

I. COURSE DESCRIPTION:

This course will introduce the learner to the responsibilities related to assisting clients with medication administration, the role of the PSW in home management, emergency care, and end-of-life care. This course will also explore abuse, workplace issues and job search skills to prepare students for graduation. Medical terminology and standard abbreviations will continue to 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 CICE student, with assistance from a learning specialist will demonstrate a basic 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 behaviours that indicate taking accountability and responsibility for own actions.

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

Potential Elements of the Performance:

- Identify and describe workplace issues that can interfere with effective team functioning in community agencies and facility settings.
- Explain strategies to resolve workplace issues and identify resources that are available to assist the personal support worker.

3. 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:

- Describe the five stages of grief.
- Describe the support and care for clients and their families through the grieving and/or dying process.
- Explain end-of-life care, the needs of the client, and the needs of the family of a person who is dying.
- Compare cultural, religious, and spiritual beliefs of clients and their families during the grieving and dying process.
- Describe the role of the personal support worker in end-of-life care for clients and their families.

- Identify the signs of approaching death and signs of death.
 - Explain the importance of an advance directive and power of attorney.
 - Explain the role of the personal support worker in giving post-mortem care.
4. Support the client's personal care requirements by following care/service plans and established policies and procedures.

Potential Elements of the Performance:

- Identify the role of the personal support worker when assisting clients with medications.
 - Explain the difference between the role of the regulated professional and the role of the unregulated health provider with medication administration.
 - Describe the various forms and routes of administration for medications.
 - Explain the five rights of assisting with medications.
 - Describe guidelines and procedures to follow when assisting with medications.
5. Support the client's home management services by following care/service plans and established policies and procedures.

Potential Elements of the Performance:

- Explain the importance of providing home management to promote the health, well-being, safety, and comfort of clients.
- Describe the role of the personal support worker in home management and respecting client preferences when providing home management services.
- Explain safe use of cleaning supplies and correct body mechanics when providing home management services.
- Identify potential safety risks that may be found in the client's personal living space and measures to reduce or eliminate the risks.
- Explain the importance of following manufacturer's guidelines relevant to household equipment and appliance use and product use and disposal.
- Explain standard precautions and infection control when providing home management services.
- Describe cleaning procedures for bedrooms, living rooms, bathrooms and kitchens.
- Explain the principles and procedures in caring for client's laundry.

- Explain how to assist clients to prepare food-shopping lists that meets Canada's Food Guide, client preference, budget, and prescribed diet.
6. Communicate effectively and appropriately using oral, written, and non-verbal methods.

Potential Elements of the Performance:

- Write and speak clearly using professional language.
 - Use correct medical terminology and approved abbreviations.
7. 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:

- Identify practices that support client and staff rights to a safe, non-abusive, and non-threatening environment.
 - Describe the purpose of using restraints.
 - Identify the types of restraints and devices that are used as restraints.
 - Differentiate between the role of the regulated health professional and the role of the unregulated health care provider with regard to restraint use.
 - Identify the complications that can result from the use of restraints.
 - Identify restraint alternatives
 - Explain how to use restraints safely.
 - Identify situations that require notification of first responders such as paramedics, fire fighters and police.
 - Describe the signs, symptoms, and emergency care for cardiac arrest, obstructed airway, hemorrhage, shock and stroke.
 - Identify the different types of seizures and how to care for a person during a seizure.
 - Identify the common causes of burns and the emergency care for burns.
 - Identify the common causes of fainting and the emergency care for a person who has fainted.
 - Identify indicators and responses of physical, emotional, psychological, sexual, and/or financial abuse.
 - Define the responsibility of the personal support worker in abuse situations.
8. 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 why confidentiality, respect, dignity, and accuracy are important factors to remember in care planning, reporting and documenting.
 - Explain estate planning, power of attorney, and advance directives.
 - Identify the legal and ethical role of the personal support worker with regard to wills, power of attorney and advance directives.
9. Analyze and present his/her skills, knowledge, attributes, and experience for personal development and employment purposes.

Potential Elements of the Performance:

- Identify tools and sources needed to organize oneself for a job search.
 - Explain the difference between a chronological resume and a functional resume.
 - List details that are important in a letter of application for a personal support worker position.
 - Identify criteria and attributes that interviewers are trying to evaluate during an interview.
 - Explain the importance and relevance of a job interview and how to make a good impression during an interview.
10. Adapt his/her current skills and knowledge to new situations.

Potential Elements of the Performance:

- Assess current skills and knowledge and recognize situations that will require adaptation of skills and knowledge.
- Set goals for continued broadening of skills, knowledge, attitudes, and experience to respond to changes in personal and working life.

III. TOPICS:

1. Home management skills, Shopping, Budgeting, Meal planning
2. Restraints
3. Abuse
4. Workplace issues
5. Medication and responsibilities
6. End-of-life care
7. Basic emergency care
8. Job seeking skills, Job search, Interview process
9. Career planning
10. Medical terminology, Abbreviations

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Sorrentino, S., Newmaster, R. (2013). *Mosby's Canadian textbook for the personal support worker*. (3rd Canadian ed.). Toronto: Elsevier Mosby.

Sorrentino, S., Wilk, M. J. (2013). *Workbook to accompany Mosby's Canadian textbook for the personal support worker*. (R. Goodacre Ed.). (3rd ed.). Toronto: Elsevier Mosby.

Chapter 19	Safety
Chapter 21	Abuse
Chapter 25	Home Management
Chapter 40	Assisting with Medications
Chapter 47	Caring for the Client who is Dying
Chapter 48	Your Job Search

Sault College LMS

V. EVALUATION PROCESS/GRADING SYSTEM:

- Test #1 25%
- Test #2 25%
- Test #3 25%
- Test #4 25%

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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.	

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 the mid-term exam, the final exam, completed all on-line quizzes and submitted the course assignment.

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.