures.	8.1 Identify situations which may pose a risk of abuse or personal harm to the personal support worker and report observations promptly to supervisors. 8.2 Describe the personal support worker's right to a safe working environment free from verbal, emotional and physical violence. 8.3 Discuss workplace bullying, sexual abuse and harassment, reporting mechanisms and policies aimed at promoting a safe work environment including whistle-blowing protection. 8.4 Identify situations where the personal support worker may be at risk for abuse or personal harm.

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Final Exam	40%
Mid term exam	40%
Reflection Submissions	20%

**Date:** December 7, 2020

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.

**Addendum:**

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

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554