

Collaborative Inquiry: Resources/Best practices related to

Work integrated learning (WIL) to improve employer desired "soft skills"

Committee members:

- Shoona Cook (Niagara)
- Bernadette Glover (Toronto) *co-ordinator
- Anita Plunkett (Eastern Ontario)
- Judy Woods (Ottawa)
- Lisa Zandbergen (Wallaceberg)

Work integrated learning to improve employer desired soft skills in PSW students was investigated. The committee's research is divided into three main sections:

1. Hard and soft skill differences.
2. Soft skills outlined.
3. Lesson plans to develop PSW Students' soft skills.

Hard skill are described as specific abilities that can be defined and measured, such as writing, math, reading and the ability to make a bed, for example. Soft skills are less tangible and harder to quantify, such as etiquette, getting along with others, listening and engaging in small talk. The Conference Board of Canada's "Employability Skills 2000+" is a useful resource which outlines soft skills as they relate to employment and employability: http://www.conferenceboard.ca/Libraries/EDUC_PUBLIC/esp2000.sflb The list below, seen in an article published in the Washing Post By Joyce E.A. Russell on March 16, 2014 was accepted as a basic description of desirable soft skills:

1. **Integrity.** Ethical reputation and honesty.
2. **Work ethic.** Being dependable and hardworking, willing to go the extra mile.
3. **Team player.** Being collaborative and working well with others (i.e., having a pleasant personality and working for the team vs. being a bully, manipulator, backstabber or only caring for your own individual agenda).

4. **Positive attitude and enthusiasm.** Optimistic, upbeat, ability to generate good energy.
5. **Adaptability and flexibility.** Employers get frustrated with employees who are resistant to change and are rigid or unable to adapt to new directions.
6. **Effective communication and confidence.** Being a good listener, being able to clearly and concisely articulate your point whether in writing or orally, using appropriate nonverbal and body language.
7. **Openness and receptivity to feedback.** Soliciting feedback and being willing to listen to it and make needed changes to improve; learning from criticism. It is especially important to get feedback on your emotional and social intelligence.
8. **Creative thinking.** Being open to innovation and able to think outside the box.
9. **Critical thinking and problem solving.** Being able to analyze information and put it together; being able to see the interrelationships among various functional areas to address problems.
10. **Collaboration, conflict management and negotiation skills.** Being able to work effectively with others and effectively address conflict as it arises; being able to persuade and influence others.

Lesson plans were developed to promote these soft skills and may be embedded in some if not all VLOs. A list of VLO has been included for your reference; see the last insert page 27.

Lesson Plans:

- | | |
|--|--------------------------|
| 1. Community Co-op Summative Assignment / page 3 | Shoona Cook |
| 2. Professionalism Discussion Exercise / page 5 | Shoona Cook |
| 3. Communication (radical listening) / page 7 | Bernadette Glover |
| 4. Media Presentations / page 8 | Bernadette Glover |
| 5. Leadership Assessment + Template / page 10 | Anita Plunket |
| 6. Conflict Resolution / page 12 | Anita Plunket |
| 7. Meal Preparation Teamwork and Collaboration /page 14 | Judy Woods |
| 8. Reflection on Practice / page 18 | Judy Woods |
| 9. Developing Work Related Personal Skills / page 22 | Lisa Zandbergen |
| 10. Characteristics of a Good PSW / page 23 | Lisa Zandbergen |

Lesson Plan # 1 Community Co-op Final Summative Assignments

Name: _____

Date: _____

1. Essential Employability Skills

- a. Visit the following website:
<http://www.skills.edu.gov.on.ca/OSP2Web/EDU/DisplayNocDetails.xhtml?nocid=3413>
- b. These are the essential employability skills for Nurses Aide/Orderly; keep scrolling down the page until you have read all of the skills listed under each heading.
- c. Now, compare your mid and final evaluation forms to the essential employability skills (above); how many of the skills listed on the website are you being evaluated on? Give more than just a number, give examples and make your case. (14 marks)
(reading, writing, critical thinking, problem solving, oral comm., finding info., job task planning)
- d. List the skills headings, mentioned on the OSP website above, that you use every day when at placement and give one example of that skill. (14 marks)

Due Date: Beginning of week 5 for some

Beginning of week 3 for others who are getting 30 or more hours per week

2. 'Thank You' Letter

- a. You will compose a 'thank you' letter to your supervisor and your partner
- b. What do you do if you've had more than one partner? (1 mark)
- c. Is your letter is three paragraphs long? (3 marks)
- d. Is your letter is personal? (1 mark)
- e. Is your letter is sincere and succinct? (1mark)
- f. Does your first paragraph have the three necessary points covered? (3 marks)
- g. Does your second paragraph have the three necessary points covered? (3marks)
- h. Does your last paragraph have the three necessary points covered? (3 marks)
- i. Does your closing have the necessary elements included? (3 marks)
- j. Is your letter formatted/laid out correctly - as mentioned in Princeton website? (3 marks)
- k. Have you used proper 'business' language/words? (-1 mark for every improper use of language)
- l. Are there spelling and/or grammatical errors? (-1 for every spelling error)

DUE Date: Beginning of week 5 for some

Beginning of week 3 for others who are getting 30 or more hours per week

3. Portfolio Update Assignment

- a. Add a page to your portfolio that contains the required MOE information (refer to previous portfolio assignment #4, items a – d must be included) about this co-op placement be sure to include your name and date at the top of the page (5 marks)
- b. Have you included any new/additional certificates earned since the last update? (1 mark)
- c. Have you included all of your educational diplomas/certificates? (1 mark)
- d. Have you included your resume? (1 mark)
- e. Have you included a cover letter? (1 mark)
- f. Have you included your performance appraisals? (1 mark)
- g. Have you included any letters of reference or thank you letters – made out to you? (1 mark)
- h. Have you put your portfolio in the recommended order (refer to previous assignment #9)? (1 mark)

Due Date: Beginning of week 5 for some

Beginning of week 3 for others who are getting 30 or more hours per week

4. Resume and Cover Letter Assignment

- a. Did you make the recommended changes to your resume? (2 marks)
- b. Have you used the “functional” resume style? (2 mark)
- c. Layout is identical to the functional resume layout seen in workshop example? (2 marks)
- d. All like jobs are grouped under same headings? (1 mark)
- e. There are three ‘bullet’ examples of tasks under each job heading? (1 mark)
- f. References are attached to resume on a separate sheet of paper? (1 mark)
- g. -1 mark for every “don’t” (refer to resume workshop hand-out) that appears in your resume

Cover Letter

- h. Compose a revised cover letter to accompany your updated resume
- i. Did you make the changes recommended in the previous cover letter? (1 mark)
- j. Is your cover letter the recommended length? (1 mark)
- k. Does each paragraph contain the necessary information? (3 marks)
- l. Is your cover letter laid out as recommended in the workshop example? (2 marks)
- m. Did you use professional ‘business’ language? (2 marks)
- n. -1 mark for every grammatical error
- o. -1 mark for every spelling error

Due Date: Beginning of week 5 for some

Beginning of week 3 for others who are getting 30 or more hours per week

Lesson Plan #2

Professionalism Discussion & Critical Thinking Exercise

Background:

I had two groups for clinical co-op; one group at each of two facilities. One group of students collectively had particularly challenging experiences at the facility where they were placed. Challenges were dealt with on site as they arose by me and my clinical instructor. We felt it was important that students were part of the discussion, problem solving and decision making process as to how issues would be managed so they were a part of that process. I wanted to bring the issue of challenges faced in the world of work to the broader classroom so, I created a list of critical thinking questions around professionalism and professionalism in the face of challenging situations and then we had a round table discussion where students shared: experiences, ideas and strategies.

First we discussed what 'soft skills' are and their importance by asking students to recall the skills we learned in interpersonal communication. I also cross referenced the definition of and examples of 'soft skills' with essential employability skills as many of the two are the same: oral communication, critical thinking, problem solving, adaptability (job task planning/organization), and decision making.

We had this discussion/exercise after the semester 1 exam review. Students had recently had an essential employability skills assignment as well as resume, cover letter, thank-you letter and portfolio workshop with a guest from the Niagara Employment Help Center where we also discussed 'soft skills' so, the topic was fresh.

Students were asked the following questions one at a time with a period of sharing and discussion between each one. I started with question #1 and I asked which ever of the remaining questions that seemed to create flow in and continue the discussion. I gently steered the conversation towards 'soft skills' where ever necessary and possible.

Questions:

1. What is your interpretation of the meaning of 'professionalism'?/What does professionalism mean to you?
2. What does professionalism look like put into on-the-job behaviours and communication?
3. Why practice in a professional manner?
4. How important is professionalism to you?
5. When/where do you practice professionalism?

6. What negative examples of professionalism have you seen/experienced in clinical co-op?
7. What positive examples of professionalism have you seen/experienced in clinical co-op?
8. Who is affected most by professionalism? Why? How?
9. How will you/do you maintain professionalism in face of challenging situations? Provide any examples.
10. How will you demonstrate professionalism? I threw out some real-life examples/scenarios and asked the group how they would handle that situation in a professional manner.
11. Who do you look to as a role model of professionalism? Why?

<https://www.monster.com/career-advice/article/six-soft-skills-everyone-needs-hot-jobs>

<http://www.skills.edu.gov.on.ca/OSP2Web/EDU/DisplayNocDetails.xhtml?nocid=3413>

Personal Support Worker – Lesson Plan

Work integrated learning (WIL) to improve employer desired "soft skills"

Name of Lesson	Lesson Plan #3 Effective Communication Exercise (Radical Listening)								
Workshop/lesson created by	Bernadette Glover								
Estimated time required for this workshop/lesson	30 min								
Course expectations that are developed	TPJ3M D3.4 demonstrate an understanding of and apply the work habits that are important for success in the health care industry, as identified in the Ontario Skills Passport								
Soft Skill/s that are developed	<table border="0"> <tr> <td><input type="checkbox"/> Communication skills</td> <td><input type="checkbox"/> Adaptability</td> </tr> <tr> <td><input type="checkbox"/> Teamwork and communication</td> <td><input type="checkbox"/> Problem solving</td> </tr> <tr> <td><input type="checkbox"/> Conflict resolution</td> <td><input type="checkbox"/> Stress management strategies</td> </tr> </table>	<input type="checkbox"/> Communication skills	<input type="checkbox"/> Adaptability	<input type="checkbox"/> Teamwork and communication	<input type="checkbox"/> Problem solving	<input type="checkbox"/> Conflict resolution	<input type="checkbox"/> Stress management strategies		
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<input type="checkbox"/> Teamwork and communication	<input type="checkbox"/> Problem solving								
<input type="checkbox"/> Conflict resolution	<input type="checkbox"/> Stress management strategies								
Essential skills that are developed	<table border="0"> <tr> <td><input type="checkbox"/> Reading Text</td> <td><input type="checkbox"/> Thinking</td> <td><input type="checkbox"/> Numeracy</td> <td><input type="checkbox"/> Working With Others</td> </tr> <tr> <td><input type="checkbox"/> Continuous Learning</td> <td><input type="checkbox"/> Document Use</td> <td><input type="checkbox"/> Writing</td> <td><input type="checkbox"/> Oral Communication</td> </tr> </table>	<input type="checkbox"/> Reading Text	<input type="checkbox"/> Thinking	<input type="checkbox"/> Numeracy	<input type="checkbox"/> Working With Others	<input type="checkbox"/> Continuous Learning	<input type="checkbox"/> Document Use	<input type="checkbox"/> Writing	<input type="checkbox"/> Oral Communication
<input type="checkbox"/> Reading Text	<input type="checkbox"/> Thinking	<input type="checkbox"/> Numeracy	<input type="checkbox"/> Working With Others						
<input type="checkbox"/> Continuous Learning	<input type="checkbox"/> Document Use	<input type="checkbox"/> Writing	<input type="checkbox"/> Oral Communication						
Materials required	Timer/clock computer, projector, internet								
Setting	The classroom								
Method:	<p>Students are placed in groups of 2. One student is assigned to listen while the other talks on any subject of their choice for 5 min. The listener may not speak. At the end of 5 min. a discussion should take place, ask students how they felt as the speaker? As the listener? Have the students trade roles, each having a turn as speaker and listener. Repeat the questions. Ask if anyone learned anything new? Discuss the benefits of listening intently to another person.</p> <p>This lesson on communication is the power of listening.</p> <p>At the end of the discussion play this youtube: https://www.ted.com/talks/julian_treasure_5_ways_to_listen_better</p>								

Copyright information	All materials are referenced
Teacher notes	Insist on respect by having all students listen and speak. Walk around the room and intervene only if necessary. Teacher may assign homework – ask students to listen to a family member or friend

Personal Support Worker - Lesson Plan

Work integrated learning (WIL) to improve employer desired "soft skills"

Name of Lesson	Lesson Plan #4 Media Presentations
Workshop/lesson created by	Bernadette Glover
Estimated time required for this workshop/lesson	5 min each student
Overall course expectations that are developed	TPJ3M A4. describe the relationship between lifestyle choices and personal health and well-being; C2. describe the impact of current social patterns and trends on personal health and the delivery of health care.
Soft Skill/s that are developed	<input checked="" type="checkbox"/> Communication skills <input type="checkbox"/> Adaptability <input checked="" type="checkbox"/> Teamwork and communication <input type="checkbox"/> Problem solving <input type="checkbox"/> Conflict resolution <input type="checkbox"/> Stress management strategies
Essential skills that are developed	<input checked="" type="checkbox"/> Reading Text <input checked="" type="checkbox"/> Thinking <input type="checkbox"/> Numeracy <input type="checkbox"/> Working With Others <input checked="" type="checkbox"/> Continuous Learning <input checked="" type="checkbox"/> Document Use <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Oral Communication
Materials required	Computer, internet and Projector Access to newspapers, magazines, internet, t.v. etc
Setting	The classroom
Method:	Students are asked to research and present health related news and the rubric is reviewed. The article may be the student's choice, all health related media is accepted

	<p>Presentations are to be no longer than 5 min. Students may ask questions.</p> <p>Ask students to present at the beginning of the class and to have their article referenced.</p> <p>After your introduction Show the Ted Talk: Your body Language Shapes Who You Are: Amy Cuddy https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are</p>														
<p>Type of assessment/evaluation used with this unit</p>	<p>Basic checklist:</p> <p>Name: _____ Date: _____ Grade: /7</p> <table border="1" data-bbox="544 661 1485 1123"> <tr> <td>1. Is the speaker prepared on the agreed upon date</td> <td></td> </tr> <tr> <td>2. Is the media current and health related</td> <td></td> </tr> <tr> <td>3. Is the student's volume correct</td> <td></td> </tr> <tr> <td>4. Is the student engaging and interesting</td> <td></td> </tr> <tr> <td>5. Is the student free of nervous habits</td> <td></td> </tr> <tr> <td>6. Is the student able to correctly pronounce each word</td> <td></td> </tr> <tr> <td>7. Has the article been referenced</td> <td></td> </tr> </table>	1. Is the speaker prepared on the agreed upon date		2. Is the media current and health related		3. Is the student's volume correct		4. Is the student engaging and interesting		5. Is the student free of nervous habits		6. Is the student able to correctly pronounce each word		7. Has the article been referenced	
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7. Has the article been referenced															
<p>Copyright information</p>	<p>All materials are referenced</p>														
<p>Teacher notes</p>	<p>Insist on respect by having all students listen and participate. Finish with applause. Intervene only if absolutely necessary.</p>														

Personal Support Worker - Lesson Plan

Work integrated learning (WIL) to improve employer desired "soft skills"

Name of Lesson	Lesson Plan #5 Clinical: Leadership Assessment/Development Plan
Workshop/lesson created by	Unknown (I received this assessment template from someone and modified it slightly)
Estimated time required	30-45 mins
Overall course expectations that are developed	<p>Identification of areas of strength</p> <p>Identification of areas of improvement</p> <p>Identification of development of next steps, goals, etc</p>
Soft Skills	<input type="checkbox"/> Communication skills <input checked="" type="checkbox"/> Adaptability <input checked="" type="checkbox"/> Teamwork and communication <input type="checkbox"/> Problem solving <input type="checkbox"/> Conflict resolution <input type="checkbox"/> Stress management strategies
Essential skills that are developed	<input type="checkbox"/> Reading Text <input checked="" type="checkbox"/> Thinking <input type="checkbox"/> Numeracy <input type="checkbox"/> Working With Others <input checked="" type="checkbox"/> Continuous Learning <input type="checkbox"/> Document Use <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Oral Communication
Materials required	<p>Leadership Assessment/Development template</p> <p>See below:</p>
Setting	Clinical placement
Method:	<p>Students are given the Leadership Assessment/Development template prior to the beginning of clinical and expectation is that it is completed and handed in on the last day when evaluations are done.</p> <p>Each student completes each self-reflective section-(can be hand written or typed)</p>
Type of assessment/evaluation used with this unit	The student and the clinical instructor review the assessment in conjunction with their clinical evaluation to reflect and discuss identified areas of strength and areas of challenge or improvement to assist them with developing their identify as a health care professional.
Copyright information	

Teacher's
template:

ASSESSING LEADERSHIP SKILLS

To assess your leadership skills, ask yourself the following questions:

List 6 qualities, behaviors, actions or skills that you feel embody the concept of Leadership:

1. My Leadership strengths are:
2. Areas where I would like to improve my expression of leadership are:
3. Areas where I DON'T perceive myself as having leadership strengths, but others do:
4. Areas where I DO perceive myself as having leadership strengths, but other may not:
5. Specific Leadership qualities or behaviors that I would like to further develop:
6. What beliefs do I hold that influence my Leadership actions:
7. Past experiences that have influenced my Leadership style
8. Role models that I continue to admire. New role models in my PSW experience:
9. Out of 10, how do I rate my current practice of Leadership skills:
10. How does the history and culture of the health care field and the field of PSW work influence my leadership style:

Personal Leadership Development Plan

Over the next 270 hours of consolidation placement the following plan to further develop three Leadership qualities:

Leadership Action, Behavior, Skill: _____

Two actions I can/will do to develop this:

1. _____

2. _____

Leadership Action, Behavior, Skill: _____

Two actions I can/will do to develop this:

1. _____

2. _____

Leadership Action, Behavior, Skill: _____

Two actions I can/will do to develop this:

1. _____

2. _____

Personal Support Worker - Lesson Plan

Work integrated learning (WIL) to improve employer desired "soft skills"

Name of Lesson	#6 Conflict Resolution (All VLOs)
Workshop/lesson created by	
Estimated time required for this workshop/lesson	N/A
Overall course expectations that are developed	TPJ3C, TPJ3M, TPJ4C, TPJ4M, TOJ4C, TPJ4E, TPJ4EC
Soft Skill/s that are developed	<input checked="" type="checkbox"/> Communication skills <input checked="" type="checkbox"/> Adaptability <input checked="" type="checkbox"/> Teamwork and communication <input checked="" type="checkbox"/> Problem solving <input checked="" type="checkbox"/> Conflict resolution <input checked="" type="checkbox"/> Stress management strategies
Essential skills that are developed	<input type="checkbox"/> Reading Text <input checked="" type="checkbox"/> Thinking <input type="checkbox"/> Numeracy <input checked="" type="checkbox"/> Working With Others <input checked="" type="checkbox"/> Continuous Learning <input type="checkbox"/> Document Use <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Oral Communication
Materials required	Conflict Resolution Reflection Guideline-see below
Setting	Classroom, Clinical and Consolidation Placement
Method:	<p>Students work through conflicts/challenges they have with their peers, co-workers, preceptors, etc.</p> <p>During the duration of the program students who are challenged with a conflict and present the situation to the instructor complete the following:</p> <ul style="list-style-type: none"> * identification of the conflict * level of the conflict: mild, medium, high-(see examples below) * impact of conflict on all parties involved * identification of 3 strategies for resolution and potential outcome for each. <p>Depending upon the level of conflict, documentation may be required and therefore the student would work on developing written communication skills.</p>
	<p>Level of professionalism presented by student with the conflict. Feedback on level of self-awareness of their role in the conflict, ability to</p>

Type of assessment/evaluation used with this unit	develop resolution strategies, ability to identify appropriate level of conflict. Review of outcome of strategy used and any follow-up needed.
Copyright information	N/A
Teacher notes	<p><u>CONFLICT RESOLUTION REFLECTION GUIDELINE</u></p> <p>You have identified a conflict with either a peer, preceptor, co-worker, etc. Review the following below to assist you with achievement towards a resolution.</p> <ol style="list-style-type: none"> 1. What is the conflict about? 2. Why do I perceive this as a conflict? 3. What impact does this conflict have on my: <ul style="list-style-type: none"> -ability to perform in class, lab on placement -ability to complete a particular task, assignment, etc 4. What is the perceived level of personal stress that is felt by this conflict? 5. What is the 'level' of the particular conflict: <p><u>SAMPLES OF CONFLICT LEVELS:</u></p> <p><u>MILD:</u></p> <ul style="list-style-type: none"> *I don't get the 'warm and fuzzy' feeling when working with a particular classmate or preceptor *Class peer has a strong opposing opinion to a view presented by the student *Instructor has given a mark on an assignment that the student feels should be higher <p><u>MEDIUM:</u></p> <ul style="list-style-type: none"> *Student feels they have not been sufficiently trained in lab on a particular skill *Lab partner is unavailable for practice *Conflict between what was taught as best practice in class and 'reality' teaching by preceptor *With group or pair projects student's partner has not attended to completion of work, meetings, etc. <p><u>HIGH:</u></p> <ul style="list-style-type: none"> *Res, cl, pt, classmate, staff member, instructor, preceptor, has been verbally aggressive *Res, cl, pt has been physically aggressive *Instructor or preceptor has not created a positive learning environment. i.e: non constructive feedback, no opportunities to develop learned or new skills, leaving the student unattended in an unsafe/uncomfortable situation <ol style="list-style-type: none"> 6. What is the perceived level of impact of this conflict on the person(s) involved?

	7. Identify three strategies for resolution and potential pros and cons to each:
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Personal Support Worker - Lesson Plan

Work integrated learning (WIL) to improve employer desired "soft skills"

Name of Lesson	#7 Teamwork and Collaboration, Adaptability, Respect and Integrity Meal Preparation Assignment								
Workshop/lesson created by	Adapted by Judy Woods RN, OCT, Ottawa Carleton District School Board from PSW Program, Loyola-Belleville								
Estimated time required for this workshop/lesson	4 hours mostly out of class after initial instructions are reviewed and discussed.								
Overall course expectations that are developed	This assignment is a summative assignment which incorporates many aspects of our curriculum and can be applied to the following courses: PPL40 Healthy Active Living HHD30 Dynamics of Human Relationships TPJ4M Health Care TPJ4CC Clinical Placement in a Community Setting								
Soft Skill/s that are developed	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><input type="checkbox"/> Communication skills</td> <td style="width: 50%; border: none;"><input type="checkbox"/> Adaptability</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Teamwork and communication</td> <td style="border: none;"><input checked="" type="checkbox"/> Problem solving</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Conflict resolution</td> <td style="border: none;"><input type="checkbox"/> Stress management strategies</td> </tr> </table>	<input type="checkbox"/> Communication skills	<input type="checkbox"/> Adaptability	<input type="checkbox"/> Teamwork and communication	<input checked="" type="checkbox"/> Problem solving	<input type="checkbox"/> Conflict resolution	<input type="checkbox"/> Stress management strategies		
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Essential skills that are developed	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%; border: none;"><input type="checkbox"/> Reading Text</td> <td style="width: 25%; border: none;"><input checked="" type="checkbox"/> Thinking</td> <td style="width: 25%; border: none;"><input checked="" type="checkbox"/> Numeracy</td> <td style="width: 25%; border: none;"><input checked="" type="checkbox"/> Working With Others</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Continuous Learning</td> <td style="border: none;"><input type="checkbox"/> Document Use</td> <td style="border: none;"><input checked="" type="checkbox"/> Writing</td> <td style="border: none;"><input checked="" type="checkbox"/> Oral Communication</td> </tr> </table>	<input type="checkbox"/> Reading Text	<input checked="" type="checkbox"/> Thinking	<input checked="" type="checkbox"/> Numeracy	<input checked="" type="checkbox"/> Working With Others	<input type="checkbox"/> Continuous Learning	<input type="checkbox"/> Document Use	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Oral Communication
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<input type="checkbox"/> Continuous Learning	<input type="checkbox"/> Document Use	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Oral Communication						
Materials required	Printed information about the assignment and how it will be evaluated. Classroom. Home preparation and research required. Access to fridge/oven/microwave for safe storage of prepared food prior to shared dining experience. Other materials, artifacts are the responsibility of students.								

Setting	Classroom oral presentation. Classroom presentation and dining experience.
Method:	<p style="text-align: center;">Assignment - Meal Preparation and Presentation</p> <p>The purpose of this assignment is to assess a student’s ability to work in a group in preparing a multicultural luncheon with other students. This includes planning for table setting, organizing the classroom for a shared dining experience, and preparing one dish to share with others.</p> <p>In this assignment, to increase awareness and knowledge about different cultural practices, each student will prepare an entree suitable for their own culture. It will consider their cultural practices, preferences, any food allergies or sensitivities and dietary restrictions. All students will present the required information about their entrée. Following the student presentations, all will participate in dining as a social activity.</p>
Type of assessment/evaluation used with this unit	<p>Requirements</p> <ul style="list-style-type: none"> • The Culture. Each student will provide a <i>one page written, detailed description of the country/culture</i> that the assignment is based on. <ul style="list-style-type: none"> ○ Describe the culture you have chosen ○ Express typical food choices of that culture with rational e.g. accessibility of foods. ○ Your information must be clearly expressed with supporting details (always provide references for information) ○ Use a variety of sources and documentation accurately - make sure internet sources are reputable. ○ Include pictures to add to the readers understanding of the topic. • Artifacts/decorations/Visual interest items. Provide the audience with a representation of what typical outfits/costumes would look like. Provide at least <i>three articles of interest from the culture or entrée</i> being presented. You may want to include household items that would be specific and relevant to the culture or meal being presented, such as tablecloth, table settings, flag, and music. • The Entrée for the Meal. Prepare and present enough food to present as a sample for each student. While preparing food, follow manufacturer’s guidelines and municipal bylaws relevant to household equipment, appliances and product use and disposal. Select and use routine practices related to environmental controls and minimizing microorganisms in the environment e.g. equipment and work area, cleaning, disposal of waste (including sharps) and hand hygiene. Your entree must: <ul style="list-style-type: none"> ○ Be appealing with regard to presentation, temperature and portion size ○ Use a variety of colours ○ Use a variety of textures ○ Have an appealing aroma ○ Be prepared economically - be creative - with minimal cost. ○ Must exhibit principles of good nutrition • Nutrition information handout. In the oral presentation include the rationale for the food choices and methods of preparation. In the <i>written one page nutritional analysis description</i>, ensure that you include details about the nutritional content of the entree. List all of the nutrients including serving size with e.g. vitamins, minerals, protein, etc. and report how each ingredient benefits the body. • Diet Evaluation. Based on the entree you have chosen, report how would you adapt the meal preparation techniques to meet the following special dietary needs. <ul style="list-style-type: none"> ○ Gluten free

- Lactose free
- Diabetic
- Low sodium
- High protein
- Reduced fat

Summary

Each student will present and submit a one page culture handout, show at least three cultural artifacts, prepare an entrée from their culture, present the nutritional value of the entrée and submit a handout of this, and discuss adaptations for those with special dietary needs (gluten free, lactose free, diabetic, low sodium, high protein, reduced fat).

Skills: This assignment requires planning and organization among students in the class and by each individual student. It is an assignment talked about by past students and looked forward to by current students. Successful completion requires skills of communication, cooperation, collaboration and organization among the group of students in planning the even. Individual students contribute to learning about their varied cultures, countries, traditions, and help us better understand the backgrounds of our clients. Skills required are both hard and soft, for example, safe food handling; use of computer technology to collect information i.e. nutritional content, explanation of artifacts, analysis of nutritional content; development of an informational handout; oral presentation. Following all presentations, we enjoy a social activity, dining together gaining an understanding of and appreciation for the contributions of others.

Oftentimes we invite the Principal, Vice Principal, and office and guidance staff to this event.

Student Name _____

Entrée Prepared _____

Cultural Meal Presentation ____/20 marks

	1	2	3	4
Attractiveness -colour -texture -aroma -nutritious	Meal presentation only meets 1 of the four criteria.	Meal presentation is fairly well done, using 2 of the 4 required criteria.	Meal presentation is very well done using 3 of the 4 required criteria.	Meal presentation is exceptionally well done using 4 of the required criteria
Information Gathering [online and/or printed resources for information]	Information taken from only one source and/or information not accurate and or not cited.	Accurate information taken from a 2 sources and cited.	Accurate information taken from 3 sources in a systematic manner and cited.	Accurate information taken from 4 sources in a systematic manner and cited.
Knowledge of Principles of Nutrition [nutrition information handout, diet evaluation,	Handout / presentation indicates no understanding of principles of nutrition or dietary needs	Handout / presentation indicates a vague understanding of principles of nutrition	Handout / presentation indicates a clear understanding of principles of nutrition	Handout / presentation indicates a clear and accurate understanding of principles

	adaptations]		and dietary needs	and dietary needs.	of nutrition and special dietary needs
	Understanding of culture. [presentation, one page handout, articles of interest]	The presentation of the meal does not include any articles of interest from that culture	The presentation of the meal includes one article of interest from that culture	The presentation of the meal includes two articles of interest from that culture	The presentation of the meal includes three articles of interest from that culture
	Use of grammar and sentence structure [oral presentation, written handout]	The presentation of the meal, uses poor grammar and sentence structure - greater than 4 mistakes	The presentation of the meal, uses fair grammar and sentence structure - 3 or 4 mistakes	The presentation of the meal, uses good grammar and sentence structure - 1 or 2 mistakes	The culture and nutrition handouts use proper grammar and sentence structure - no mistakes
Copyright information	As above, adapted from Loyola-Belleville by Ottawa Carleton District School Board (Judy Woods)				
Teacher notes	This is an assignment which has been popular for all of our PSW classes. In this most recent version, I adapted this from an assignment created by Loyola-Belleville. In past it has been an end of the year event that students are excited about. This will be held approaching the end of our program and be part of our class celebration of success in the PSW program.				

Personal Support Worker - Lesson Plan

Work integrated learning (WIL) to improve employer desired "soft skills"

Name of Lesson	<p>#8 Reflection on Practice: Professionalism</p> <p>Accountability - to workplace, to professional practice</p> <p>Professionalism: Conduct and Competence</p>								
Workshop/lesson created by	<p>Judy Woods, RN, OCT</p> <p>PSW Program</p> <p>Ottawa Carleton District School Board</p> <p>judy.woods@ocdsb.ca</p>								
Estimated time required for this workshop/lesson	2 hours including researching information on the Internet and typing assignment.								
Overall course expectations that are developed	<p>Written communication skills. Critical thinking / reasoning. As preparation for clinical where cell phones are prohibited except in locker rooms or open common areas during break times. Learning to work within policies of a workplace. Assignment aligns with Ministry of Education descriptions of the following courses.</p> <p style="text-align: center;">TPJM2C or TPJ4M2C Clinical Placement in a Long Term Care Facility</p> <p style="text-align: center;">HHD30 Dynamics of Human Relationships</p> <p style="text-align: center;">TPJ4M Health Care</p>								
Soft Skill/s that are developed	<table style="width: 100%; border: none;"> <tr> <td><input checked="" type="checkbox"/> Communication skills</td> <td><input type="checkbox"/> Adaptability</td> </tr> <tr> <td><input type="checkbox"/> Teamwork and communication</td> <td><input checked="" type="checkbox"/> Problem solving</td> </tr> <tr> <td><input checked="" type="checkbox"/> Conflict resolution</td> <td><input type="checkbox"/> Stress management strategies</td> </tr> </table>	<input checked="" type="checkbox"/> Communication skills	<input type="checkbox"/> Adaptability	<input type="checkbox"/> Teamwork and communication	<input checked="" type="checkbox"/> Problem solving	<input checked="" type="checkbox"/> Conflict resolution	<input type="checkbox"/> Stress management strategies		
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<input type="checkbox"/> Continuous Learning	<input type="checkbox"/> Document Use	<input checked="" type="checkbox"/> Writing	<input type="checkbox"/> Oral Communication						
Materials required	Access to computer to prepare assignment. Copy of assignment. I provided each student with one copy of the assignment for completion on a day that I was not in the classroom. It was an out of class assignment. This assignment is adaptable to a computer lab/ library to promote use of technology in the preparation/submission of the assignment.								
Setting	Out of classroom. Could also be done in a library or location that has access to a computer for creating the response and then printing or emailing to submit the assignment.								

<p>Method:</p>	<p>Each task description is an excerpt taken from a book chapter where two graduate students are discussing professionalism- conduct and competence.</p> <p>Task 1 - Different perspectives</p> <p><i>My interest in examining professionalism emerged from my discomfort as a Registered Nurse working in changed professional practice settings With increased use of portable and wired technology, I was noticing increases in behaviors relating to cell phone and Internet use, and presentation of self to client, which conflicted with my definition of professionalism. The Professional Standards of the College of Nurses of Ontario (2009) state that nurses are accountable for conducting themselves in ways that promote respect for the profession.</i></p> <ol style="list-style-type: none"> 1) How might cell phone or Internet use in the work place interfere in promoting respect for the health care professional? 2) If residents or clients observe health care professionals using cell phones in the workplace, how might residents interpret this behavior? <p>Task 2 -Cell phone addiction or filling a void or?</p> <p><i>Our conversations also reflected the use of computers and cell phones in the workplace. Emerging from conversations was the recurrent addictive nature of cell phone use to meet our personal needs. Growing up, we both remember our mothers being at home. We reminisce about family time where we all had dinner together and there was always that opportunity to share various aspects of your day. Today, the average family does not have this luxury because life has just become too busy or chaotic. Quite often both parents are working and people are using technology to connect and fill this void (i.e., what they are not getting from family or friends).</i></p> <ol style="list-style-type: none"> 1) How might employer policy help/interfere with employee or student use of cell phones in the workplace? 2) How might classroom rules about cell phones support student preparation for separation from cell phones in clinical placements? <p>Task 3 - Distractions from the task at hand</p> <p><i>However, in several cases technology acts like the snake in the Garden of Eden, a temptation, an itch that must be scratched. Our computers and cell phones can often be a distraction, which ultimately takes us away from our work.</i></p> <ol style="list-style-type: none"> 1) Comment on how cell phones may be a distraction for you (or others) in the workplace or in the classroom. 2) How might cell phones interfere in learning—yours or others? If you do not use a cell phone, think about this in relation to laws about hand held devices and distracted drivers. <p>Task 4—What is professionalism?</p> <p>Read the following 5 excerpts where the graduate students were coming to a new understanding of professionalism. Then answer the 3 questions.</p>
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	<p><i>It can be the uniform and identification badge worn by health care workers that help clients, their families and visitors, and other healthcare professionals distinguish who is who, and also what kind of care they can expect these uniformed individuals to provide. Professional conduct is about how one presents oneself, how one interacts with others, accepting accountability for assignments and for care provided, and for following the professional standards of the profession. There are certain behaviors expected of professionals.</i></p> <p><i>I started seeing professionalism as two separate streams: conduct and competence. Aspects such as dress, showing up for work on time, not checking a flight when you should be taking care of a client or a patient all speak to one's professional conduct. On the other hand, there is professional competence, which speaks to our abilities and skills (e.g., administering medication or effectively communicating). This distinction was a turning point for me because I realized that the most unsettling instances occurred when I witnessed someone whom I perceived to be professionally competent engaging in unprofessional conduct.</i></p> <p><i>Professionalism is largely about interpretations. As a professional, your conduct and competence are put out there for others to see, interpret, and scrutinize. Furthermore, you are entrusted by the profession and how people see and interpret your actions speaks to the values of the profession as a whole. This is largely why the professional conduct piece is so important because it is often used to make inferences about our professional competence.</i></p> <p><i>Conflicts arise in a professional workplace when you are trying to satisfy both personal and professional needs. I felt uncomfortable, even stressed, in the clinical work place when increasingly surrounded by nurses and other staff in the clinical work space sending and receiving texts on their personal cell phones, initiating and receiving telephone calls, and accessing non-clinical websites on workplace computers. Nurses are representing the profession of nursing. Whether it is teachers in classrooms, counselors in practice, or nurses in the clinical setting, my concern is for how technology is contributing to developing perceptions that professionals may be prioritizing personal needs over the needs of their "clients."</i></p> <p><i>Throughout this conversation emerged this idea of needs, both personal and professional needs. As a counselor, I see it as an addiction when people are checking their cell phones instead of teaching or attending to a patient. This idea of delay of gratification has also fallen by the wayside. I feel like people of my generation cannot even fathom the notion of waiting for something. Everything needs to be instantaneous and no one wants to wait. Thus, many of us have blurred the lines between our personal needs and our professional needs. Sometimes, in our attempt to satisfy and fulfill our own personal needs, we make poor professional decisions.</i></p> <ol style="list-style-type: none"> 1) How do you define professionalism? 2) How do you define professionalism related to cell phone use in the classroom? 3) How do you interpret it with cell phone use in a clinical workplace?
<p>Type of assessment/evaluation used with this unit</p>	<p>Each task has a value of 5 marks. The assignment contributes 5% to your Health Care course mark.[This assignment could also be aligned to the first clinical placement.</p>

Copyright information	<p>Sebok, S. S., & Woods, J. C. (2016). Using Duoethnography to Cultivate an Understanding of Professionalism: Developing Insights into Theory, Practice, and Self through Interdisciplinary Conversations. In R. D. Sawyer, & J. Norris (Ed.), <i>Interdisciplinary Reflective Practice Through Duoethnography: Examples for Educators</i> (pp.165-182). New York, NY: Palgrave Macmillan.</p> <p>[Note for my students I did not share that I was co-author.]</p>
Teacher notes	<p>In preparation for clinical I paid greater attention to cell phone use. I had not been able to always determine who/why students were having phones ringing in class, once in the lab when they were told the phones were not allowed. In clinical both practicum sites have a no cell phone in clinical working space policy. Students were told that if the instructor sees them with a cell phone and they are not on break in an appropriate break space, the student will be sent home. As they have heard that I did send students home on the late arrival policy, they know I may also act on the cell phone policy. I have had no cell phone issues in clinical although they still buzz at times in our classroom. Now when they buzz in class, no one admits to it being their phone.</p> <p>In my work towards helping students understand the importance of following instructions and policies/procedures, I created a "professionalism" assignment. When I was at CESBA, one of the days I was absent, students had to complete a professionalism assignment relating to cell phone use. I was pleased to read their responses about how others might interpret a professional's use of a cell phone. It hasn't gotten the phones out of the classroom though.</p>

Personal Support Worker - Lesson Plan

Work integrated learning (WIL) to improve employer desired "soft skills"

Name of Lesson	<p>#9 Role of the Support Worker.</p> <p>Developing work related personal skills.</p>				
Workshop/lesson created by	Lisa Zandbergen Reg.N., B.Sc.N., B.Ed. OCT				
Estimated time required for this workshop/lesson	30 minutes				
Overall course expectations that are developed	Determine personal skills and reflection as well as plan a strategy to develop these skills.				
Soft Skill/s that are developed	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Communication skills <input type="checkbox"/> Teamwork and communication <input type="checkbox"/> Conflict resolution </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Adaptability <input type="checkbox"/> Problem solving <input type="checkbox"/> Stress management strategies </td> </tr> </table>	<input type="checkbox"/> Communication skills <input type="checkbox"/> Teamwork and communication <input type="checkbox"/> Conflict resolution	<input type="checkbox"/> Adaptability <input type="checkbox"/> Problem solving <input type="checkbox"/> Stress management strategies		
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Essential skills that are developed	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%; vertical-align: top;"> <input type="checkbox"/> Reading Text <input type="checkbox"/> Continuous Learning </td> <td style="width: 25%; vertical-align: top;"> <input type="checkbox"/> Thinking <input type="checkbox"/> Document Use </td> <td style="width: 25%; vertical-align: top;"> <input type="checkbox"/> Numeracy <input type="checkbox"/> Writing </td> <td style="width: 25%; vertical-align: top;"> <input type="checkbox"/> Working With Others <input type="checkbox"/> Oral Communication </td> </tr> </table>	<input type="checkbox"/> Reading Text <input type="checkbox"/> Continuous Learning	<input type="checkbox"/> Thinking <input type="checkbox"/> Document Use	<input type="checkbox"/> Numeracy <input type="checkbox"/> Writing	<input type="checkbox"/> Working With Others <input type="checkbox"/> Oral Communication
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Materials required	Smart board, pen and paper, IPADS, etc.				
Setting	Classroom				
Method:	<p>Put students into small groups. Each student decide what employability skill that they may have or what an employer looks for. They can use multiple ways to determine what is needed: internet, discussion, present job qualifications etc. Examples of employability skills: reliability, flexibility, personable, personal hygiene(personal as well as following scent-free policies)</p> <p>Then students will look at the list and write down examples of how they show this quality. Punctuality and absenteeism—student is never late for school and has no or minimal sick time.</p> <p>The student will then develop a 'care map' of developing skills and how they can do this on a day to day scale.</p>				
Type of assessment/evaluation					
Copyright information					
Teacher notes					

Personal Support Worker - Lesson Plan

Work integrated learning (WIL) to improve employer desired "soft skills"

Name of Lesson	<p>Lesson Plan #10</p> <p>Role of the Support Worker—Characteristics of a Good PSW</p>
Workshop/lesson created by	Lisa Zandbergen Reg.N., B.Sc.N., B.Ed. OCT
Estimated time required for this workshop/lesson	60 minutes in 2 sessions
Overall course expectations that are developed	Student will critically evaluate themselves and reflect to what is needed for improvement
Soft Skill/s that are developed	<input type="checkbox"/> Communication skills <input type="checkbox"/> Adaptability <input type="checkbox"/> Teamwork and communication <input type="checkbox"/> Problem solving <input type="checkbox"/> Conflict resolution <input type="checkbox"/> Stress management strategies
Essential skills that are developed	<input type="checkbox"/> Reading Text <input type="checkbox"/> Thinking <input type="checkbox"/> Numeracy <input type="checkbox"/> Working With Others <input type="checkbox"/> Continuous Learning <input type="checkbox"/> Document Use <input type="checkbox"/> Writing <input type="checkbox"/> Oral Communication
Materials required	Smart board, pen and paper, IPADS, etc.
Setting	Classroom
Method:	<p>There are 3 groups of characteristics that PSW Traits fall into:</p> <ul style="list-style-type: none"> -Personal -Cognitive -Behavioural <p>Divide Students into groups of 2-3 Review the attached document and give each group 3 traits/characteristics</p>

	<p>Have the students develop examples of how this trait or characteristic is exhibited in their personal lives. Have the students develop examples of how this trait is exhibited within the PSW role. The group will then take the words and develop a slide show, poster board or according to their level an activity explaining why these are important characteristics/traits to have. Students are also to attach short video clips promoting these traits.</p> <p>Characteristics of a Good PSW--attachment</p>
<p>Type of assessment/evaluation used with this unit</p>	<p>Checklist, quiz, kahoot.</p>
<p>Copyright information</p>	
<p>Teacher notes</p>	

Vocational Learning Outcomes
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. 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*.