

I. COURSE DESCRIPTION:

This course will provide the learner with opportunities to apply the concepts and knowledge acquired in the classroom/lab 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 and provide holistic care to clients residing in long-term care facilities. Medical terminology and standard abbreviations will be studied independently to enhance communication within the health care delivery system. Practicum time is mandatory, there will be not scheduled make up for lost time; please refer to Student Success Guide pg. 25.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Work within the personal support worker role in community and institutional settings in accordance with all applicable legislation and employer's job description, policies, procedures and guidelines.

Potential Elements of the Performance:

- Identify and follow employer's policies and procedures that apply to the personal support worker role under supervision and by following the established care/service plans.
 - Discuss a variety of employer policies and procedures that apply to the personal support worker role while in placement settings.
2. Act responsibly and be accountable for own actions while recognizing the boundaries of knowledge and skills within the personal support worker role that require collaboration with the client, family, supervisor and/or other members of the interprofessional care/service team.

Potential Elements of the Performance:

- Act within the personal support worker role as an individual worker and as a member of the interprofessional care/service team under supervision and by following the established care/service plans.
- Assume responsibility for own actions; admit mistakes, take corrective action; and take steps to prevent repetition of a mistake.
- Recognize when appropriate actions and/or approaches exceed one's knowledge, skill and ability and seek appropriate guidance.
- Use systematic problem-solving and critical thinking skills both as an individual care provider and as a member of the interprofessional care/service team.
- Reflect on one's own practice to identify gaps in personal knowledge and skills and seek opportunities to learn taking the responsibility to find resources to address the learning needs.
- Take initiative in pursuing lifelong learning.
- Identify procedures that are not included in the Personal Support Worker scope of practice, recognizing that these additional skills may be taught in a specific work situation and in many cases training may be specific to a client as a delegated task.

- Exhibit behaviours that contribute to professional* success, such as reliability, regular attendance, punctuality, efficiency, a neat clean appearance, and attitudes and behaviours that reflect positively upon the role and the employer.
 - Exhibit willingness to work and learn as an effective team member of the care/service team.
 - Follow college policies in regard to attendance, absence/late to lab or clinical setting.
 - Treat the belongings of clients with respect and care.
 - Apply time management techniques and organizational skills in day-to-day work while maintaining safe work practices and notify supervisor when duties required exceed time constraints
3. Participate as a member of the interprofessional care/service team and maintain collaborative working relationships in the provision of supportive care within clinical agency setting

Potential Elements of the Performance:

- Work collaboratively and respectfully with the interprofessional care/service team* to meet clients' needs by communicating regularly, obtaining/providing clarification and accepting direction.
 - Communicate relevant client information to appropriate members of the interprofessional care/service team* in an ongoing and timely manner.
 - Work and learn effectively as a participating member of the interprofessional care/service team*.
 - Seek out information and request support and guidance from the supervisor, or other members of the interprofessional care/service team* where appropriate.
 - Accept and utilize constructive feedback from clients, families, supervisors, and interprofessional care/service team* members to further effectiveness as a team member.
4. 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*.

Potential Elements of the Performance:

- Promote client independence and identify strategies to promote clients' independence in a variety of care settings.
- Treat each client as an individual possessing a unique personality, interests and abilities and having physical, intellectual, emotional, spiritual, social, sexual and cultural needs.
- Respect clients' right to privacy, independence and to be treated with dignity regardless of clients' abilities and support clients in maintain roles and activities of interest.
- Differentiate between the issue of risk-taking and responsibility for safety; clarify issues of concern with support of supervisor.
- Relate clients' right to make choices, take risks and have control over her/his life to individuals' sense of self and dignity
- Engage in strategies to handle clients' refusal of care or deviation from the established plan of care/service plan*.

- Support clients in communicating their wants and needs to caregivers to facilitate positive change.
5. Establish and maintain helping relationships* with clients and their families reflecting open communication, professional* boundaries, employer's policies and adhering to confidentiality and privacy legislation.

Potential Elements of the Performance:

- Use clear professional vocabulary when communicating with clients and their families and use strategies to ensure comprehension.
 - Identify, comprehend, and use basic medical terminology.
6. Identify relevant client information using learned observation and communication skills and report and document findings in accordance with the requirements of employer policies and procedures and all applicable legislation.

Potential Elements of the Performance:

- Complete regular and ongoing observations and basic assessment of clients' status, noting information relevant to the plan of care/service plan*.
 - Explain the complications that can occur as a result of bed rest and decreased mobility.
 - Observe and report relevant clients' information e.g., changes in clients' status and/or service to appropriate members of the interprofessional team.
 - Write clearly and concisely using correct spelling, grammar, medical terminology and abbreviations given in the established policies and procedures.
 - 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.
7. 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.

Potential Elements of the Performance:

- Identify unsafe situations (risk assessment) in client care settings* and take steps to prevent injury to clients, the personal support worker and others.
- 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.
- Identify equipment and safety measures related to equipment commonly used in client care settings* (ie. body mechanics)
- Implement falls prevention techniques in community and institutional settings

- Select and use personal protective equipment and infection prevention control measures in the provision of personal care and/or home management services in accordance with employer policies and procedures.
 - Identify the impact and hazards associated with the transmission of acquired infections related to antibiotic resistant organisms.
 - Identify steps to minimize transmission of micro-organisms, contamination or cross infection.
 - Identify and use routine practices/standard precautions including hand hygiene, personal protective equipment and environmental and administrative controls.
 - Maintain First Aid and cardiopulmonary resuscitation (CPR-HCP Level) certifications with a Workplace Safety and Insurance Board (WSIB) approved provider.
 - Participate in the initiation of an incident report if required by immediately reporting of an unusual occurrence or workplace injury to supervisor or others in accordance with legislated requirements.
8. Assist clients across the lifespan with routine activities of daily living by applying basic knowledge of growth and development, common alterations in functioning, disease prevention, health promotion and maintenance.

Potential Elements of the Performance:

- Assist in supporting clients' rights to safety, dignity, autonomy, respect, privacy, and confidentiality in the provision of personal care.
- Respect each client's personal and cultural preferences, pace and space when assisting with routine activities of daily living.
- Use nutritional support techniques that are specific to clients' needs and condition and in accordance with the plan of care/service plan and all applicable legislation.
- Explain fluid balance, fluid requirements and the basic principles of intake and output, appropriate measurement methods and required documentation
- Provide personal hygiene and grooming assistance to clients, according to the plan of care/service plan and all applicable legislation and taking into consideration clients' needs and preferences.
- Complete menstrual care, skin care, full or partial bathing, mouth care, and nail care, hair care (grooming and washing), shaving, dressing, undressing, care of hearing aids and dentures and making an occupied/unoccupied bed.
- Assist with measures to enhance bowel and bladder continence following the plan of care/service plan and employer protocols and in accordance with all applicable legislation.
- Use strategies to support clients' continence and independence regarding toileting.
- Assist clients in using a bedpan/commode/toilet and dispose of contents following routine practices.
- Apply an external catheter using appropriate technique.

- Empty urinary drainage bag of permanent catheter using clean technique and change catheter bag using clean technique.
 - Perform perineal care for clients with an indwelling catheter observing for signs and symptoms of infection.
 - Empty and change an ostomy bag as per plan of care/service plan.
 - Use proper body mechanics, assistive devices and techniques to safely position, transfer, move and ambulate clients in accordance with the plan of care/service plan, employer policies and all applicable legislation.
 - Differentiate between weight bearing (partial and full), non-weight bearing, lifting and transferring.
 - Assist clients with ambulation and active and/or passive range of motion exercises in keeping with clients' wishes and/or the plan of care/service plan
 - Promote proper positioning and repositioning in bed and chair for comfort and safety of clients.
 - Assist clients to move from one place to another using the appropriate transfer techniques and equipment.
 - Explain the purpose of elastic stockings
 - Provide for clients' and workers' safety using appropriate transfer techniques and equipment keeping with agency policy.
 - Identify and report to supervisor a change in client condition which may necessitate a change in their ability-level for transfer and/or a need for reassessment.
9. Use identified approaches and best practices to support positive and safe behavior in clients experiencing cognitive impairment, mental health challenges and/or responsive behaviors.

Potential Elements of the Performance:

- Use basic behavioral strategies to mitigate and/or de-escalate clients' responsive behaviors as directed by the plan of care/service plan* and in accordance with all applicable legislation.
- Discuss behavior as protective and/or responsive from clients' and caregivers' perspectives.
- Identify causes and triggers for responsive behaviour including pace of care, illness, fatigue, sensory overload, pain, fear and frustration and discuss possible solutions.
- Use best practice strategies and person-centred approaches to all clients.
- Apply basic principles of crisis prevention as directed by the plan of care/service plan.

NOTE: In long-term care homes, a member of the registered nursing staff may permit a personal support worker to administer a topical where prescribed requirements are met, as set out in applicable legislation. Refer to agency specific policies.

III. TOPICS:

1. Medical asepsis, standard precautions, infection control
2. Hand washing
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, 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 and applying elastic stockings.
14. Urinary elimination, bedpan, urinal, commode, urinary incontinence, bladder training, catheter care (indwelling and condom), CBI (Continuous Bladder Irrigation).
15. Bowel elimination, normal bowel movements and factors affecting, comfort and safety, common problems, bowel training, and Ostomy Care.
16. Medical terminology
17. Abbreviations
18. 24-hr clock

Community/Facility

1. Preparing for Facility Practicum Experience

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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

Kelly, R., Newmaster, R., & Wilk, M. (2013). *Workbook to accompany Mosby's Canadian textbook for the support worker*. (3rd Canadian ed.- Revised reprint). Toronto: Elsevier Mosby.

Creason, C. (2016). *Stedman's medical terminology: Steps to success in medical language*. (2nd ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Advanced Gerontological Education Incorporated (2014). *Gentle Persuasive Approaches in Dementia Care; Responding to Persons with Challenging Behaviours; Participant Manual (Fall 2014)*. Advanced Gerontological Education Incorporated.

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 in the lab, practicum and independent study components of the course at final review.

Medical Terminology

This is a self-directed independent study component that is supervised by the professor. The professor will provide basic guidance for this self-directed study and identify the evaluation method for this component of the PSW123 course. There will be two tests written in class and two online quizzes. All tests and quizzes **must** be written and have an 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 and has completed all tests.

Supervised Skill Practice/Scenario Testing

The student must demonstrate all skills safely and competently to the professor or designate in order to be satisfactory

Grading will be determined by:

1. 2 Lab Tests (50% each) – 1 Midterm Test and 1 Final Test must achieve an overall 60%
2. Supervised Skill Practice
3. Medical Terminology- 2 In Class Tests in Medical Terminology (40% each), 2 Online Quizzes in Medical Terminology (10% each) -Must achieve an overall 60%
4. Scenario Testing at a Satisfactory level
5. Gentle Persuasive Approach Training-Certificate Provided
6. Facility Practicum Performance must be at a Satisfactory level

Students may be expected to work day/evening shifts according to facility or agency policy and teacher direction.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
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.	

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.*

Extenuating Circumstances (Test Absence)

If there is absence from a test due to extenuating circumstances, upon professor's approval, alternate arrangements may be available. As per individual consideration, student may be granted a maximum of a passing grade for the missed test.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.