

CESBA PSWRAS (Personal Support Worker Recognition and Advanced Standing)

OVERVIEW

The outline below is to give school board PSW programs a guidance on students who have previous education, training and/or work experience that could be used to have them exempted from certain modules or reduce the number of placement hours they need to complete in order to obtain their PSW certification.

The goal is to identify the 'gaps' in any previous education, training and work experience and to ensure that the student meets the competencies against the MCU VLOs/EOP/PO and the training hours required for each individual board program.

This is not the MoE PLAR that they may have done if they are working towards their OSSD.

Previous Education/Training:

A. In Ontario:

Health Care Aide, (HCA) Home Support Worker, (HSW 1,2,3)

1. Proof of completion of training program with an overview of the following:
 - *total number of training hours
 - *breakdown of: number of theory hours, lab, supervised and consolidation hours
 - *modules covered and number of hours associated with each
2. Guideline is they should be currently working within the field, (or an absence of no longer than the previous two years)
3. Letter from current/previous employer verifying the following:
 - *employment setting: i.e: LTC, community, acute care
 - *length of employment
 - *number of hours worked within the last 12 months
 - *boards will want to provide some sort of 'reference check' that employers can use to give an overview of the person's skill sets, competency level, areas of improvement,etc (Please see sample of checklist included)

If the person has the above training but has not been working in the field within the last 2 years, you may want to have them complete the full PSW program.

B. Outside of Ontario (but within Canada)

As above in A.

Areas of focus are generally bringing them up to an Ontario standard of training, (i.e: total number of training hours to obtain Ontario PSW certification is 600, where they may have had 500), as well as an understanding of how health care is delivered in Ontario: LTC, community, etc., how funded, etc.

C. Internationally Trained

As above in A.

Areas of focus are generally on bringing them up to an Ontario standard of training, (hours of training, depth and breadth of knowledge in the various modules) and knowledge of how health care is delivered and managed. Competency in speaking, writing and comprehension of the English language also are assessed.

All boards can use their entrance Literacy Assessment and interview to further assess a student's ability and readiness for the program.

Other:

Prospective students can also provide proof of the following for further assessment of competency and potential exemption from some aspects of the PSW training modules and placement hours:

*List of current up to date other certifications, (usually within the last 6-12 months) i.e:

GPA

Palliative Care

Feeding for those with Dysphagia

CPR/FA

WHMIS

Safe Food Handling

N95 Mask Fitting

Mental Health Training

Other applicable on-line, in-service or certificate training that the board can measure against the theory modules and the VLOs. Each board can compare to their list of extra certificates given as well as create a list of what they will accept and recognize.

Hour Recognition for Related Work Experience:

1. Determine the area of experience: LTC, Community, Hospital, etc.
2. Guideline is they should have worked for approximately 2,000 hours within the last two years
3. Provide information from employer as outlined in Section A #3 above.
4. They should still have some type of lab assessment done and some type of supervised placement to sign off that they have met the competencies against the VLOs and to determine any 'gaps' that would need to be filled in.
5. They would still need to complete placement in the other areas, (if their experience is in LTC, they would need to complete a community placement, etc.)

Sample Guideline:

For 2,000 + hours of work experience within the last two years:

1-2 lab sessions/assessments

8 hours of supervised placement (Observation at place of employment can be done)

For 1,000-2,000 hours of work experience within the last two years:

2-3 lab sessions/assessments

16 hours of supervised placement (Observation at place of employment can be done)

For less than 1,000 hours of work experience within the last two years:

3-4 lab sessions/assessments

24-32 hours of supervised placement

Important for boards to create a criteria that the student's previous education, training or work experience can be assessed against; not only to meet the requirements of each individual board program, but ultimately against the training standards, (VLOs, EOP and EES)

****The Following Document below was first created when DSBs first adopted the new Training Standards from MTCU in 2014. It can be used to further assist in recognition of and assessment and evaluation of the individual seeking prior recognition and advanced standing.***

SELF ASSESSMENT SCALE FOR PSW'S.

This scale has been designed to help you determine your level of competence in relation to the role of the PSW using the MHLTC/MTCU Common PSW standards around which this guide has been designed. This is called a Prior Learning Assessment Recognition (PLAR-not based on MoE) (Or now PSW Recognition and Advanced Standing)

This can be used to

1. determine prior learning by HCA's wishing to bridge to PSW
2. As an ongoing learning tool during the program or
3. for PSW's wishing to pursue further education.

The purpose of this document is to:

1. encourage and support you in taking responsibility for assessing your own learning
2. assist you in assessing your level of competence and to identify gaps in your skills and knowledge
3. assist you in focusing specifically on the competencies and deciding which of them to pursue by providing evidence of your competence in those areas and
4. promote the design of an individualized learning plan based on your previous experiences and learning related to the competencies enabling you to strengthen existing skills and knowledge and to fill in any gaps.

The starting point in the process is a candid, thoughtful self appraisal of your level of competence in relation to the PSW competencies. The checklist has been designed to help you compare your skills and knowledge to the Provincial PSW competencies and their performance indicators. Please check off the level of performance which best describes your competence following the chart below, with 0, having no experience and 5, can successfully do this without assistance and can lead others in doing it.

Carefully review each of the functions and activities and their performance indicators. Using the self-assessment scale, record what you think is your present level of competence. Make notes of possible sources of evidence in the right hand column of any particular tasks,

projects, responsibilities, courses, training programs, self-directed study in which you have participated that may help you to demonstrate competence. You may find that one piece of evidence is strong enough to demonstrate competence in more than one function.

However, you will probably need more than one piece of evidence to demonstrate competence in any one competency area. Providing diverse sources of evidence to demonstrate your competence is a critical element of the PLA process. While completing the assessment, pay particular attention to those outcomes for which you consistently rate yourself as being able to perform the competency with minimum assistance and/or without assistance. Such ratings indicate that these are the areas on which to focus in generating various forms of evidence to support your claim that you possess the required skills and knowledge.

COLLECTING EVIDENCE TO SUPPORT COMPETENCE

Providing appropriate sources and types of documentation (evidence) to support one's claim of competence is a key component of PLA. Evidence generally falls into two categories; **direct** and **indirect**.

Direct evidence: refers to products, reports, plans, and performances that you have created and produced. In most cases direct evidence is the strongest evidence to support your claim that you really do have the skills and knowledge that you say you have in relation to the PSW competencies. It is important that you collect as much direct evidence related to the competencies as possible in support of your claim of competence.

Indirect evidence: generally refers to information about you and your achievements/competencies. Examples of indirect evidence include letters of validation written on your behalf by employers, supervisors, co-workers, members of professional associations, formal job evaluations, awards, commendations.

In many cases, direct evidence or observation of one's skills and knowledge may not be possible due to cost, confidentiality, lack of time etc. When it is not possible or realistic to provide direct evidence to support one's claim of competence indirect sources of evidence may be used. A flexible combination of direct and indirect evidence is highly desirable and commonly used as an integral part of the PLA process.

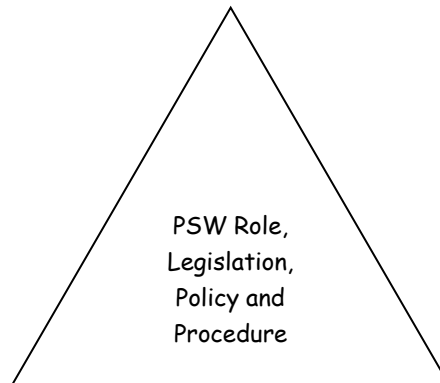
Remember that throughout the assessment process emphasis should be placed on ensuring that diverse sources of evidence are used i.e. **at least three sources for each of the major functions and activities and their accompanying performance indicators.**

The example which follows demonstrates the principle of triangulation of evidence related to Vocational Learning Outcome (VLO) #1 Role, Legislation, Policy and Procedure

EVIDENCE #1 Work Evaluation

EVIDENCE #2 Resident Bill of Rights Brochure

EVIDENCE #3 Decision Tree (to make decisions related to the activities of a PSW)



PSW SELF ASSESSMENT SCALE CHECKLIST:

**PLEASE REFER TO PAGES 95-122 AT THE END OF THE 2014 MAPPING DOCUMENT FOR
THE ASSESSMENT SCALE CHECKLIST**