

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 skills in the laboratory setting and work within the role of a PSW in a community agency to provide holistic care to clients residing in a long-term care facility. These experiences will provide the learner with the opportunity to consolidate skills and knowledge at a level of a graduating PSW.

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 previously learned skills safely and competently. Examples include:
 - standard precautions and infection control practices
 - body mechanics
 - moving, positioning, transferring and ambulating clients
 - assisting with bladder and bowel function
 - serving meal trays, feeding a client, intake and output
 - range of motion
 - bedmaking
 - personal hygiene care
 - grooming and dressing
- Demonstrate accountability and responsibility by attending lab and clinical placement as scheduled.
- 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.
- Demonstrate safe and competent performance of newly learned skills while supporting and respecting client autonomy, self-determination and decision-making in client-centered and client-directed care.
- Identify own strengths and limitations and seek out guidance appropriately.

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 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.

3. Uses, under supervision, basic knowledge, care/service plans, and established policies and procedures.

Potential Elements of the Performance:

- Apply knowledge of basic coping skills to adapt to work-related changes and stresses.
- Use basic problem-solving skills effectively when providing care to clients.
- Follow school and agency policies and procedures.
- Follow established care/services plans, policies, and procedures to provide safe, competent care to clients.

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:

- Use time management skills effectively to 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.
- Follow written and oral directions correctly and promptly.
- Incorporate revisions made to the care/service plan by the supervisor or client.
- Recognize and respect the cultural, religious, and spiritual beliefs of clients and their families.
- Provide planned, safe, and competent care for up to 8 clients depending on client needs and availability of the experience.

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.

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.
- Explain the purpose of enteral nutrition and necessary comfort measures for a client who has a tube feeding.
- Identify the signs and symptoms of aspiration and demonstrate measures used to prevent aspiration and regurgitation.
- Describe the procedures for collecting urine, stool, and sputum specimens.
- Identify the various types of ostomies.
- Describe the care for a client with an ostomy pouch.
- Demonstrate the procedures to accurately measure height, weight, and vital signs.
- Identify the normal ranges for different age groups, the sites used, and the factors that affect vital signs.
- Describe the causes, signs and symptoms of skin tears, pressure ulcers, leg and foot ulcers, the treatments and measures to prevent them.
- Explain the process, types, and complications of wound healing.
- Describe the role of the personal support worker in observing wounds and wound drainage.
- Demonstrate the procedure to cleanse simple wounds, apply a simple, nonsterile dressing, and secure dressings
- Identify the purposes, types, effects, and complications of heat and cold applications.
- Describe the guidelines for application of heat and cold.
- Identify the factors that affect oxygen needs and the signs and symptoms of hypoxia and abnormal respirations.
- Identify the measures used to promote oxygenation and the devices used to administer oxygen.
- Explain the measures the personal support worker would use to safely assist with oxygen therapy.

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, their families, and other team members.
 - Provide an emotionally and physically safe and comfortable environment, by using effective communication with clients and their families and support systems.
 - Complete checklists and other forms of record keeping that are used to document observations and client care accurately and according to agency policy.
 - Use professional language, correct medical terminology, approved abbreviations, and recommended guidelines when giving oral reports and writing documentation.
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.
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.

III. TOPICS:**Lab Skills**

1. Height and weight
2. Vital signs
3. Wound care
4. Promoting oxygenation/oxygen therapy
5. Recording/documentation
6. Heat and cold application
7. Specimen collection
8. Ostomy care
9. Swallowing problems (discussed briefly with nutrition in semester one)
10. Enteral nutrition/tubes
11. Catheter care (indwelling and condom catheter review from semester one)
12. Straining urine
13. Preparing for Community Practicum Experience
14. Preparing for Facility Practicum Experience

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Sorrentino, S., Newmaster, R. (2009). *Mosby's Canadian textbook for the personal support worker*. (2nd Canadian ed.). Toronto: Elsevier Mosby.

Sorrentino, S., Wilk, M. J. (2009). *Workbook to accompany Mosby's Canadian textbook for the personal support worker*. (R. Goodacre Ed.). (2nd ed.). Toronto: Elsevier Mosby.

Chapter 26 Enteral Nutrition

Chapter 29 Urinary Elimination (Catheters, Urine Specimen Collection)

Chapter 30 Bowel Elimination (Ostomy, Stool Specimen collection)

Chapter 40 Measuring Height, Weight and Vital Signs

Chapter 41 Wound Care

Chapter 42 Heat and Cold Applications

Chapter 43 Oxygen Needs

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 and practicum (both facility and community) components of the course at final review.

Attendance in Lab and Practicum experiences is mandatory. Arriving late or leaving early is not considered “in attendance”.

Attendance and Absence Protocol: The student who misses the lab class/demonstration will be responsible for obtaining the content information and practicing the skills on their own.

Within 2 weeks of the missed lab, the student must make an appointment with the Lab Specialist and demonstrate satisfactory performance of the skill under supervision. Failure to meet with the Lab Specialist and/or demonstrate satisfactory performance will result in an “unsatisfactory” grade for the practicum course.

Grading will be determined by:

1. 4 Lab Quizzes (25% each) – must achieve an overall 60%
2. Supervised Skill Practice – must be Satisfactory
3. Facility Practicum Performance – must be Satisfactory
4. Community Practicum Performance – must be Satisfactory

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>
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.

Note:

For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

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.

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.

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.

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.

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.

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>.

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 *March for winter courses*, 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.