



COURSE OUTLINE: PSW130 - PRINC. PSW PRACT. II

Prepared: Esther Jussila Gold R.N.

Approved: Bob Chapman, Chair, Health

Course Code: Title	PSW130: PRINCIPLES OF PSW PRACTICE II
Program Number: Name	3027: PERSONAL SUPPORT WKR
Department:	PERSONAL SUPPORT WORKER
Semesters/Terms:	19W, 19S
Course Description:	This course prepares students to interpret established Nursing Care Plans, organize prioritized care, and document. The learner will examine legal issues and care related 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.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	PSW120
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course: Please refer to program web page for a complete listing of program outcomes where applicable.	3027 - PERSONAL SUPPORT WKR VLO 1 Work within the personal support worker role in community, retirement homes, long-term care homes and/or hospital care settings in accordance with all applicable legislation and employer's job description, policies, procedures and guidelines. VLO 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. VLO 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. VLO 10 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. VLO 12 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. VLO 13 Assist in the provision of culturally relevant palliative and end-of-life care to clients experiencing life threatening illness and to their families and significant others, from diagnosis through death and bereavement, and in accordance with clients' choices and the plan of care/service plan.
Essential Employability Skills (EES) addressed in this course:	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. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.



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	EES 4 Apply a systematic approach to solve problems. EES 5 Use a variety of thinking skills to anticipate and solve problems. EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others. EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. EES 10 Manage the use of time and other resources to complete projects. EES 11 Take responsibility for ones own actions, decisions, and consequences.								
Course Evaluation:	Passing Grade: 60%,								
Books and Required Resources:	Mosby`s CanadianTextbook for the Support Worker and Workbook by Sorrentino Publisher: Mosby/Elsevier Edition: 4th Canadian Edition Used in first semester Gentle Persuasive Approaches (GPA) in Dementia Care by GPA Publisher: Advanced Gerontological Education Edition: 3rd Used in first semester Stedman`s Medical Terminology with bind-in access, CD and flash cards by Nath Publisher: Lippincott, Williams & Wilkins Edition: 2nd								
Course Outcomes and Learning Objectives:	<table> <tr> <th>Course Outcome 1</th><th>Learning Objectives for Course Outcome 1</th></tr> <tr> <td>1. 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.</td><td> 1.1 Identify strategies to promote clients` independence in a variety of care settings. 1.2 Identify that clients have a variety of life experiences and methods of meeting needs that are unique to the individual. 1.3 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. 1.4 Differentiate between client-centred and client-directed care. 1.5 Relate clients` right to make choices, take risks and have control over her/his life to individuals` sense of self and dignity. 1.6 Support clients in communicating their wants and needs to caregivers to facilitate positive change. 1.7 Differentiate how clients are physically and psychologically prepared for surgery. 1.8 Explain common concerns of those having surgery. 1.9 Describe safety concerns, observations, measures, and role of the support worker when preparing and assisting the postoperative client. 1.10 Explain why stimulating circulation, meeting nutritional, fluid, hygiene, and elimination needs postoperatively are important factors. </td></tr> <tr> <th>Course Outcome 2</th><th>Learning Objectives for Course Outcome 2</th></tr> <tr> <td>2. Promote and maintain a</td><td>2.1 Identify unsafe situations (risk assessment) in client care</td></tr> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. 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.	1.1 Identify strategies to promote clients` independence in a variety of care settings. 1.2 Identify that clients have a variety of life experiences and methods of meeting needs that are unique to the individual. 1.3 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. 1.4 Differentiate between client-centred and client-directed care. 1.5 Relate clients` right to make choices, take risks and have control over her/his life to individuals` sense of self and dignity. 1.6 Support clients in communicating their wants and needs to caregivers to facilitate positive change. 1.7 Differentiate how clients are physically and psychologically prepared for surgery. 1.8 Explain common concerns of those having surgery. 1.9 Describe safety concerns, observations, measures, and role of the support worker when preparing and assisting the postoperative client. 1.10 Explain why stimulating circulation, meeting nutritional, fluid, hygiene, and elimination needs postoperatively are important factors.	Course Outcome 2	Learning Objectives for Course Outcome 2	2. Promote and maintain a	2.1 Identify unsafe situations (risk assessment) in client care
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	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.	settings and take steps to prevent injury to clients, the personal support worker and others. 2.2 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. 2.3 Know when and how to call for first responders such as paramedics, fire fighters, and police. 2.4 Describe how to report and document any emergency assistance given in accordance with employer policy. 2.5 Apply appropriate emergency aid measures to conscious or unconscious clients. 2.6 Describe the signs, symptoms, and emergency care for cardiac arrest, obstructed airway, hemorrhage, shock and stroke. 2.7 Identify the different types of seizures and how to care for a person during a seizure. 2.8 Identify the common causes and the emergency care for burns. 2.9 Identify common causes of fainting and the emergency care for a person who has fainted. 2.10 Identify the role of the support worker when caring for the young 2.11 Explain ways to assist children to meet nutritional needs 2.12 Describe ways to prevent falls, choking, burns, infections, accidental poisoning and cause of early childhood deaths from injury. 2.13 Identify guidelines for supporting challenging children and common reasons for absences from school 2.14 Explain how the child's risk for injury can be effected by their developmental level
	Course Outcome 3 3. 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.	Learning Objectives for Course Outcome 3 3.1 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. 3.2 Describe cleaning procedures for bedrooms, living rooms, bathrooms and kitchens. 3.3 Explain the principles and procedures in caring for clients' laundry. 3.4 Prioritize home management tasks so as to minimize effort and resource use. 3.5 Contribute to the plan of care/service plan by communicating clients' needs and preferences to the interprofessional team. 3.6 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. 3.7 Follow the established policies, procedures, and the manufacturer's guidelines relevant to household equipment, appliances and product use and disposal. 3.8 Explain routine practices and infection control measures in the provision of household management tasks. 3.9 Assist clients, families and/or significant others to prepare a

	food-shopping list that respects clients' 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. 3.10 Shop for clients, in accordance with their wishes and particular requirements. 3.11 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.
Course Outcome 4	Learning Objectives for Course Outcome 4
4. 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.	4.1 Identify the indicators and responses for neglect, physical, verbal, emotional, psychological, sexual, and/or financial abuse and report observations promptly to supervisor. 4.2 Identify the concept of abuse as an issue of power and control which can apply to infants, children, spouses/partners and older adults, persons with disabilities, individuals with mental illnesses, cognitive impairment and their caregivers. 4.3 Identify and discuss the elderly as a vulnerable population for neglect and abuse. 4.4 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. 4.5 Identify the role of the personal support worker if neglect and/or abuse are suspected. 4.6 Discuss agency policies related to the documentation and reporting of neglect and/or abuse. 4.7 Discuss employer practices and policies which promote zero tolerance of neglect and abuse and a violence free environment.
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Assist in the provision of culturally relevant palliative and end-of-life care to clients experiencing life threatening illness and to the families and significant others, from diagnosis through death and bereavement, and in accordance with clients' choices and the plan of care/service plan.	5.1 Explore personal experiences and responses to loss and grief and discuss how personal beliefs and attitudes may impact clients' care. 5.2 Identify loss and grief processes related to the five stages of grief. 5.3 Explain palliative, hospice and end-of-life care related to the needs of the client, and the needs of the family. 5.4 Describe the support and care for clients, their families and significant others with the processes of dying, uncertainty, expected or unexpected loss, preparation for death and grieving. 5.5 Identify and discuss the personal support workers role when clients die suddenly and the role of the coroner in the situations of sudden and unexpected death. 5.6 Identify the rights of clients, family members, substitute decision-makers or powers of attorney(POA) for personal care regarding consent to treatment, advance directives and do not resuscitate directives as identified in the plan of care/service plan. 5.7 Explain the role of the personal support worker in caring for clients', families', spiritual and cultural practices related to

		end-of-life care, death, dying, and the afterlife if appropriate. 5.8 Identify the physical signs of imminent death and signs of death. 5.9 Provide supportive care and comfort measures to clients in the last days and hours of life. 5.10 Explain the role of the personal support worker in providing care for the body after death according to family direction/cultural practices, employer policy or as directed by the plan of care/service plan.																		
	Course Outcome 6	Learning Objectives for Course Outcome 6																		
	6. Work within the personal support worker role in various care settings in accordance with all applicable legislation and employer's job description, policies, procedures and guidelines.	6.1 Identify tools and sources needed to organize oneself for a job search. 6.2 Explain the difference between a chronological resume and a functional resume. 6.3 List details that are important in a letter of application for a personal support worker position. 6.4 Identify criteria and attributes that interviewers are trying to evaluate during an interview. 6.5 Explain the importance and relevance of a job interview and how to make a good impression during an interview.																		
Evaluation Process and Grading System:	<table> <tr> <th>Evaluation Type</th><th>Evaluation Weight</th><th>Course Outcome Assessed</th></tr> <tr> <td>One minute paper/Participation</td><td>20%</td><td></td></tr> <tr> <td>Test #1</td><td>20%</td><td></td></tr> <tr> <td>Test #2</td><td>20%</td><td></td></tr> <tr> <td>Test #3</td><td>20%</td><td></td></tr> <tr> <td>Test #4</td><td>20%</td><td></td></tr> </table>		Evaluation Type	Evaluation Weight	Course Outcome Assessed	One minute paper/Participation	20%		Test #1	20%		Test #2	20%		Test #3	20%		Test #4	20%	
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