



COURSE OUTLINE: PSW143 - PSW PRACTICUM I

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Course Code: Title	PSW143: PSW PRACTICUM I
Program Number: Name	3027: PERSONAL SUPPORT WKR 3071: PERSONAL SUPPORT-DEV
Department:	PERSONAL SUPPORT WORKER
Academic Year:	2025-2026
Course Description:	This course will provide the learner with opportunities to apply the concepts and knowledge acquired in the classroom/lab environment to provide safe, holistic care in a practice setting. The learner will practice basic care skills such as infection prevention and control measures, assisting clients with transfers, and all aspects of personal care in a simulated laboratory setting. Medical terminology and standard abbreviations will be studied independently to enhance communication within the health care delivery system.
Total Credits:	9
Hours/Week:	4
Total Hours:	104
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
This course is a pre-requisite for:	PSW153
Vocational Learning Outcomes (VLO's) addressed in this course:	3027 - PERSONAL SUPPORT WKR
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Work within the personal support worker role in various care settings in accordance with all applicable legislation, standards, employer job descriptions, policies, procedures and guidelines.
	VLO 2 Practice professionally, and be accountable for one's own actions by applying problem-solving, self-awareness, time management and critical thinking to the provision of care as a personal support worker, whether working independently or as a member of a team.
	VLO 3 Practice as an engaged member of the interprofessional team to maintain collaborative working relationships for the provision of supportive, safe, responsive and competent client-centred care within care settings.
	VLO 4 Provide person-centred care, based on ethical principles, sensitive to diverse personal and family values, beliefs, cultural practices and other needs, which follows the plan of care.
	VLO 5 Establish and maintain therapeutic relationships with clients and their families using effective communication skills to build a genuine, trusting, and respectful partnership, in accordance with professional boundaries, employer policies, confidentiality, and privacy legislation.



- VLO 6 Identify relevant client information within the roles and responsibilities of the personal support worker using observation, critical thinking, and effective communication skills to report and document findings.
- VLO 7 Create, promote and maintain a safe and comfortable environment for clients, their families, self and others by implementing current infection prevention and control measures, emergency and first aid procedures, and best practices in pandemic planning that are in keeping with the plan of care, all applicable legislation, and employer policies and procedures.
- VLO 8 Assist clients across the lifespan with activities of daily living by applying fundamental knowledge of growth and development, psychological concepts, common alterations in functioning, health promotion, disease prevention, rehabilitation and restorative care, and holistic health care.
- VLO 11 Assist and support clients who are caregivers, considering individual and family choices, professional boundaries and the direction of the plan of care.
- VLO 14 Provide client-centered and client-directed care to individuals experiencing various mental health illness and challenges, cognitive and intellectual impairments, and/or responsive behaviours by using supportive approaches and evidence-based practices to promote positive and safe behaviours in clients.

3071 - PERSONAL SUPPORT-DEV

- VLO 1 Work within the personal and developmental support services role in a variety of healthcare and community settings in accordance with all applicable legislation and employer's job description, policies, procedures and guidelines.
- VLO 2 Conduct oneself in an ethical, competent and accountable manner in all professional relationships.
- VLO 3 Provide person-directed and centred support that is sensitive to diverse values, cultures, beliefs and needs to promote client self-motivation and self-integration while maintaining privacy and confidentiality.
- VLO 4 Assess, communicate and document relevant client information in accordance with employer's policies and procedures and all applicable legislation within the personal and developmental support services role.
- VLO 6 Implement personalized care plans to support clients' health and well-being through disease prevention, health promotion, and restorative care across the lifespan.

Essential Employability Skills (EES) addressed in this course:

- 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 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 11 Take responsibility for ones own actions, decisions, and consequences.
Course Evaluation:	<p>Passing Grade: 60%, C</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>
Other Course Evaluation & Assessment Requirements:	<p>Component 1. Written tests (Lab and Medical Terminology Tests), Skills Assessments and Scenario Testing must be at a satisfactory level of 60% overall.</p> <p>Component 2. Satisfactory supervised skill practice (lab/lecture), mandatory attendance. If a lab is missed, the student will be expected to satisfactorily demonstrate the objectives of the missed labs within 2 weeks. Labs are not re-taught. The inability to practice skills in the clinical setting that were not supervised in lab, and a pattern of absences, will have implications for successful completion of the elements of performance. If 2 or more labs are missed, or performance/professionalism issues are noted, the student will be at risk for failing the course, and failure to rectify the issues satisfactorily will result in a zero grade for the course.</p> <p>Professionalism / lab conduct: Students are expected to be punctual, have the required attire, grooming, resources and be prepared for practice. Lab preparation activities must be completed prior to the beginning of lab practice (required readings, videos). Students who are late or not prepared may be asked to leave the lab and this will be recorded as an absence.</p> <p>Students who fail to adhere to standards of safe practices in the classroom or lab environment will not be permitted to progress to clinical placement and will receive an 'Unsatisfactory' grade in the course overall. These safety concerns may include, but are not limited to, omission of key safety measures, performing clinical skills in an unsafe manner, or inadequate communication or comprehension of instructions to safely perform required competencies, as set out in the course outline and PSW Program Handbook.</p> <p>Component 3. Students will complete clinical placement in LTC with the guidance of the clinical instructor. Clinical hours are mandatory, students may be held financially accountable for missed time. Students who miss 35% or more of clinical placement will be unsatisfactory in the course.</p> <p>Component 4. Gentle Persuasive Approach Training in Dementia Care - Certificate</p> <p>NOTE***Students must be successful in each component to be successful in the course overall.</p>
Books and Required Resources:	<p>Gentle Persuasive Approaches in Dementia Care (GPA Basic Manual) by GPA Publisher: Advanced Gerontological Education Inc. Edition: 4th ed ISBN: 9780969102083</p> <p>Sorrentino`s Canadian Textbook for the Support Worker by Wilk Publisher: Mosby, Incorporated Edition: 5th ISBN: 9780323709392 This text is also used in PSW120 and PSW121</p> <p>Workbook to Accompany Sorrentino`s Canadian Textbook for the Support Worker by Wilk Publisher: Elsevier HlthSciences Division Edition: 5th ISBN: 9780323711630 This text is also used in PSW120 and PSW121</p>



Sorrentino`s Canadian Textbook & Workbook for the Support Worker by Wilk
 Publisher: Mosby, Incorporated Edition: 5th
 ISBN: 9780323832038
 This text is also used in PSW120 and PSW121

Medical Terminology: a Short Course by Chabner
 Publisher: Elsevier Science & Technology Books Edition: 9th
 ISBN: 9780323479912

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Practice in a professional manner in accordance with provincial legislation, agency policies and procedures and follow all applicable guidelines.	1.1 Identify and follow employers policies and procedures that apply to the personal support worker role under supervision and by following the established care/service plans. 1.2 Discuss a variety of employer policies and procedures that apply to the personal support worker role while in placement settings. 1.3 Write clearly and concisely using correct spelling, grammar, medical terminology and abbreviations given in the established policies and procedures. 1.4 Maintain First Aid and cardiopulmonary resuscitation (CPR-Basic Life Support (BLS) level for health care providers with AED) certifications with a Workplace Safety and Insurance Board (WSIB) approved provider. 1.5 Participate in the initiation of an incident report if required by immediately reporting of an unusual occurrence or workplace injury to supervisor or others in accordance with legislated requirements.
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Demonstrate professional practice through the utilization of critical thinking during delivery of care as a personal support worker, while working both independently and as a productive team member within the identified role.	2.1 Act within the personal support worker role as an individual worker and as a member of the interprofessional care/service team under supervision and by following the established care/service plans. 2.2 Assume responsibility for own actions, admit mistakes, take corrective action, and take steps to prevent repetition of a mistake. 2.3 Recognize when appropriate actions and/or approaches exceed ones knowledge, skill and ability and seek appropriate guidance. 2.4 Use systematic problem-solving and critical thinking skills both as an individual care provider and as a member of the interprofessional care/service team. 2.5 Reflect on ones own practice to identify gaps in personal knowledge and skills and seek opportunities to learn taking the responsibility to find resources to address the learning needs. 2.6 Take initiative in pursuing lifelong learning. 2.7 Identify procedures that are not included in the Personal Support Worker scope of practice, recognizing that these additional skills may be taught in a specific work situation and in many cases training may be specific to a client as a



		<p>delegated task.</p> <p>2.8 Exhibit behaviours that contribute to professional success, such as reliability, regular attendance, punctuality, efficiency, a neat clean appearance, and attitudes and behaviours that reflect positively upon the role and the employer.</p> <p>2.9 Exhibit willingness to work and learn as an effective team member of the care/service team.</p> <p>2.10 Follow college policies in regard to attendance, absence/late to lab or clinical setting.</p> <p>2.11 Treat the belongings of clients with respect and care.</p> <p>2.12 Apply time management techniques and organizational skills in day-to-day work while maintaining safe work practices and notify supervisor when duties required exceed time constraints.</p> <p>2.13 Complete regular and ongoing observations and basic assessment of clients` status, noting information relevant to the plan of care/service plan.</p> <p>2.14 Use effective communication skills, correct medical terminology, and approved abbreviations when reporting and documenting.</p> <p>2.15 Convert and indicate accurate time between the 24-hr clock and standard time.</p>
	Course Outcome 3	Learning Objectives for Course Outcome 3
	<p>3. Practice interpersonal skills which promote and maintain caring relationships with individuals, families, peers, faculty and agency personnel through collaboration and collegueship.</p>	<p>3.1 Work collaboratively and respectfully with the interprofessional care/service team to meet clients needs by communicating regularly, obtaining/providing clarification and accepting direction.</p> <p>3.2 Communicate relevant client information to appropriate members of the interprofessional care/service team* in an ongoing and timely manner.</p> <p>3.3 Work and learn effectively as a participating member of the interprofessional care/service team.</p> <p>3.4 Seek out information and request support and guidance from the supervisor, or other members of the interprofessional care/service team where appropriate.</p> <p>3.5 Accept and utilize constructive feedback from clients, families, supervisors, and interprofessional care/service team members to further effectiveness as a team member.</p> <p>3.6 Use clear professional vocabulary when communicating with clients and their families and use strategies to ensure comprehension.</p> <p>3.7 Identify, comprehend, and use basic medical terminology.</p>
	Course Outcome 4	Learning Objectives for Course Outcome 4
	<p>4. Display caring behaviors when interacting with individuals in the care setting.</p>	<p>4.1 Promote client independence and identify strategies to promote clients independence in a variety of care settings.</p> <p>4.2 Treat each client as an individual possessing a unique personality, interests and abilities and having physical, intellectual, emotional, spiritual, social, sexual and cultural needs.</p> <p>4.3 Respect clients right to privacy, independence and to be</p>

	<p>treated with dignity regardless of clients abilities and support clients in maintain roles and activities of interest.</p> <p>4.4 Differentiate between the issue of risk-taking and responsibility for safety, clarify issues of concern with support of supervisor.</p> <p>4.5 Relate clients right to make choices, take risks and have control over her/his life to individuals sense of self and dignity.</p> <p>4.6 Engage in strategies to handle clients refusal of care or deviation from the established plan of care/service plan.</p> <p>4.7 Support clients in communicating their wants and needs to caregivers to facilitate positive change.</p>
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Identify and apply various techniques to engage and provide care for individuals with various cognitive impairments who may be demonstrating responsive behaviors.	<p>5.1 Use basic behavioral strategies to mitigate and/or de-escalate clients responsive behaviors as directed by the plan of care/service plan and in accordance with all applicable legislation.</p> <p>5.2 Discuss behavior as protective and/or responsive from clients` and caregivers perspectives.</p> <p>5.3 Identify causes and triggers for responsive behaviour including pace of care, illness, fatigue, sensory overload, pain, fear and frustration and discuss possible solutions.</p> <p>5.4 Use best practice strategies and person-centred approaches to all clients.</p> <p>5.5 Apply basic principles of crisis prevention as directed by the plan of care/service plan.</p>
Course Outcome 6	Learning Objectives for Course Outcome 6
6. Identify the principles and techniques for providing care for the client in isolation or contact precautions.	<p>6.1 Select and use personal protective equipment and infection prevention control measures in the provision of personal care and/or home management services in accordance with employer policies and procedures.</p> <p>6.2 Identify the impact and hazards associated with the transmission of acquired infections related to antibiotic resistant organisms.</p> <p>6.3 Identify steps to minimize transmission of micro-organisms, contamination or cross infection.</p> <p>6.4 Identify and use routine practices/standard precautions including hand hygiene, personal protective equipment and environmental and administrative controls.</p>
Course Outcome 7	Learning Objectives for Course Outcome 7
7. Examine and demonstrate proper body mechanics and back safety.	<p>7.1 Identify equipment and safety measures related to equipment commonly used in client care settings (ie. body mechanics).</p> <p>7.2 Use proper body mechanics, assistive devices and techniques to safely position, transfer, move and ambulate clients in accordance with the plan of care/service plan, employer policies and all applicable legislation.</p>
Course Outcome 8	Learning Objectives for Course Outcome 8
8. Identify safety	8.1 Identify unsafe situations (risk assessment) in client care

	precautions in various settings and age groups.	settings and take steps to prevent injury to clients, the personal support worker and others. 8.2 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. 8.3 Implement falls prevention techniques in community and institutional settings.
	Course Outcome 9	Learning Objectives for Course Outcome 9
	9. Practice assisting the client with mobility.	9.1 Differentiate between weight bearing (partial and full), non-weight bearing, lifting and transferring. 9.2 Assist clients with ambulation and active and/or passive range of motion exercises in keeping with clients wishes and/or the plan of care/service plan. 9.3 Promote proper positioning and repositioning in bed and chair for comfort and safety of clients. 9.4 Assist clients to move from one place to another using the appropriate transfer techniques and equipment. 9.5 Provide for clients and workers safety using appropriate transfer techniques and equipment keeping with agency policy. 9.6 Identify and report to supervisor a change in client condition which may necessitate a change in their ability-level for transfer and/or a need for reassessment.
	Course Outcome 10	Learning Objectives for Course Outcome 10
	10. Practice and provide appropriate techniques for providing hygiene/grooming/dressing.	10.1 Assist in supporting clients` rights to safety, dignity, autonomy, respect, privacy, and confidentiality in the provision of personal care. 10.2 Respect each client`s personal and cultural preferences, pace and space when assisting with routine activities of daily living. 10.3 Complete menstrual care, skin care, full or partial bathing, mouth care, and nail care, hair care (grooming and washing), shaving, dressing, undressing, care of hearing aids and dentures. 10.4 Provide personal hygiene and grooming assistance to clients, according to the plan of care/service plan and all applicable legislation and taking into consideration clients` needs and preferences.
	Course Outcome 11	Learning Objectives for Course Outcome 11
	11. Demonstrate and assist clients with elimination using various methods.	11.1 Assist with measures to enhance bowel and bladder continence following the plan of care/service plan and employer protocols and in accordance with all applicable legislation. 11.2 Use strategies to support client`s continence and independence regarding toileting. 11.3 Assist clients in using a bedpan/commode/toilet and dispose of contents following routine practices. 11.4 Apply an external catheter using appropriate technique. 11.5 Empty urinary drainage bag of permanent catheter using clean technique and change catheter bag using clean

	technique. 11.6 Perform perineal care for clients with an indwelling catheter observing for signs and symptoms of infection. 11.7 Empty and change an ostomy bag as per plan of care/service plan.
Course Outcome 12	Learning Objectives for Course Outcome 12
12.1 Demonstrate the knowledge and ability to provide nutrition to clients with differing abilities and nutritional requirements.	12.1 Use nutritional support techniques that are specific to clients` needs and condition and in accordance with the plan of care/service plan and all applicable legislation. 12.2 Explain fluid balance, fluid requirements and the basic principles of intake and output, appropriate measurement methods and required documentation.
Course Outcome 13	Learning Objectives for Course Outcome 13
13. Demonstrate appropriate bedmaking techniques.	13.1 Perform bed making (ie. occupied, unoccupied and surgical) using principles of body mechanics and infection control.
Course Outcome 14	Learning Objectives for Course Outcome 14
14. Identify complications of immobility and proper management of someone on bedrest.	14.1 Explain the complications that can occur as a result of bed rest and decreased mobility. 14.2 Observe and report relevant client`s information e.g., changes in clients` status and/or service to appropriate members of the interprofessional team. 14.3 Explain the purpose of elastic stockings.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Clinical practicum (S / U)	0%
Feeding Skills Assessment	15%
Gentle Persuasive Approaches in Dementia Care	0%
Lab test #1	20%
Lab test #2	20%
Medical Terminology test #1	5%
Medical Terminology test #2	5%
Personal care/ Elimination Skills Assessment	15%
Scenario Testing	20%
Supervised Skills/Attendance (S/U)	0%

Date:

December 22, 2025

Addendum:

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

