

COURSE NAME:	PSW162 Lab 1
Credit Value:	4
Total Course Hours:	56
Prerequisite Course(s):	None
Corequisite Course(s):	PSW152, PSW185, and PSW180

COURSE DESCRIPTION

This course will provide the learner opportunities to apply theoretical concepts and practice skills that maintain and promote health and wellness.

PLAR INFORMATION

This course is not eligible for Prior Learning Assessment and Recognition.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

- 1.0 Demonstrate knowledge and skill of hand hygiene, clean technique, and medical asepsis.
 - 1.1 Describe when to wash your hands and general guidelines for handwashing.
 - 1.2 Compare and contrast the principles and practices of Standard Precautions and Transmission -Based Precautions.
 - 1.3 Describe the principles and practices of surgical asepsis
 - 1.4 Distinguish between pathogens and non-pathogens
 - 1.5 Summarize what microbes require to be transmitted, live, and grow.
 - 1.6 Describe the risk factors and signs and symptoms of infection.
 - 1.7 Describe the chain of infection.
 - 1.8 Describe what a multidrug-resistant organisms (MRO) is and why it can be difficult to treat.
 - 1.9 Describe common aseptic practices.
 - 1.10 Demonstrate the ability to use clean technique while donning and removing PPE during isolation precautions.
- 2.0 Describe and execute Measuring Height, Weight, and Vital Signs.
 - 2.1 Explain why vital signs are measured.
 - 2.2 Describe the normal ranges for vital signs, and factors that affect vital signs.
 - 2.3 Describe when to use each temperature site, as well as the effects age has on body temperature
- 2.4 Describe the different sites used to measure pulse
- 2.5 Demonstrate the use and indication for pulse oximetry
- 2.6 Describe normal respirations
- 3.0 Demonstrate the ability to make a bed.
 - 3.1 Demonstrate the ability to gather appropriate bedding in the proper order and maintain Standard Precautions.
 - 3.2 Describe safety measures taken when making a bed.
 - 3.3 Demonstrate the differences between an open bed, closed bed, occupied bed, and unoccupied bed.
 - 3.4 Describe different bed positions and their purpose.
- 4.0 Demonstrate the knowledge and skill related to providing personal hygiene.
 - 4.1 Demonstrate the ability to perform oral hygiene.
 - 4.2 Demonstrate the ability to perform a complete bed bath, partial bed bath and assist with a tub bath or shower.
 - 4.3 Demonstrate the ability to give a back massage.
 - 4.4 Demonstrate the ability to provide perineal care to a female and male client.

- 4.5 Describe the process of menstrual care
- 5.0 Demonstrate the knowledge and skill required for grooming and dressing a client.
- 5.1 Demonstrate the skill of shampooing a client's hair in the shower, bath or in bed.
- 5.2 Demonstrate the skill of shaving a client both male and female
- 5.3 Demonstrate the skill of providing nail and foot care.
- 5.4 Demonstrate the skill of changing a client's clothes or hospital gown.
- 5.5 Demonstrate the ability to apply elastic stockings, and elastic bandages.
- 6.0 Demonstrate proper body mechanics when moving, positioning, transferring, and lifting.
- 6.1 Demonstrate the principles of body mechanics while moving, positioning or ambulating with a client.
- 6.2 Demonstrate why good body alignment and position change are important for the client
- 6.3 Identify the comfort and safety measures for positioning and moving a client in bed
- 6.4 Recognize how to position a client in the basic bed positions and in a chair using lift/transfer techniques
- 6.5 Describe comfort and safety measures for moving, turning, and lifting clients in bed
- 6.6 Identify the safety measures used when transferring clients
- 6.7 Identify the purpose and indication for a transfer belt and transfer board
- 7.0 Demonstrate the knowledge and skill required to care for a client's oxygenation needs
- 7.1 Describe the factors that affect oxygen needs
- 7.2 Identify the signs and symptoms of hypoxia and altered respiratory function
- 7.3 Recognize tests used to diagnose respiratory problems
- 7.4 Express measures to promote oxygenation
- 7.5 Describe devices used to administer oxygen
- 7.6 Demonstrate how to safely assist a client with oxygen therapy
- 7.7 Describe the safety measures for suctioning
- 7.8 Explain how to assist in the care of a client with artificial airways, on mechanical ventilation, and with chest tubes
- 8.0 Demonstrate care and knowledge of assistive sensory devices.
- 8.1 Identify the steps of applying, removing and cleaning of a hearing aid (s)
- 8.2 Demonstrate care of eyes glasses and prosthetic eye (s)
- 8.3 Demonstrate the ability to provide oral care including dentures.
- 8.4 Examine the application of prosthetic devices.
- 9.0 Demonstrate the knowledge and skill of assisting at mealtime and in feeding a client.
- 9.1 Identify basic nutrition (ingestion, digestion and absorption)
- 9.2 Examine factors that affect eating and nutrition (choice, allergies, food intolerances, culture, religion, finance, appetite, illness and aging)
- 9.3 Identify different eating utensils for clients with special needs.
- 9.4 Examine how to meet dietary requirements, and being aware of the different consistencies of food.
- 9.5 Demonstrate how to assist the client with eating with vision loss, weakness, and when at a high risk for choking.
- 9.6 Demonstrate how to assist or feed a client with eating while in bed.
- 9.7 Examine special orders (encourage fluids, restricted fluids, nothing by mouth) and measurement in food and fluid intake.
- 10.0 Demonstrate the knowledge and skill in attending to urinary and bowel elimination needs.
- 10.1 Identify the characteristics of normal urine and the guidelines for maintaining normal urinary eliminations.
- 10.2 Identify the signs and symptoms of urinary incontinence and methods of bladder training.
- 10.3 Identify how to care for a client with a ureterostomy.
- 10.4 Describe the guidelines when caring for a client who has a catheter and recognizing the different types of catheterizations (straight, indwelling, suprapubic, and condom catheter)

- 10.5 Describe how to collect a urine and/or stool sample.
- 10.6 Identify normal stools and patterns of frequency of bowel movements
- 10.7 Identify the factors that affect bowel elimination and common bowel elimination issues.
- 10.8 Describe the indications for bowel training, suppositories, enemas and rectal tube.
- 10.9 Describe how to care of an ostomy.
- 11.0 Demonstrate knowledge of wounds and wound appearances.
- 11.1 Describe the clients at risk for skin tears and pressure ulcers and prevention.
- 11.2 Describe the causes of skin tears and how to prevent them.
- 11.3 Identify the signs, symptoms and causes of pressure ulcers, as well as measures that can be taken for prevention
- 11.4 Describe the causes of leg and foot ulcers and ways to prevent them.
- 11.5 Describe the process, types and complications of wound healing.
- 11.6 Describe what to observe about wounds and wound drainage.
- 11.7 Describe how to secure dressings and the guidelines for applying a dressing
- 11.8 Describe how to meet the basic needs of clients who have wounds.
- 12.0 Examine the role of the support worker in acute care settings
- 12.1 Describe how to promote well-being and comfort during the admission, transfer, and discharge process
- 12.2 Explain how circulation is stimulated after surgery
- 12.3 Describe how to meet the client's hygiene, nutrition, fluid and elimination needs after surgery
- 12.4 Describe how to prepare a client before, during and after a physical examination
- 12.5 Identify the equipment used during a physical examination
- 12.6 Describe the possible examination positions and how to drape the client to reach of these positions
- 12.7 Explain guidelines for assisting with a physical examination
- 12.8 Describe how clients are physically and psychologically prepared for surgery
- 12.9 Explain how to prepare a room for the postoperative client
- 12.10 List the postoperative signs and symptoms to report to the nurse
- 13.0 Demonstrate the knowledge and skill required for heat and cold applications
- 13.1 Identify the purposes, effects, and complications of heat and cold applications
- 13.2 Identify the clients at risk for complications from heat and cold applications
- 13.3 Identify the guidelines for application of heat and cold
- 14.0 Demonstrate the knowledge and skill required for end of life care.
- 14.1 Describe how culture, religion, and age influences attitudes toward death.
- 14.2 Describe the stages, phases, or tasks clients, families and caregivers may encounter when dealing with grief
- 14.3 Explain how to help meet a dying client's needs.
- 14.4 Describe the impact that grief can have on loved ones
- 14.5 Describe the needs of the family of a dying client.
- 14.6 Describe palliative care.
- 14.7 Explain the importance of an advance directive.
- 14.8 Identify the signs of approaching death and the signs of death.
- 14.9 Demonstrate and describe how to assist with post-mortem care.

GENERAL EDUCATION

This is not a General Education course.

PROGRAM OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved program learning outcomes (PLO):

Personal Support Worker

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.
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 clients, families, supervisors and/or other members of the interprofessional care/service team.
3. Participate as a member of the interprofessional care/service team and maintain collaborative working relationships in the provision of supportive care in community, retirement homes, long-term care homes and/or hospital care settings.
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.
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.
6. Identify relevant client information using basic assessment and communication skills and report and document findings in accordance with the requirements of employer policies and procedures and all applicable legislation.
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.
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, rehabilitation and restorative care.
9. Assist clients with medication in keeping with the direction of the plan of care/service plan and under the direction and monitoring of a regulated health professional or most accountable person and in accordance with all applicable legislation and employer's policies.
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.
11. Assist clients who are caring for dependent individuals considering client and family choices, professional boundaries and the direction of the plan of care/service plan.
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.
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.
14. Use identified approaches and best practices to support positive and safe behaviour in clients experiencing cognitive impairment, mental health challenges and/or responsive behaviours.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils 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. Analyse, 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.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

n/a

COURSE EVALUATION

Each of the following individual evaluations strategies must be successfully completed.

Theory Testing: minimum pass grade of 65%

Practical Skills Testing: minimum pass grade of Satisfactory

PROGRAM SPECIFIC GRADING

Successful completion of this course requires a minimum grade of Satisfactory

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F - Repeat course

*For a complete detailed description please refer to the College website.

LEARNING RESOURCES

Sorrentino, Sheila A., Rimmert, Leighann N., Wilk, Mary J., Canadian Textbook for the Support Worker & Workbook Package 2017 Elsevier Canada 4th Ed. ISBN 978-1-77172-132-5

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

LEARNING ACTIVITIES

Lecture, case studies, role playing/simulation, and videos.

DELIVERY MODE

This course may be delivered, in whole or in part, in a number of modalities, including in class, online, hybrid, in a synchronous or asynchronous manner or a combination thereof, as per accreditation and/or regulatory standards where appropriate.

INTERPROFESSIONAL EDUCATION

All full-time programs of study at Canadore College strive to provide students with opportunities for interprofessional education. This course provides students with interprofessional education through:

Core course content
Introductory case discussions
Simulations

ACADEMIC POLICIES

Canadore College is committed to the highest standards of academic integrity, and expects students to adhere to these standards as part of the learning process in all environments. The College's Academic Integrity policy seeks to ensure that all students understand their rights and responsibilities in upholding academic integrity and that students receive an accurate and fair assessment of their work. Please review the Academic Integrity policy (A-18) and other academic policies found on our website:

<https://www.canadorecollege.ca/about/policies>.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

STUDENT SUCCESS SERVICES - Your Success Matters!

We provide student-focused services to facilitate students' success in their studies. Staff provide support by reducing and/or removing educational-related barriers through accommodation planning with students with disabilities, learning strategies, mental health and wellness events. Visit our webpage to learn more:

<https://www.canadorecollege.ca/support/student-success-services>

FIRST PEOPLES' CENTRE:

A culturally safe environment offering CONFIDENTIAL student focused services, drop in or make an appointment to access:

- One on one counselling
- Elder in residence program
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Learning Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.