

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** PSW Practicum I  
**CODE NO. :** PSW123 **SEMESTER:** 1  
**PROGRAM:** Personal Support Worker  
**AUTHOR:** Kay Vallee (Donna Alexander – original author)  
**DATE:** Sept. 2009 **PREVIOUS OUTLINE DATED:** Sept. 2008  
**APPROVED:** “Lucy Pilon”

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**CHAIR, HEALTH PROGRAMS**

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**DATE**

**TOTAL CREDITS:** 9  
**PREREQUISITE(S):** None  
**HOURS/WEEK:** Lab: 4 hours/week x 7 weeks  
Scrapbooking: 2 hours/week x 7 weeks (facility)  
1 hour/week x 5 weeks (tutorial)  
Facility/Practicum: 14 hours/week x 7 weeks

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*For additional information, please contact the Chair, Health Programs,*  
*School of Health and Community Services*  
*(705) 759-2554, Ext. 2689*

**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.

**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.
- Develop a client scrapbook that demonstrates respect for decisions made by client's about their health, safety, well-being and lifestyle.

### III. TOPICS:

**Lab Skills**

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, applying elastic stockings and bandages
14. Urinary elimination, bedpan, urinal, commode, urinary incontinence, bladder training, catheter care (indwelling and condom)
15. Bowel elimination, normal bowel movements and factors affecting, comfort and safety, common problems, bowel training
16. Medical terminology
17. Abbreviations
18. 24-hr clock

### **Community/Facility**

1. Preparing for Community Practicum Experience
2. Client Scrapbook
3. Preparing for Facility Practicum Experience

## **IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Sorrentino, S., Wilk, M., & Newmaster, R. (2009). *Mosby's Canadian textbook for the support worker* (2<sup>nd</sup> Canadian ed.). Toronto: Elsevier Mosby.

Kelly, R., Newmaster, R., & Wilk, M. (2009). *Workbook to accompany Mosby's Canadian textbook for the support worker*. (2<sup>nd</sup> Canadian ed.). Toronto: Elsevier Mosby.

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| Chapter 20 | Preventing Infection   |
| Chapter 23 | Body Mechanics: Moving, Positioning, Transferring and Lifting the Client |
| Chapter 24 | Exercise and Activity  |
| Chapter 26 | Beds and Bed Making  |
| Chapter 27 | Basic Nutrition and Fluids   |
| Chapter 29 | Personal Hygiene   |
| Chapter 30 | Grooming and Dressing  |
| Chapter 31 | Urinary Elimination  |
| Chapter 32 | Fecal Elimination  |

Chabner, D. (2009). *Medical terminology: A short course*. (5<sup>th</sup> ed.). Elsevier W.B. Saunders.

## 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 at final review.

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. The tests will be completed on LMS. All five 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.

### Grading will be determined by:

1. Community Client Scrapbook – must be Satisfactory
2. 2 Lab Tests (50% each) – must achieve an overall 60%
3. Supervised Skill Practice – must be Satisfactory
4. Facility Practicum Performance – must be Satisfactory
5. 5 Medical Terminology Tests (20% each) – must achieve an overall 60%

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%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
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:

### Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

### Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

### Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

### Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

### Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

### Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.

Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *November* will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.