

DRAFT
School of Health & Wellness
Environmental Scanning for Curriculum Renewal
Program Synopsis

Program Name: Personal Support Worker

Program Level: 1 year certificate

Program coordinator: Linda Poirier

Summary of Fleming Program:

This two semester course was moved from the Part-time Studies Continuing Education Division (FTS) into the full time program format in the fall of 2005 offering a certificate upon completion. The program was offered in 2005-6 in the same format as it had been in the Fleming Training Services department with no changes in the “modus operandi” of the Continuing Education Department. There is urgency to now reformat the program as it has run for a year as a fulltime program with no conformity to meet the requirements of a fulltime certificate program.

The program currently runs on a 4 day week schedule to enable the students to work part-time. This is student focused, as the majority of students are supporting a family. It has been recommended that we continue with this schedule as it fits well for the usual profile of the students in that program.

A new coordinator Linda Poirier has been assigned to the program and has started to develop course outlines that conform to the current college mandate. Linda also completed a project in the spring of 2006 to examine the feasibility of laddering the PSW program with the PN program and has provided a number of recommendations in this direction.

There was a 35% decrease in the number of applicants to the program from 2005-2006 and a 39% decrease in the confirmed acceptances for the same time period. (It should be noted that there was a similar drop in applicants and acceptances to most CAATS PSW programs throughout the province.)

There is a projected September intake of 30 students and a January intake of 20 at the Brealey Campus. There is a projected intake of 20 at the Lindsay Campus. There is a projected intake of 15 to 20 at the Cobourg Campus. There is no intake at the Haliburton Campus in September, 2006 but an intake of 20 is planned for January, 2007. (The most recent stats indicate that we may not meet our targets. If this happens, students will be invited to attend at the Brealey campus rather than running small classes.)

The admission requirement is an OSSD. Mature students are considered on an individual basis and are required to write the Canadian Adult Achievement Test.

Vocational outcomes, essential employability skills and general education outcomes have been identified and accepted by MTCU in 2004. The program was funded as an Ontario College Certificate at this time. The suggested hours for delivery of an Ontario College Certificate program are approximately 700 hours in total.¹ There is no mandate to either achieve or exceed this time line but rather Colleges are expected to define how the learning outcomes are achieved.

In order to attract more students and to make our program unique, we might want to promote the Success Strategies approach that Fleming takes with its students. We can also demonstrate our pathways approach to further post-secondary education through our general education policies. We might also be able to promote our on campus applied learning available at St. Joseph's @ Fleming. The students who are attracted to this program do not traditionally come from outside the college catchment's area, so marketing will need to concentrate on the local community.

Section 1: Industry Snapshot

There are 100,000 individuals employed as PSWs or similar job roles according to the Health Professions Regulatory Advisory Council. These workers are employed in long-term care homes, home care, hospitals, attendant services and retirement homes. Given the aging population, Health Canada expects a rapidly growing sector with low unemployment rates. There is more than a 90 percent employment rate following graduation from this program.

The average PSW is an older female earning income below the national average. The home care sector has a high turnover due to the low income and inconsistent hours. Many PSWs are required to work split shifts and hold more than one job.

While PSWs are not currently legislated under the Regulated Health Professions Act (RHPA), there is presently ongoing discussion to ascertain the feasibility of doing so. Various nursing organizations, CNO, RNAO and RPNAO are developing statements in this regard.

¹ Minister's Binding Policy Directives, 2005

MTCU Statement re the role of the PSW

Personal support workers* are unregulated health care providers*. They work under the supervision* of a regulated health professional*, supervisor*, or, in the supported independent living environment under the direction of the client*. They provide clearly identified personal care*, routine activities of living*, and home management services*, by following care/service plans* and established policies and procedures. Personal support workers are responsible for their work to their clients and to their employers. Employers and supervisors, when assigning work to personal support workers, consider each client situation in relation to that client's condition, the task to be done, the associated risk of performing the task, and the environmental supports required to safely and competently carry out the task. In carrying out their assigned work, personal support workers are responsible for safely and competently following care/service plans, oral directions, and written guidelines, and for complying with established policies and procedures. Personal support workers cannot perform a controlled act (Regulated Health Professions Act, 1991) unless the authority is delegated* to them by a regulated health professional who, in making this decision, has used the practice specific guidelines outlined by their regulatory body.

Graduates, as entry-level workers, have the knowledge, skills, and attitudes necessary to provide personal care and home management services to clients in both community and institutional settings*. Graduates of personal support worker programs in the colleges of applied arts and technology have demonstrated the ability to work as members of care/service teams*. They interact and communicate effectively with clients, families*, and care/service team members. As part of their supportive role, these workers in an ongoing and timely manner make and report relevant observations to their supervisor and record these observations according to policies and procedures. Graduates are responsible for working productively and constructively within the personal support worker role, and for knowing the limitations of the role and their personal strengths and weaknesses within the role.

Following successful completion of their program, graduates may be employed in a variety of community and institutional settings*. Personal support workers* work with clients* who are stable and who have clearly identified needs that are not expected to change significantly. They work under supervision* and, as valuable members of care/service teams*, provide personal care* and home management services* to clients who are experiencing physical, cognitive, emotional, and behavioural challenges. They are capable of providing organized, competent care for individual clients and for their assigned multi-client groups. Personal support workers may also work under the direction of the client.

(MTCU, Dec., 2004)

Section 2: Sectoral Standards and Program Implications

Vocational outcomes have been approved by the Ontario Ministry of Training, Colleges and Universities. These have yet to be formally incorporated into the Fleming curriculum with stated learning outcomes as per Ministry requirements.

Essential employability skills outlines in the Binding Policy Directives will also need to be incorporated and identified within the curriculum.

In the Fleming mandate these essential employability skills are enhanced with core competencies that all students must achieve to graduate from the program. There is evidence that these core competencies are being addressed but have yet to be identified in the course outlines.

Section 3: Competitor Programs

PSW programs are offered at most Ontario CAATs and like Fleming they offer programs at a number of campuses. Ten colleges appear to have cancelled their programs this year 2006.

Many CAAT programs are similar to our program particularly in light of the mandated MTCU outcomes. All colleges include an applied learning component in various health care settings.

Numerous private colleges and not-for-profit training facilities also offer PSW courses. Locally this includes Trillium College, New Skills Health College, and Maxwell College of Advanced Technology in Belleville.

Some PSWs receive on the job training rather than any formal courses.

Section 4: Potential Linkages and Articulations (internal and external)

An articulated program from PSWs to ladder to RPN has been explored and a report filed by Linda Poirier in the Spring of 2006. In revising the PSW curriculum, this report will be taken into consideration.

All students in this program are required to take a general education elective. These electives are recognized by university pathways that are being established between Fleming and various universities and as such will ladder a student who wished to pursue other post secondary course related or unrelated to their own discipline.

We need to consider the PN students wishing to pursue the PSW program as well.

Currently there is little room for advanced standing for students leaving the PN program and taking the PSW program. This also needs to be considered in the development work and outlined under the Prior Learning Assessment and Recognition (PLAR) policies.

Section 5: Potential Areas for program Change/Curriculum Development

Since this program has been run as a continuing education program for many years, there is a need to format it to the full time program delivery specifications and adult learning principles.

1. Scheduling:

November 1, 2006

PSW Environmental Scan

MS 4

Currently the program has not been fully integrated into the 15 week semester format. Students have a 3 day lab session in week 8 because that is when the lab has been made available to them. This does not match with the full-time format.

The program has been set up with a 4 day week schedule. This might be to allow part-time work as many students are mature and may be self supporting, but also does not blend into the current format.

Recommendation:

We might want to think about redesigning the lab schedule into a similar format to the PN program with 2-4 hours per week through-out the semester and then a return demonstration in week 7 prior to going on clinical placement.

We might also determine if a 5 day schedule is feasible to allow students more time to absorb the material. Six hours of lecture is probably not pedagogically sound. On the other hand, a four day week may increase the attractiveness to mature students needing to supplement their income.

2. Course content:

Courses are designed in large blocks of 130 hours per semester. If a student were to fail a course it would be very time consuming for them to redo this. As well, the preferred format for courses in the PN program is to limit them to 45-60 hours.

Recommendation:

Smaller chunks or modules of 45 hours or less would make it easier for the learner to move in and out of the program as required and repeat failed sections as required. It would also facilitate the integration of the program for laddering into the PN program. (Many colleges do offer this large block type course. Conestoga has divided theirs into smaller manageable sections. Many colleges provide credit hour info so it is hard to determine exactly what that means as there is such a wide interpretation of what a credit hour is.)

3. Learning Outcomes:

Some of the learning outcomes do not actually reflect competencies that can be measured or demonstrated. None of the vocational outcomes have been formally incorporated into the course outlines. It is unclear if appropriate program outcomes have been identified.

Recommendation:

Work with faculty to identify in grid format, the expected competencies and where in the curriculum the outcomes are focused on. Formally identify program outcomes. Incorporate appropriate learning outcomes into all course outlines and course delivery. Develop course outlines for every course that reflect the current expectations for fulltime programs.

4. Evaluation:

There is only 1 clinical evaluation form that is used for all 3 clinical rotations with no stated change in competencies or independence.

Course evaluation does not appear to be frequent as observed in the course outline. A more pedagogically sound format needs to be defined with formative and summative evaluation incorporated.

November 1, 2006

PSW Environmental Scan

MS 5

Recommendation:

Assistance in levelling these evaluations for progressive development would make it clearer for both the learner and the teacher to determine expected behaviours that reflect increased competence and independence.

5. Placement:

Student placement hours will make it difficult for staffing due to the limits for partial load teachers of 6 hours.

The current coordinator Kim Johnson has also indicated that she would like to explore a block placement at the end of the 2nd semester. This would facilitate student's ability to consolidate their learning and practice their skills.

Recommendation:

Work with the current curriculum to schedule clinical hours in a manner that will not only facilitate learning, but meet the needs of the facility and the faculty contract.

Appendix A

Synopsis of the Vocational Learning Outcomes Personal Support Worker Programs

The graduate has reliably demonstrated the ability to

1. **act within the personal support worker* role, under supervision*, and by following care/service plans* and established policies and procedures.**
2. **participate as a member of care/service teams* in both community and institutional settings*.**
3. **use, under supervision, basic knowledge*, care/service plans, and established policies and procedures.**
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.**
5. **make, collect, and report to the supervisor* relevant observations in an ongoing and timely manner and record this information promptly.**
6. **support the client's personal care* requirements by following care/service plans and established policies and procedures.**
7. **support the client's home management services* by following care/service plans and established policies and procedures.**
8. **communicate effectively and appropriately using oral, written, and nonverbal methods.**
9. **assist in the promotion and maintenance of a safe and comfortable environment for clients, their families*, self, and others.**
10. **perform the personal support worker* role in an ethical manner and within the law*.**

Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, nor weighting of significance.

* Please see Glossary of Terms

Glossary of Terms

Basic knowledge – Basic knowledge includes having rudimentary information, appropriate to the personal support worker role about aging, growth and development throughout the lifespan; supportive personal care and home management services; communication; general health and healthy behaviours; common cognitive, physical, behavioural, and emotional conditions; and health and safety practices.

Care/Service Plan - A client-centered, client-directed plan of action that is determined by clients or their agents together with supervisors. Regulated health professionals and/or supervisors are accountable for the development of care/service plans, for the safe and competent implementation of these plans, for the evaluation of client outcomes, and for revisions to care/service plans as required. Personal support workers are responsible for competently carrying out assigned supportive care actions as outlined in care/service plans and according to established policies and procedures.

Care/Service Team - Individuals who by working together provide health, personal and supportive care, and/or home management services to clients. The team may consist of different configurations of regulated health professionals and other professionals, unregulated care providers, and other caregivers. Within the team, the client remains its centre and client-directed care its focus. All care/service team members maintain client confidentiality.

Caring - Caring is a human to human process. A caring personal support worker will demonstrate the characteristics of compassion, conscience, confidence and competence appropriate to the role, supportive communication skills, a nonjudgmental attitude, empathy, respect and, sensitivity to diversity, including respect for the cultural, religious, and spiritual differences unique to individuals and groups. [Adapted from Taylor et al. (2001). *Fundamentals of Nursing*. (4th ed.) Philadelphia, P.A.: Lippincott. (Page 76)]

Client - The individual, family, or group of individuals in community, long-term care, and/or acute care settings for whom personal support workers provide personal care and home management services. Clients are stable, with clearly identified needs that are not expected to change significantly. Clients may come from all ages of the lifespan and may be experiencing one or more physical, cognitive, emotional, spiritual, and/or behavioural challenges. In the long-term care setting, since the facility is their home, clients are residents. In community settings, physically disabled clients are consumers and those without physical disabilities are clients.

Community and Institutional Settings - The environment in which personal support workers are employed, for example, community, long-term care, and health-care facilities, organizations, and agencies and supported independent living situations.

Diversity - A wide variety of ethnic and cultural backgrounds, beliefs and practices,

socioeconomic statuses, ages, creeds, sexual orientation and identity, ableness, and health states representative of clients and colleagues with whom graduates will interact.

Family - A client's family consists of those individuals whom a client designates as being his/her family.

Home Management Services - The activities required to support clients and their families within their homes. These services include housekeeping activities such as vacuuming, dusting, laundry, making beds, meal and snack preparation, accompanying clients, shopping, and running errands. Successful home management requires personal support workers to know care/service plans and employer policies, operate and correctly use and maintain small appliances and equipment, carry out health and safety rules, and recognize and report risks and unsafe living conditions. Personal support workers make environmental changes appropriate for the home management task and use body mechanics correctly when carrying out their work. Home management services may include assisting family members in providing a safe and comfortable home environment, respite care, infant care, and childcare.

Law - The personal support worker is expected to know that law governs their work and to act within applicable law. Laws which influence the work provided by personal support workers include, for example, the Charter of Rights and Freedoms, Human Rights Code, Health Care Consent Act, Child and Family Services Act, Long Term Care Statutes Law Amendment Act and the acts it amends, Occupational Health and Safety Act, Workplace Safety and Insurance Board, and the Workplace Hazardous Materials Information System. While personal support workers are not governed by the Regulated Health Professions Act (RHPA) or its companion acts, they are expected to respect the boundaries of that legislation.

Personal Care - Personal care includes those activities that support the client's physical, cognitive, emotional, spiritual, and behavioural requirements. Personal care activities are directed toward supporting the client's communication; activities of daily living, personal hygiene such as bathing, dressing/undressing, grooming, skin care, and oral care; meal planning and preparation; eating; hydration, elimination, sleeping; mobility; leisure and recreation; and the promotion of comfort and safety activities. Personal care provided by the personal support worker supports the client's health, well-being, and sense of self-determination.

Personal Support Worker - Personal support workers are valuable members of care/service teams in both community and institutional settings. While not governed by the Regulated Health Professions Act (RHPA) or its companion acts, the personal support worker should understand the boundaries of the legislation; they should not perform within a scope of practice nor use a professional designation/title protected by the legislation. Under supervision by regulated health professionals and/or supervisors or under client direction, personal support workers provide basic personal care and home

II Vocational Standard

management services by following care/service plans and by complying with established policies and procedures. In order to promote the client's self-determination and control, personal support workers follow, whenever possible, the client's directions and preferences. Personal support workers are responsible for their decisions and actions and accountable to the employer when they provide personal care and home management services.

Regulated Health Professional - Those individuals who are members of a regulatory body mandated by the Regulated Health Professions Act (RHPA, 1991) and its companion acts. The RHPA sets the legislative framework for self-regulation and the companion acts contain the scope of practice, professional designation and title, and the controlled acts approved for the profession. In assigning activities to and supervising personal support workers, regulated health professionals should be satisfied those fulfilling the personal care functions are competent. The regulated health professional has the responsibility to provide continuing supervision for unregulated health care providers. In addition to supervising personal support workers, regulated health professionals guide, direct, teach, and may, under specific conditions, delegate controlled acts to these workers. Regulated health professionals registered by their regulatory body include dentists, dental hygienists, dietitians, occupational therapists, optometrists, pharmacists, physicians, physiotherapists, nurses, and respiratory care practitioners.

Routine Activities of Living - Those actions which under other circumstances, the client would perform independently but for which the client now requires assistance. Routine activities of living are performed by the personal support worker to support clients' health and well-being, promote their ability to care for themselves and their families, assist them to enjoy leisure and recreation, and help them to contribute to society and the community. The need for, the client's response to, and the outcomes of performing these activities have been established over time and therefore, are predictable. In addition, what may be considered a routine activity of living in one client situation should not be considered a routine activity of living for all client situations. Personal support workers assist clients' with their routine activities of living by following care/service plans, written guidelines, oral directions, and employer policies. These activities are supervised, directly or indirectly, by a regulated health professional/supervisor and/or they are under the direction of the client.

Supervision - The act of overseeing the activities or work of personal support workers and ensuring that the individual personal support worker has the knowledge, skills, and attitudes to perform an assigned task. The type and amount of supervision (direct or indirect) should match the client needs, the expected outcomes of care, and the associated risks in performing the task. Regulated health professionals/supervisors are accountable to the client, the employer, and the regulatory body for the quality of services provided. Employers are responsible for ensuring that personal support workers do not perform tasks that are beyond their level of knowledge and competence.

Supervisor - Employers or employer designates including members of the regulated professions who supervise the personal support worker and who are accountable for knowing and understanding the role responsibilities of these workers. Supervisors are accountable for their decisions and actions regarding delegating, teaching, assigning, and supervising the personal support worker. In the independent living setting, the supervisor may be the consumer.

Unregulated Care Provider - These health care providers are not regulated through legislation. All unregulated health care providers (UCP) perform clearly identified services under the direction and/or supervision of a client, family member, regulated health professional, or employer. Unregulated care providers include for example, personal support workers, personal attendants, homemakers, occupational therapist assistants, physiotherapist assistants, psychiatric assistants, and family/lay visitors.

(MTCU, 2004)

6. Videos	
View ALL videos	

Appendix C

Essential Employability Skills Learning Outcomes Personal Support Worker Programs

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
 3. Execute mathematical operations accurately.
 4. Apply a systematic approach to solve problems.
 5. Use a variety of thinking skills to anticipate and solve problems.
 6. Locate, select, organize, and document information using appropriate technology and information systems.
 7. Analyze, evaluate, and apply relevant information from a variety of sources.
 8. Show respect for the diverse opinions, values, belief systems, and contributions of others.
 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
 10. Manage the use of time and other resources to complete projects.
 11. Take responsibility for one's own actions, decisions, and consequences.
- Plus these two **Fleming Core Competencies** (that are significantly different from the Essential Employability Skills):
12. Create novel ideas/practices to enhance personal/professional success; adapt current ideas/practices in response to emerging needs.
 13. Articulate an understanding of the physical and social environment from the local to the global level: reflect on one's role and responsibility.

Appendix D

Appendix C: General Education Requirement

Purpose

The purpose of General Education in the Ontario college system is to contribute to the development of citizens who are conscious of the diversity, complexity, and richness of the human experience; who are able to establish meaning through this consciousness; and, who, as a result, are able to contribute thoughtfully, creatively, and positively to the society in which they live and work.

General Education strengthens student's generic skills, such as critical analysis, problem solving, and communication, in the context of an exploration of topics with broad-based personal and / or societal importance.

Requirement

The General Education requirement for programs of instruction is stipulated in the Credentials Framework ([Appendix A](#) in the Minister's Binding Policy Directive Framework for Programs of Instruction).

While the inclusion of General Education is locally determined for programs of instruction leading to either a college certificate or an Ontario College Certificate, it is recommended that graduates of the Ontario College Certificate programs have been engaged in learning that incorporates some breadth beyond the vocational field of study.

In programs of instruction leading to either an Ontario College Diploma or an Ontario College Advanced Diploma, it is required that graduates have been engaged in learning that exposes them to at least one discipline outside their main field of study, and increases their awareness of the society and culture in which they live and work. This will typically be accomplished by students taking 3 – 5 courses offered and designed discretely and separately from vocational learning opportunities (courses).

These learning opportunities would normally be delivered using a combination of required and elective processes. Further clarification is provided in Appendix C2 Questions and Answers related to the implementation of the general education policy in programs of instructions in colleges of applied arts and technology in Ontario.

Minister's Binding Policy Directive, 2005

Appendix E

PSW PROGRAM

The Personal Support Worker program at Fleming College gives you the training and credentials to provide support services to all ages of the life span, to those with special needs, disabilities and/or illnesses.

PROGRAM COURSES

Human Growth and Development
 Intro to College Communications
 Theory
 Labs
 Clinical
Standard First Aid and Level C CPR

Program Outline

Semester One	Week 1 – 7	Week 8	Week 9 - 15
Theory and Gen Ed. courses	Mon, Tues, Wed 9a.m. – 4p.m. Thursday		Wednesday 9a.m. – 4 p.m. Thursday
Labs		Mon, Tues, Wed	
Clinical			LTC Mon and Tues

Semester Two	Week 1 – 7	Week 8	Week 9 - 15
Theory	Wednesday 9 a.m. – 4p.m.		Wednesday 9a.m. – 4 p.m.
Clinical	LTC Mon and Tues		Community Consolidation

Appendix F

Course Outlines that exist:

Personal Support Worker Theory

Course Outline

Course Number: NRSB 143

Semester: Fall 2005 Sir Sandford Fleming
College

Program(s): Theory Institute for Healthy Aging and
Nursing

Course Format: described below Hours: 142
hours

Faculty: Kimberley Johnston Office
Hours

Office # 416, ext. # 1723 as
posted

Susan O'Toole Office
Hours

Office # 416, ext. # 1724 as
posted

Approved by: _____

_____ Co-ordinator Date

_____ Academic Team Leader Date

Course Description:

The Personal Support Worker Program teaches the student to support and contribute to the quality of life of individuals who reside in institutions and in the community. The student is taught to respect and support people's desire to be healthy and independent according to their own choices and capabilities. This course incorporates the teaching of how to provide services such as personal care, home management, social and recreation activities and family responsibilities.

Prerequisite:

1. Successful completion of OSSD with ENG4C at general level or mature applicant status.
2. Grade 12 Biology preferred.

Aim:

The aim of this course is to enable the student to apply the concepts and principles learned in the classroom to the clinical setting.

This course contributes to the following learning outcomes or essential knowledge and skills required by learners as defined by Ministry of Education and Training program standards, employers, industry and professional organizations.

Vocational Outcome:

- Develop a basic understanding of the human body, how it works and the impact illness/disease has on it.
- Demonstrate effective communication skills in the classroom.
- Develop and understand interventions for the client based upon the illness/diseases presented.
- Promote the use of medical terminology.
-

Learning Outcomes:

Upon successful completion of this course the learner will be able to:

1. Understand the role of the PSW within the existing health care system in Ontario.
2. Identify the roles of the multidisciplinary health care team.
3. Recognize pertinent legislation and the implication of these pieces of legislation.
4. Comprehend Maslow's Hierarchy of Human Needs and the individuality of the person.
5. Recognize varied cultures and how they can affect the PSW in the caregiving role.

6. Comprehend the importance of ethics and ethical behaviours within the health care profession.
7. Understand the importance of medical asepsis, infection control and universal precautions in the clinical setting.
8. Recognize the importance of fire safety and WHMIS in all health care settings.
9. Understand the importance of personal, client and environmental safety.
10. Develop an understanding of basic anatomy and physiology.
11. Comprehend senescent changes and how these changes affect the care of the client.
12. Recognize illnesses/diseases and the care required for clients with these conditions.
13. Understand the limitations of the administration of medications.
14. Understand the different types of abuse and interventions/supports.
15. Recognize the care required for the healthy infant/child as well as for the infant/child who has an illness.
16. Develop an understanding of personal care and selected interventions to promote the comfort, dignity and safety of the client.
17. Use effective time management and problem solving techniques in a variety of situations.
18. Develop an understanding of Canada's Food Guide, therapeutic diets and dysphagia.
19. Develop a general understanding of documentation requirements, terminology and the legalities.
20. Interpret information, instructions and ideas with the accuracy required to complete tasks.

Learning Sequence:

Week/Day	Topics	Learning Outcomes	Assessment
One	Orientation to Program and College		Paperwork Discussion
One	Orientation to College Meet your Advisor Plugged In Turned On Lifelines		Participation
Two/1	Role of the PSW Multidisciplinary Care Team Various Care Settings	1, 2	Group Activities Class Participation

Two/2	Legislation Health Care	1, 3, 6	Class Discussion
Two/3	Ethics Medical Terminology (ongoing)	1, 6	Activities
Three/4	Culture and Cultural Differences	5, 6	Videos
Three/5	Maslows' Hierarchy of Needs Individuality	2, 4	Group Activities Class Discussion
Three/6	Aging	9, 11, 16, 20	Assignment
Four/7	Communication Oral, Written, Body Language -professionalism, confidentiality	20	Class Participation
Four/8	Communication Assertive/Aggressive Conflict Resolution	20	Class Participation
Four/9	24 hour clock Nursing Process Interventions/Care Plan Documentation	19, 20	Class Discussion Class Activities
Five/10	Safety – Institution/Community/Home Fire Safety/WHMIS	8, 9, 16, 17	Class Discussion Activities
Five/11	Infection Control Universal Precautions Medical Asepsis Communicable Diseases	6, 7, 9	Discussion Video
Five/12	Circadian Rhythm Self Care Stress Management Time Management	17, 20	Class Activities Video Assignment

Week/Day	Topics	Learning Outcome	Assessment
Six/13	Health/Wellness S/T – L/T Planes/Cavities Cancer	10, 17	Class Activities
Six/14	Basic Anatomy and Physiology Integumentary System	10, 17	Group Participation

Six/15	Integumentary System Illness/Disease Medical Terminology Ulcers/Wounds	10, 11, 12, 16, 17	Group Participation
Seven/16	Restraints Abuse	6, 14	Video Class Participation
Seven/17	Musculoskeletal Senescent Changes Illness/Disease	10, 11, 12, 16, 17	Group Activities
Seven/18	ROM Transfers, Positioning	9, 10, 11, 12, 16, 17	Class Participation
Eight	LAB		Skills Sheet
Eight	LAB		Skills Sheet
Eight	LAB		Skills Sheet
Nine/19	Digestive System Intake and Output Senescent Changes Illness/Disease	10, 11, 12, 16, 17,	Video Class Participation Assignment
Ten/20	Nutrition Therapeutic Diet Canada's Food Guide Dysphagia	11, 12, 16, 17, 18, 19, 20	Class Participation
Eleven/21	Nervous System Senescent Changes Illness/Disease	10, 11, 12, 16, 14, 19, 20	Group Discussion Case Studies
Twelve/22	Sensory Systems Pain Senescent Changes Illness/Disease	10, 11, 12, 14, 16, 17, 20	Class Activity
Thirteen/23	Developmental Disabilities ABI Mental Health	9, 6, 10, 11, 12, 16, 17, 19, 20	Class Discussion
Fourteen/24	Mental Health Dementia Alzheimer's Disease	2, 4, 6, 7, 8, 9, 11, 12, 14, 16, 17, 20	Activities Case Studies
Fifteen	MIDTERM EXAM (2 hours)		Exam

Three weeks off to enjoy festive celebrations!

Learning Sequence Semester Two:

Week/Day	Topics	Learning Outcome	Assignment
One/25	Circulatory System	7, 9, 10, 11, 12,	Group Activities

	Senescent Changes Illness/Disease	16	Video
Two/26	Vital Signs	9, 10, 11, 12,	Videos
Three/27	Respiratory System Senescent Changes Illness/Disease Oxygen Therapy	7, 9, 10, 11, 12, 16, 14, 20	Class Discussion Videos
Four/28	Urinary System Senescent Changes Illness/Disease	7, 9, 10, 11, 12, 16, 17, 20	Video Class Participation
Five/29	Endocrine/Diabetes Senescent Changes Illness/Diseases	9, 10, 11, 12, 13, 16, 17	Class Discussion Video Case Studies
Six/30	Immune System AIDS Senescent Changes Illness/Disease	7, 9, 10, 11, 12, 16, 17	Group Activities Class Discussion
Seven/31	Community Preparation Household Management Meal Preparation	1, 2, 3, 4, 5, 6, 7, 8, 9, 16, 17, 20	Class Activity
Eight	NO THEORY CLASS Take Home Assignment Mother/Child/Paeds		Independent Study
Nine/32	Community Preparation Family Responsibility Recreational Activities	2, 3, 4, 5, 6, 7, 8, 9	Group Activities
Ten/33	Rehab/Restorative	2, 3, 8, 9, 16	
Eleven/34	Reproductive System Senescent Changes Illness/Diseases	10, 11, 12, 14	Class Activities
Twelve/35	Death and Dying Palliative Care	13, 16, 17, 19, 20	Book Report Class Participation
Thirteen/36	Medications	2, 3, 5, 6, 9, 13, 19,20	Class Discussion
Fourteen/37	Resume Cover Letter		
Fifteen/38	FINAL EXAM (3 hours)		Exam

Assessment Plan:

Theory

Content	% of Final Mark	
Tests of 60%	30%	Students must maintain an overall average of 60%
Assignments of 60%	20%	Students must maintain an overall average of 60%
Mid Term Exam continue on	20%	Student must achieve a mark of 60% to continue on
Final Exam pass	30%	Students must achieve a mark of 60 % to pass

Students will be provided with opportunities for self-assessment and faculty assessment through a variety of collaborative methods including case studies, group discussions and problem solving.

Academic Responsibilities:

Mutually, faculty and students will support and adhere to College Academic Regulations and Students' Rights and Responsibilities policies. In addition, the following guidelines have been developed to support the learning process:

- Marked tests will be returned to students one week following testing
- Tests must be written with the class unless arrangements have previously been made.

Personal Support Worker – Clinical I

Course Outline

Course Number:	NRSG 145	
Semester:	Fall 2005	Sir Sandford Fleming College
Program(s):	PSW Clinical Semester 1	Institute for Healthy Aging and Nursing
Course Format:	LTC facilities	Hours: 112 hours
Faculty:	Kimberley Johnston Office # 416, ext. # 1723	Office Hours: as posted

e-mail: kimjohns@flemingc.on.ca

Approved by:

_____	_____
Co-ordinator	Date
_____	_____
Academic Team Leader	Date

Course Description:

This course is designed to give the student the opportunity to apply the knowledge of theory, principles and skills learned in the classroom and the lab. The student is taught to respect and support all people's desire to be healthy and independent according to their own choices and capabilities.

Clinical Placements:

Long Term Care Facilities in Peterborough and surrounding area (depending on the need).

Prerequisite:

1. Completed health form meeting the requirements of the program
2. Clear Police Check **with Vulnerable Search.**
3. Standard First Aid and Level C CPR (current meaning received within 3 months of start date of program)
4. Mandatory attendance at 3 days Skills Labs
5. Facility orientation of 2 days

This course contributes to the following program learning outcomes as defined by the Ministry of Training, Colleges and Universities and/or employers, industry and other professionals.

Vocational Outcomes:

- Practise in a professional manner under supervision.
- Establish a team approach to care.
- Communicate effectively with clients, families, health team members and others.
- Integrate theory into practice.
- Prioritize and organize holistic care of the individual
- Practise safe/therapeutic techniques to keep the client and their environment safe.
- Practice PSW skills according to the limitations of the role.
- Perform efficient and safe body mechanics when lifting and transferring clients
- Recognize and promote dignity, independence, preferences, privacy, and safety.

Generic Skills Outcomes:

- Take responsibility for his/her own actions and decisions
- Manage the use of time and resources to attain personal goals

Learning Outcomes:

Upon successful completion of this course, the student will be able to:

1. Identify and demonstrate the PSW skills as outlined in the Ministry of Training, Colleges and Universities.
2. Provide thorough holistic care to 6-8 individuals in a timely and organized manner.
3. Describe and report changes in the client's physical, emotional, social, spiritual and mental needs.
4. Demonstrate professional conduct with respect to the Resident's Bill of Rights and within their scope of practice.
5. Work as an effective member of the multidisciplinary team.
6. Maintain the confidentiality code.
7. Complete all clinical hours for this placement before the final date.
8. Accurately report and record the conditions/care and interventions for each client.
9. Rationalize the basic care provided for all clientele.
10. Ability to meet the needs of Special/Acute/Palliative and Home Care Concerns.

Clinical Outline for Learning Sequence:

Wk/Day	Learning Activities	# of Clients	Assignments
One/1	Orientation	none	Mandatory paperwork
One/2	Initiation into Facility Feeding Transporting Communicating with Clt.	Meet 2 clients	Look up primary diagnosis - describe in own words
Two/3	Baths/AM Care Bedmaking	Care for 2 clients of varying level of	Reflective due next day

	Transfers/Lifts Feeding	care	
Two/4	Grooming - shave, hair, teeth, glasses Feeding Positioning Intake – Documentation	Care for same 2 clts.	Assessment Form
Three/5	AM Care – peri Transfers/Lifts Bedmaking Feeding Specimen Collection	Care for 2 New clts.	Reflective due Tues.
Three/6	AM Care Grooming – hair, teeth Transfers/Lifts Feeding Positioning Communication with Clt.	Same 2 clients	Care Plan for each new client (1 Problem - use Subjective and Objective Data; Goal; 3 Interventions
Four/7	ROM Transfers/Lifts Document (Flow Sheets) AM Care Specimens	2 New Clients	Reflective due Tues.
Four/8	Reporting Pertinent Info. Documentation Transfers/Lifts ROM Communicating with Clt.	Same 2 Clients	Dx in own words Presentation
Five/9	Organizational Skills Reporting Team Work Documentation AM Care	3 clients (same 2 + 1 New)	Reflective
Five/10	Intake and Output Transfers/Lifts Team Work	Same 3 clients	Care Plan Presentation
Week/Day	Learning Activity	# of Clients	Assignment
Six/11	Reporting Off/On Privacy/Dignity Transfers/Lifts AM Care	3 Clients (the previous new patient + 2 Brand new)	Reflective.
Six/12	Grooming Reporting Info Organizational Skills Universal Precautions	As above	Primary Diagnosis in own words Mid Term Evaluation

Seven/13	Team Work (with staff and covering each other Communication Skills EVALUATIONS	4 clients (2 the same + 2 New)	Reflective
Seven/14	As above Standard Precautions	As above	Presentation if not done
Three wks	Festive Celebrations	Family & Friends	Enjoy!
Eight/15	“Mini” Orientation Basic Care Reporting Organizational Skills	4 new clients (Buddy with staff)	Reflective
Eight/16	Intake/Output Vital Signs Weights Bedmaking Communication Skills	As above	Primary Dx - own words Care Plan for each new client (1 Problem - use Subjective and Objective Data; Goal; 3 Interventions
Nine/17	V/S – Blood Pressure Weights I/O Specimen Organizational Skills	3 clients the same + 2 new	Reflective
Nine/18	V/S – T/P/R Weights I/O Time Management Documentation Communication Skills	As above	Resident assessment from one of 2 new patients
Ten/19	V/S, Wt. ROM AM Care Communication with Clt.	Last weeks 2 new clients + 4 brand new	Reflective
Ten/20	Time Management Reporting Documentation	As above	Care Plan on 2 of the brand new clients
Eleven/21	Communicating with Clt. Reporting Time Management Vital Signs	Same 6 clients as above	Reflective
Eleven/22	Time Management Transfers/Lifts AM Care	As above	Documentation Exercise

	ROM Documentation		
Twelve/23	Time Management Transfers/Lifts AM Care Vital Signs	4 of the same 6 above + 4 New Clients	Reflective
Twelve/24	Documentation Reporting Off/On Organizational Skills Grooming	As above	
Thirteen/25	Organizational Skills AM Care Specimens	Initial 4 clients from week 8 and 4 Brand new	Reflective
Thirteen/26	Time Management Team Work Reporting Communication Skills	As above	Final Evaluation
Fourteen/27	Time Management Communication EVALUATIONS	As above	
Fourteen/28	AM Care Transfers	As above	Celebration!

The Clinical component of this course requires the student to complete the specified number of clinical hours in Long Term Care and Community settings. Should the clinical setting find it necessary to terminate a student's placement, this will constitute an immediate withdrawal from the clinical component of the program. Students will be issued a mark of Pass/Fail.

08/16/05

Week 8 lab Schedule

Lab Schedule for February 27 –March 02 2006

Students must have their lab skills sheet signed by Instructor at each station before leaving lab on Thursday!

Students must be competent in the skill before signing off.

February 27, 2006

Time	Activity
0900 – 1100	Station 1
1100 – 1115	Break
1115 – 1315	Station 2
1315 – 1400	Lunch
1400 – 1600	Station 3

clean up & debrief

February 28, 2006

Time	Activity
0900 – 1045	Station 4
1045 – 1100	Break
1100 – 1245	Station 5
1245 – 1345	Lunch
1345 – 1530	Station 6

15 minute clean up & debrief

March 02, 2006

Time	Activity
0900 – 1030	Videos
1030 – 1045	Break

1045 – 1200	Station I – makeup
1200 – 1230	Lunch
1230 – 1330	Station II – makeup
1330 – 1400	Meet the Instructor

cleanup and debrief