

I. COURSE DESCRIPTION:

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 and the PSW will be examined. Concepts will be explored that pertain to solving problems, working within groups, and promoting effective communication. This course prepares students to interpret established nursing care plans, organize care, make appropriate observations, report and document.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student with assistance from a learning specialist, 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:

- Explain the goal and responsibilities of support work.
- Describe the role that the personal support worker has in providing client-centered and client-directed care.
- Recognize the role and responsibility differences between unregulated care providers and regulated health professionals.
- Demonstrate behaviours that indicate taking responsibility and accountability for own actions.
- Compare the health care delivery systems in community and facility settings.
- Identify situations and the process to follow when requesting support and guidance from supervisors.

2. Participate as a member of care/service teams in both community and institutional settings.

Potential Elements of the Performance:

- Define federal, provincial, and territorial roles in the Canadian health care system.
- Explain the concepts related to problem-solving, decision-making, and critical thinking.
- Use basic problem-solving skills to function as a member of the care/service team.
- Identify strategies to develop effective working relationships with other care/service team members.
- Describe the delegation process and how it applies to the personal support worker.

- Describe how teams function in various health care settings.
 - Identify common stressors and the impact in all dimensions of life.
 - Describe basic coping skills that can be used to adapt to changes, stresses, and conflict.
3. Use, under supervision, basic knowledge, care/service plans, and established policies and procedures.

Potential Elements of the Performance:

- Explain the function of the Nursing Care Plan.
 - Describe the steps in the care planning process.
 - Describe how the personal support worker can contribute to the development and revision of the care/service plans.
 - Explain how the personal support worker can reinforce client teaching by referring to the care/service plan.
 - Explain the relevance of a care/service plan for the health care team, including client and family.
 - Describe the purpose and relevance of established policies and procedures for the health care team.
 - Use basic problem solving skills to organize client assignments and manage time effectively.
4. 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:

- Explain the concepts related to observation skills.
 - Differentiate between subjective and objective data.
 - Describe the personal support worker role when making observations regarding client's health, function, and emotional state.
 - Explain the role of the personal support worker in the care planning process.
5. Communicate effectively and appropriately using oral, written, and non-verbal methods.

Potential Elements of the Performance:

- Recognize the importance of a positive attitude, caring, respect, and sensitivity to diversity when interacting with clients and their families.
- Use effective communication skills, strategies, and language appropriate to client's needs and situation.
- Write and speak clearly using professional language.
- Identify the principles and methods of promoting effective interpersonal communication.
- Describe effective methods to communicate with angry clients, family members, and other health care providers.

- Describe the functions of the client chart.
- Identify the basic rules for verbal reporting and written documentation.
- Identify the types of documents found in the client's chart.
- Describe the reporting and documentation practices in community agencies and facility settings.
- Identify checklists and other forms of record keeping that are used to document observations and client care.

6. Assist in the promotion and maintenance of a safe and comfortable environment for client's, their families, self, and others.

Potential Elements of the Performance:

- Recognize situations and the personal support worker's responsibility in the notification of first responders, such as paramedics, fire fighters, and police.
- Identify risk factors and safety measures to prevent falls, burns, poisoning, and suffocation.
- Identify safety measures that reduce risk and protect the personal support worker in the workplace.

7. Perform the personal support worker role in an ethical manner and within the law.

Potential Elements of the Performance:

- Describe the influence that legislation and ethics has on the role and responsibilities of regulated health professionals and unregulated health care providers.
- Explain the client's right to safety, respect, dignity, privacy, and confidentiality.
- Describe the rights protected by the Canadian Charter of Rights and Freedoms and provincial and territorial human rights codes.
- Differentiate between criminal and civil laws.
- Explain how negligence, defamation, assault, battery, false imprisonment and invasion of privacy apply to the role of the personal support worker.

8. Interpret information, instructions, claims, and ideas with the accuracy required to complete tasks.

Potential Elements of the Performance:

- Use strategies to read, listen, and observe effectively.
- Examine the material used to support claims distinguishing between fact and opinion.
- Follow instructions and make use of messages received to complete tasks and assignments.

III. TOPICS:

1. Role, Rights, and Responsibilities of support work
2. Health care delivery systems, Health care team, Workplace settings
3. Regulated Health Professions Act, Ethics, Legalities
4. Personal management, Problem solving, Conflict resolution, Time management
5. Nursing Care Plans
6. Individual care planning
7. Observation skills
8. Reporting and documentation
9. Safety

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Sorrentino, S. et al (2013). *Mosby's Canadian textbook for the personal support worker*. (3rd Canadian ed.). Elsevier Mosby.

Kelly, T. R., Sorrentino, S. et al (2013). *Workbook to accompany Mosby's Canadian textbook for the personal support worker*. (3rd Canadian ed.) Elsevier Mosby.

Chapter 1	Role of the Support Worker, Regulated Health Professions Act
Chapter 2	Canadian Health Care System
Chapter 3	Workplace Settings
Chapter 5	Working with Others
Chapter 8	Client Care: Planning, Processes, Reporting and Recording
Chapter 9	Managing Stress, Time, and Problems
Chapter 10	Ethics
Chapter 11	Legislation
Chapter 13	Interpersonal Communication
Chapter 19	Safety

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V. EVALUATION PROCESS/GRADING SYSTEM:

- 4 Tests (25% each) 100%

A minimum of a “C” grade is required to be successful in all PSW coded courses.

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:

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.

Supplemental Exam:

Supplemental exams will be offered to students who fall between 56-59% and have attended 80% of classes along with written all for four tests.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

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. 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.

B. 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.

C. 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

D. Evaluation:

Is reflective of modified learning outcomes.