



## COURSE OUTLINE: PSW0130 - PRINC. PSW PRACT. II

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<b>Course Code: Title</b>	PSW0130: PRINCIPLES FOR PSW PRACTICE II FOR CICE
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Semesters/Terms:</b>	19W, 19S
<b>Course Description:</b>	This course prepares students to interpret established Nursing Care Plans, organize prioritized care, and document. The learner will examine legal issues and carerelated to end of life, responsibilities related to assisting clients with medication administration and the role of the PSW in home management. This course will also explore workplace issues and job search skills to prepare students for graduation.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	PSW0120
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>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.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
<b>Course Evaluation:</b>	Passing Grade: 60%,
<b>Books and Required Resources:</b>	<p>Mosby`s CanadianTextbook for the Support Worker by Sorrentino,Remmert,Wilk Publisher: Elsevier Edition: Fourth Canadian Edition</p> <p>Workbook to Accompany Mosby`s Canadian Textbook for the Support Worker by Sorrentino,Remmert,Wilk Publisher: Elsevier Edition: Fourth Canadian Edition</p>



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**Course Outcomes and Learning Objectives:**

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1	Learning Objectives for Course Outcome 1
<p>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 .</p>	<ul style="list-style-type: none"> <li>- Identify strategies to promote client’s independence in a variety of care settings.</li> <li>- Identify that clients have a variety of life experiences and methods of meeting needs that are unique to the individual.</li> <li>- 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.</li> <li>- Differentiate between client-centred and client-directed care.</li> <li>- Relate client’s right to make choices, take risks and have control over her/his life to individuals sense of self and dignity.</li> <li>- Support clients in communicating their wants and needs to caregivers to facilitate positive change.</li> <li>- Differentiate how clients are physically and psychologically prepared for surgery.</li> <li>- Explain common concerns of those having surgery.</li> <li>- Describe safety concerns, observations, measures, and role of the support worker when preparing and assisting the postoperative client.</li> <li>- Explain why stimulating circulation, meeting nutritional, fluid, hygiene, and elimination needs postoperatively are important factors.</li> </ul>
Course Outcome 2	Learning Objectives for Course Outcome 2
<p>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.</p>	<ul style="list-style-type: none"> <li>- Identify unsafe situations (risk assessment) in client care settings and take steps to prevent injury to clients, the personal support worker and others.</li> <li>- 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.</li> <li>- Know when and how to call for first responders such as paramedics, fire fighters, and police.</li> <li>- Describe how to report and document any emergency assistance given in accordance with employer policy.</li> <li>- Apply appropriate emergency aid measures to conscious or unconscious clients.</li> <li>- Describe the signs, symptoms, and emergency care for cardiac arrest, obstructed airway, hemorrhage, shock and stroke.</li> <li>- Identify the different types of seizures and how to care for a person during a seizure.</li> <li>- Identify the common causes and the emergency care for burns.</li> <li>- Identify common causes of fainting and the emergency care for a person who has fainted.</li> <li>- Identify the role of the support worker when caring for the young.</li> <li>- Explain ways to assist children to meet nutritional needs.</li> <li>- Describe ways to prevent falls, choking, burns, infections, accidental poisoning and cause of early childhood deaths from</li> </ul>

	<p>injury.</p> <ul style="list-style-type: none"> <li>- Identify guidelines for supporting challenging children and common reasons for absences from school.</li> <li>- Explain how the child's risk for injury can be effected by their developmental level.</li> </ul>
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
<p>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.</p>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Describe cleaning procedures for bedrooms, living rooms, bathrooms and kitchens.</li> <li>- Explain the principles and procedures in caring for a client's laundry.</li> <li>- Prioritize home management tasks so as to minimize effort and resource use.</li> <li>- Contribute to the plan of care/service plan by communicating the client's needs and preferences to the interprofessional team.</li> <li>- 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.</li> <li>- Follow the established policies, procedures, and the manufacturer's guidelines relevant to household equipment, appliances and product use and disposal.</li> <li>- Explain routine practices and infection control measures in the provision of household management tasks.</li> <li>- Assist clients, families and/or significant others to prepare a food-shopping list that respects a client's 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.</li> <li>- Shop for clients, in accordance with their wishes and particular requirements.</li> <li>- 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.</li> </ul>
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
<p>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.</p>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Identify the role of the personal support worker if neglect and/or abuse are suspected.</li> <li>- Discuss agency policies related to the documentation and reporting of neglect and/or abuse.</li> <li>- Discuss employer practices and policies which promote zero tolerance of neglect and abuse and a violence free environment.</li> </ul>

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight	Course Outcome Assessed
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one minute paper/participation	20%	
Test #1	20%	
Test #2	20%	
Test #3	20%	
Test #4	20%	

**CICE Modifications:**

**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**C. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment



3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

December 19, 2018

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

