



COURSE OUTLINE: PSW151 - PRINC OF PSW PRAC II

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Course Code: Title	PSW151: PRINCIPLES OF PSW PRACTICE II
Program Number: Name	3027: PERSONAL SUPPORT WKR 3071: PERSONAL SUPPORT-DEV
Department:	PERSONAL SUPPORT WORKER
Academic Year:	2025-2026
Course Description:	This course is a continuation of Principles of PSW Practice I (PSW 141), the learner will explore care related to palliative and end of life, home management and acute / emergency care of children and adults. This course will also explore managing stress, time and workplace issues, professional behaviours and job search strategies.
Total Credits:	3
Hours/Week:	3
Total Hours:	42
Prerequisites:	PSW141
Corequisites:	There are no co-requisites for this course.
This course is a pre-requisite for:	DSS300, DSS301, DSS302, DSS303, DSS304
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 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 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 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 10 Assist with household management services and instrumental activities of daily living in accordance with the plan of care and considering the preferences, comfort, safety and autonomy of clients, families and significant others.



- VLO 12 Identify, respond to and report potential, alleged, suspected or witnessed situations of abuse, and/or neglect, as required by all applicable legislation, including the Retirement Homes Act, 2010 and the Long-Term Care Homes Act, 2007, and as required within the employers' job description for the personal support workers.
- VLO 13 Assist with the provision of holistic health care and advocacy for culturally safe and spiritually sensitive palliative and end-of-life care to clients and to their families and significant others from diagnosis through to death and bereavement, and in accordance with clients' choices and the plan of care.

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- 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 5 Participate and collaborate as a member of the interprofessional team in accordance with employer's policies and procedures (i.e., identifying and reporting situations of neglect or abuse (actual or potential)) to promote a safe and comfortable environment for clients across the lifespan.
- VLO 6 Implement personalized care plans to support clients' health and well-being through disease prevention, health promotion, and restorative care across the lifespan.
- VLO 9 Assist in the provision of person-directed and centred palliative and end-of-life support for clients and their families.

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 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.

Course Evaluation:

Passing Grade: 60%,

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

Books and Required Resources:

Sorrentino`s Canadian Textbook & Workbook for the Support Worker by Wilk
 Publisher: Mosby, Incorporated Edition: 5th



ISBN: 9780323832038

This text is also used in first semester / same as PSW120

Sorrentino's Canadian Textbook for the Support Worker by Wilk

Publisher: Mosby, Incorporated Edition: 5th

ISBN: 9780323709392

Workbook to Accompany Sorrentino's Canadian Textbook for the Support Worker by Wilk

Publisher: Elsevier Edition: 5th

ISBN: 9780323711630

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Describe the personal support worker's role in delivering person-centred care, the importance of reflective practice, and the role of regulatory bodies and professional organizations in supporting ethical, person-centred care and professional growth for personal support workers.	1.1 Review the concepts and skills related to person-centred and person-directed care. 1.2 Review the importance of physical, emotional, mental, social, spiritual, and cultural needs to clients and apply this information as appropriate to their care delivery. 1.3 Review principles of critical thinking to make decisions and solve problems, both as an individual care provider and as a member of the interprofessional team. 1.4 Review components and relevance of reflective practice and its importance in professional development. 1.5 Review the care planning process and the personal support worker's role in contributing to the care plan. 1.6 Identify opportunities to participate in committees and groups to promote quality of care. 1.7 Understand the role and importance of professional organizations in supporting personal support workers' practice, advocacy, and professional development. 1.8 Understand the role of the Health and Supportive Care Providers Oversight Authority (HSCPOA) in regulating and supporting personal support workers through voluntary registration, public protection, and professional accountability in Ontario.
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Explain the personal support worker role in assisting with household management services and instrumental activities of daily living in accordance with the plan of care and considering the preferences, comfort, safety and autonomy of clients, families and significant others.	2.1 Identify household management services that would assist clients to maintain health, independence, safety and comfort. 2.2 Explain reporting and documenting of faulty equipment and client's responses to household management services. 2.3 Respect client's preferences in the provision of household management services and support the client's involvement in household activities based on the client's wishes and in accordance with the plan of care. 2.4 Identify clients' short and long-term goals for household management services and clients' level of involvement in these activities. 2.5 Discuss the use of organizational and time management skills when implementing client directed goals and preferences. 2.6 Explore how to assist clients and their families to plan household management services to meet ongoing needs.



		<p>2.7 Explain how personal support workers contribute to the plan of care by communicating clients' needs and preferences to the interprofessional team.</p> <p>2.8 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.</p> <p>2.9 Discuss standard precautions and infection prevention and control measures used in household management services to minimize pathogens in the environment in the safe handling of food, equipment and work area.</p> <p>2.10 Describe cleaning procedures for bedrooms, living rooms, bathrooms and kitchens.</p> <p>2.11 Explain the principles and procedures in caring for clients' laundry.</p> <p>2.12 Explore ways to assist clients with shopping that respect their preferences for time and location, while supporting their independence.</p> <p>2.13 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.</p>
	<p>Course Outcome 3</p> <p>3. Understand foundational nutrition knowledge and Canada's Food Guide to support clients' dietary needs across the life cycle, including safe food handling, culturally sensitive meal planning, and informed food shopping.</p>	<p>Learning Objectives for Course Outcome 3</p> <p>3.1 Describe the functions and major sources of protein, carbohydrates, fats, vitamins, minerals, and water.</p> <p>3.2 Explain the principles of Canada's Food Guide and Canada's Dietary Guidelines (2019).</p> <p>3.3 Explain how nutrient requirements change throughout the life cycle and factors that affect eating and nutrition.</p> <p>3.4 Examine preparation of a food-shopping list that respects clients', cultural, dietary preferences and requirements, and is informed by Canada's Food Guide and the plan of care.</p> <p>3.5 Discuss a variety of meal plans that take into consideration Canada's Food Guide, clients' budget, culture, dietary preferences and special dietary requirements.</p> <p>3.6 Discuss the importance of a healthy diet to one's optimal health.</p> <p>3.7 Explain the purpose of food labels and interpret unit pricing, grade, ingredient and date labels when shopping.</p> <p>3.8 Explain how to store and handle food safely and why it is important.</p> <p>3.9 Discuss ways to adapt meal preparation techniques to meet identified special dietary needs and how to follow a recipe and make common substitutions for ingredients.</p>
	<p>Course Outcome 4</p> <p>4. Analyze sources and signs of stress and conflict in caregiving and apply effective strategies and resources for stress management and conflict</p>	<p>Learning Objectives for Course Outcome 4</p> <p>4.1 Discuss potential sources of stress, including workplace and personal sources and how it may impact all the dimensions of health.</p> <p>4.2 List the signs of stress.</p> <p>4.3 Identify resources and techniques to manage stress in the personal support worker role.</p>

	resolution within the personal support worker role.	4.4 Identify common causes of conflict in the caregiving situation. 4.5 Discuss basic techniques of conflict resolution when dealing with conflicts between clients, family members, other caregivers and personal support workers, in addition to identifying appropriate resources.
	Course Outcome 5	Learning Objectives for Course Outcome 5
	5. Understand the definitions, indicators, and legal responsibilities related to abuse, neglect, and family violence, and apply appropriate responses and reporting procedures to protect vulnerable clients across care settings.	5.1 Define abuse and family violence. 5.2 Identify the indicators and responses for neglect, physical, verbal, emotional, psychological, sexual, and/or financial abuse and report observations promptly to supervisor. 5.3 Discuss and comprehend 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. 5.4 Identify and discuss vulnerable clients at increased risk of abuse, neglect, or violence. 5.5 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. 5.6 Identify the role of the personal support worker if neglect and/or abuse are suspected, including the requirement to report to one`s supervisor and to provide thorough documentation. 5.7 Discuss and comprehend the legal obligation to report where clients are at risk of or alleged or suspected to be victims of neglect and/or abuse, or where neglect and/or abuse are witnessed. 5.8 Discuss the practice of zero tolerance, the policies and legislation ensuring compliance, and whistle blowing protection that is provided for those making the reports. 5.9 Identify appropriate resources and courses of action if neglect and/or abuse are suspected in all of the settings where personal support workers are employed.
	Course Outcome 6	Learning Objectives for Course Outcome 6
	6. Develop essential job search skills for personal support worker roles, including resume and cover letter writing, interview preparation, and strategies for identifying employment opportunities.	6.1 Identify tools and sources needed to prepare for your job search. 6.2 Explain the difference between a chronological resume and a functional resume. 6.3 List details that are important in a letter of application/cover letter for a personal support worker position. 6.4 Identify sources of advertised positions and methods for finding out about unadvertised positions. 6.5 Identify criteria and attributes that interviewers are trying to evaluate during an interview. 6.6 Explain the importance and relevance of a job interview and how to make a good impression during an interview. 6.7 Summarize why it is important to practice and plan before

	an interview.
Course Outcome 7	Learning Objectives for Course Outcome 7
7. Demonstrate knowledge of emergency situations and appropriate responses, including recognizing signs of medical crises, applying emergency aid, contacting first responders, and documenting actions in accordance with employer policies and legislation.	<p>7.1 Discuss situations and the personal support worker's responsibility in when and how to call for first responders such as paramedics, fire fighters, and police.</p> <p>7.2 Discuss how to apply appropriate emergency aid measures to conscious or unconscious clients.</p> <p>7.3 Describe how to report and document any emergency assistance given in accordance with employer policy.</p> <p>7.4 Describe the signs, symptoms, and emergency care for cardiac arrest, obstructed airway, hemorrhage, shock, and stroke.</p> <p>7.5 Identify the different types of seizures and how to care for a person during a seizure.</p> <p>7.6 Identify the common causes and the emergency care for burns, poisoning, carbon monoxide poisoning, fainting (syncope) and suffocation.</p> <p>7.7 Describe ways to prevent falls, choking, burns, accidental poisoning and cause of early childhood deaths from injury when caring for children.</p> <p>7.8 Explain how a child's risk for injury can be affected by their developmental level.</p>
Course Outcome 8	Learning Objectives for Course Outcome 8
8. Describe the personal support worker's role in supporting clients through surgical procedures, acute care transitions, and recovery, with attention to safety, comfort, and observation.	<p>8.1 Describe how to promote well-being during the admission, transfer, and discharge procedures.</p> <p>8.2 Explain the guidelines for assisting with a physical examination, including care of the client.</p> <p>8.3 Describe common concerns of surgical clients.</p> <p>8.4 Explain how clients are physically and psychologically prepared for surgery.</p> <p>8.5 Describe safety concerns, observations, measures, and role of the support worker when preparing and assisting the pre and postoperative client.</p> <p>8.6 Explain why stimulating circulation, meeting nutritional, fluid, hygiene, and elimination needs postoperatively are important factors.</p> <p>8.7 List the postoperative signs and symptoms to report to the nurse.</p>
Course Outcome 9	Learning Objectives for Course Outcome 9
9. Demonstrate understanding of support clients and families through end-of-life care by applying palliative principles, recognizing signs of decline, and responding with compassion, cultural sensitivity, and professionalism.	<p>9.1 Discuss the role of the interprofessional team and the team's individual members in palliative care delivery</p> <p>9.2 Describe common patterns of decline associated with dying.</p> <p>9.3 Define and discuss the principles, practices and benefits of a palliative approach to care, palliative care, hospice care, and end-of-life care.</p> <p>9.4 Reflect on personal attitudes and experiences related to loss, grief, dying and death and discuss how personal beliefs and attitudes can impact clients' care.</p>

9.5 Describe grief as an expected, natural, adaptive, whole person response to loss that is experienced uniquely by each person occurring from time of diagnosis through death and bereavement.

9.6 Identify and discuss the impact of historical trauma and other factors that increase the risk of complicated grief.

9.7 Reflect on the many dimensions and feelings associated with grief and dying.

9.8 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.

9.9 Identify and discuss the personal support workers role when clients die suddenly and the role of the coroner in the situations of sudden and unexpected death.

9.10 Identify clients' needs and right to maintain choices while living with life limiting/life-threatening illnesses.

9.11 Discuss clients' rights to Medical Assistance in Dying (MAID) in accordance with legislation and employer policies.

9.12 Explore ways to support family relationships, help maintain roles, and support desire/plans for rituals and cultural practices.

9.13 Identify common symptoms experienced by the dying person.

9.14 Describe non-pharmacological comfort measures that can be provided to clients experiencing symptoms.

9.15 Identify the rights of clients, family members, substitute decision-makers or powers of attorney for personal care (POAPC) in relation to Advance Care Planning, consent to treatment and do not resuscitate directives in alignment with relevant legislation and policies.

9.16 Discuss the role of family members and substitute decision-makers in end-of-life care.

9.17 Discuss the ethical issues that may arise (with the progression of the illness, treatment choices or differing family or caregiver opinions) and when to report them to a supervisor if they are beyond the scope of the personal support worker.

9.18 Identify the physical changes experienced in the last days and hours and signs of imminent death.

9.19 Describe how to provide supportive care and comfort measures to clients and their families in the last days and hours of life.

9.20 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.

9.21 Explore opportunities for the client and their family to exercise religious, cultural and spiritual rituals, customs, rites and beliefs throughout the client's illness trajectory and through bereavement.

9.22 Recognize the importance of self-care when supporting dying clients and their families and identify strategies to prevent



compassion fatigue.
9.23 Discuss cultural humility, cultural sensitivity, cultural awareness and cultural competence in providing culturally safe palliative care for Indigenous people and people from minority and underserved populations throughout the person's illness trajectory and through bereavement.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Activities (4 at 5% weight each)	20%
Assignments (2 at 10% weight each)	20%
Test #1	30%
Test #2	30%

Date:

August 18, 2025

Addendum:

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

