

# **PSW Modules and New VLOs, (2021) Mapping With Curriculum Expectations and Alignment to Mosby's 5<sup>th</sup> Edition Textbook**

## **Module #1 Individuality of the Person**

TOJ4C 21 Hours

VOCATIONAL LEARNING OUTCOMES VLO #4 and #8

GENERAL OVERVIEW:

4-The graduate will have the ability to provide client centered 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 intraprofessional plan of care/service plan.

- I. Respect clients' right to autonomy, dignity, privacy and confidentiality at all times
- II. Promote client independence
- III. Treat each client as an individual possessing a unique personality, interests and abilities and having physical, intellectual, emotional, spiritual, social, sexual and cultural needs
- IV. Provide care that respects clients' right to make choices, decisions and to direct supportive care while maintaining clients' independence
- V. Provide supportive care to clients and their families which respect their cultural and linguistic practices, spiritual beliefs and sexual orientation
- VI. Identify and respect clients' definitions of family structure and the roles and responsibilities of clients, their families and significant others

8- The graduate will have the ability to 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.

- I. Assist in supporting clients' rights to safety, dignity, autonomy, respect, privacy and confidentiality in the provision of personal care
- II. Respect to supervisor if additional time is needed to accommodate clients' needs and preferences
- III. Assist clients with routine activities of daily living by applying knowledge of how the body functions, normal aging, changes in function and responses to common chronic or acute alterations in functioning

- IV. Use concepts of disease prevention, health promotion and maintenance convalescence and rehabilitation and restorative care to support clients' maximum functional independence and comfort
- V. Use nutritional support techniques that are specific to clients' needs and condition and in accordance with the plan of care/service plan and all applicable legislation
- VI. Provide hygiene and grooming assistance to clients, according to the plan of care/service plan and applicable legislation and taking into consideration clients' needs and preferences
- VII. Assist with measures to enhance bowel and bladder continence following the plan of care/service plan and employer protocols and in accordance with all applicable legislation
- VIII. Use proper body mechanics, assistive devices and techniques to safely position, transfer, move and ambulate clients in accordance with the plan of care/service plan employer policies and all applicable legislation

## **Chapter 2 The Canadian Health Care System**

### **OVERALL EXPECTATIONS:**

A4 describe various community health and social services for children and older Adults

### **SPECIFIC EXPECTATIONS:**

4.1 describe on the basis of research various community and public health programs and services that focus on the physical, psychological, cognitive, spiritual and or social well-being of children and older adults

A4.2 describe various products provided throughout the public health services to enhance the quality of life of children and older adults and their families

## **Chapter 11 Working with Families**

### **OVERALL EXPECTATIONS**

A3 demonstrate an understanding of factors that contribute to the overall health and well-being of children and older adults

### **SPECIFIC EXPECTATIONS:**

A3.1 identify the areas of human life and experience that, taken together, determine overall health and well-being

A3.5 explain the importance of social interaction and cognitive stimulation to overall well-being, in relation to age and stage of development

## **Chapter 5 Legislation**

### **OVERALL EXPECTATIONS:**

D1. Demonstrate an understanding of and comply with laws, regulations, and guidelines related to the health, safety, and care of children and older adults

### **SPECIFIC EXPECTATIONS:**

D1.1 identify and describe laws, regulations and guidelines related to the health and safety of children and older adults

D1.2 identify health and safety standards in workplaces involving child care and geriatric care

D1.3 identify laws regulations and guidelines that relate to various aspects of the lives of children and older adults

D1.4 identify, on the basis or research, hazards that can affect the safety of children and older adults

## **Chapter 7 Culture and Diversity**

### **OVERALL EXPECTATIONS:**

B5 demonstrate the ability to communicate effectively with children at various stages of development and with older adults when providing health care and or social services

C2 analyze the role of society in caring for children and the elderly

### **SPECIFIC EXPECTATIONS:**

B5.2 recognize and compensate for possible language barriers by using action signs or providing an interpreter, and be aware of cultural differences in communication styles, interpersonal behavior and attitudes and customs

C2.3 describe how changing population patterns will affect society

## Module #2 Role of the Support Worker

TPJ3C 26 hours

VOCATIONAL LEARNING OUTCOMES VLO #1 #2 #4 #5

### GENERAL OVERVIEW

1-The graduate will have the ability to 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- practice professionally\*, and be accountable for one's own actions by applying problem-solving, self-awareness, time management and critical thinking to the provision of care as a personal support worker, whether working independently or as a member of a team.

- I. Identify the role that the PSW has in the provision of client centred and client directed care.
- II. Identify and compare roles and responsibilities between unregulated care providers and regulated health care professionals
- III. Perform activities within the guidelines set by job descriptions, personal competence, as well as current and all applicable legislation
- IV. Identify possible risks and consequences of PSW performing tasks other than in accordance with their job description, employer policies and guidelines and/or all applicable legislation
- V. Adapt to variation in tasks and routines between care settings and within role expectations as defined by employers or clients, and within the bounds of personal ability and all applicable legislation
- VI. Identify and follow employer's policies and procedures that apply to the PSW role

4- The graduate will have the ability to provide client centered and client directed care that is based on ethical principles, sensitive to divers client and family values, beliefs and needs and which follows the direction of the inter-professional plan of care/service plan.

- I. Respect clients' right to autonomy, dignity, privacy and confidentiality at all times
- II. Promote client independence
- III. Treat each client as an individual possessing a unique personality, interests and abilities and having physical, intellectual, emotional, spiritual, social, sexual and cultural needs
- IV. Provide care that respects clients' right to make choices, decisions and to direct supportive care while maintaining clients' independence
- V. Provide supportive care to clients and their families which respect their cultural and linguistic practices, spiritual beliefs and sexual orientation

- VI. Identify and respect clients' definitions of family structure and the roles and responsibilities of clients, their families and significant others

5-The graduate will have the ability to 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

- I. Use basic principles of helping relationships when providing care
- II. Establish and maintain professional boundaries within helping relationships
- III. Maintain confidentiality and privacy of client's personal information in accordance with all applicable legislation and employer's policies
- IV. Use a positive and caring attitude, empathy, respect, and sensitivity to diversity when interacting with clients and their families
- V. Use and adapt communication skills with clients with diverse needs, their families and support systems
- VI. Support clients' verbal and nonverbal communication using assistive devices according to the plan of care/service plan
- VII. Use clear professional vocabulary when communicating with clients and their families and use strategies to ensure comprehension
- VIII. Use interpersonal communication and conflict management skills to prevent and resolve conflicts in care-giving situations

## **Chapter 1 Role And the Responsibilities of the Support Worker**

### **OVERALL EXPECTATIONS:**

D2 Demonstrate an understanding of legal and ethical standards governing the practice of health care

D3 Describe career opportunities in the health care field and related educational requirements

### **SPECIFIC EXPECTATIONS:**

D2 Professional Standards

D2.2 Describe the professional and ethical standards that health care workers are expected to adhere to

D3.1 Identify career opportunities in health care and describe the education and or training required for entry into these occupations.

## **Chapter 3 Workplace Setting**

### **OVERALL EXPECTATIONS:**

A4 Describe the relationship between lifestyle choices and personal health and well-being

### **SPECIFIC EXPECTATIONS:**

A4.3 identify different types of community health and social services that help people maintain active and health lives

## **Chapter 8 Managing Stress**

### **OVERALL EXPECTATIONS:**

A4 Describe the relationship between lifestyle choices and personal health and well-being

### **SPECIFIC EXPECTATIONS:**

A 4.1 identify lifestyle choices that can improve a person's health and well being

## **Chapter 4 Ethics**

### **OVERALL EXPECTATIONS:**

D2 demonstrate an understanding of legal, ethical, and professional standards governing the practice of health care

### **SPECIFIC EXPECTATIONS:**

D2.2 describe malpractice and other liability issues

D2.5 demonstrate an understanding of the importance of maintaining client confidentiality, and explain the obligations of health care providers under the Personal Health Information Act for ensuring client privacy and confidentiality

## **Chapter 10 Working with others/Delegation**

### **OVERALL EXPECTATIONS:**

D2 describe careers in child care, geriatric care and related fields as well as the education and/or training requirements for them

### **SPECIFIC EXPECTATIONS:**

D2.4 demonstrate an understanding of and apply the Essential Skills that are important for success in the health care industry as identified in the Ontario Skills Passport

D2.5 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 (teamwork, organization)

## **Chapter 6 Health, Wellness, Illness and Disability**

## OVERALL EXPECTATIONS:

C2. describe the societal and ethical implications of advances in medical technology.

## SPECIFIC EXPECTATIONS:

C2.1 describe ethical issues related to various products and procedures that have contributed to improved health care (e.g., life-extending devices such as cardiac pacemakers and internal defibrillators, microscopic/robotic surgical procedures; priorities for organ transplants);

C2.2 describe the impact of medical biotechnology (e.g., in vitro fertilization [IVF], chorionic villus sampling [CVS], umbilical cord blood storage) on people's everyday lives.

### **Assignment: Dream Job**

## OVERALL EXPECTATIONS:

D3 describe career opportunities in the health care field and related educational requirements

## SPECIFIC EXPECTATIONS:

D3.1 identify career opportunities in health care and describe the education and/or training required for entry into these occupations

D3.2 identify groups and programs that are available to support students who are interested in pursuing non-traditional career choices in the health care industry

D3.3 demonstrate an understanding of and apply Essential Skills that are important for success in the health care industry; as identified in the Ontario Skills Passport

D3.4 demonstrate and understanding of and apply the work habits that are important for success in the health care industry as identified in the Ontario Skills Passport

### **Delegation Assignment**

### **Conflict Resolution Quiz (Job Readiness Textbook)**

## **Module #3 Interpersonal Skills**

TOJ4C 21 hours

VOCATIONAL LEARNING OUTCOMES VLO # 4 and #5

### **GENERAL OVERVIEW**

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- VI. Identify and respect clients' definitions of family structure and the roles and responsibilities of clients, their families and significant others

5- The graduate will have the ability to 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

- I. Use basic principles of helping relationships when providing care
- II. Establish and maintain professional boundaries within helping relationships
- III. Maintain confidentiality and privacy of client's personal information in accordance with all applicable legislation and employer's policies
- IV. Use a positive and caring attitude, empathy, respect, and sensitivity to diversity when interacting with clients and their families
- V. Use and adapt communication skills with clients with diverse needs, their families and support systems
- VI. Support clients' verbal and nonverbal communication using assistive devices according to the plan of care/service plan
- VII. Use clear professional vocabulary when communicating with clients and their families and use strategies to ensure comprehension
- VIII. Use interpersonal communication and conflict management skills to prevent and resolve conflicts in care-giving situations

### **Chapter 25 Medical Terminology**



TPJ3C

**OVERALL EXPECTATIONS:**

A1. demonstrate an understanding of health care terminology and its correct usage;

**SPECIFIC EXPECTATIONS:**

A1.1 demonstrate an understanding of fundamental health care terminology (e.g., hypertension, jaundice, diabetes, obstruction, acute, chronic), and use it correctly in oral and written communication;

A1.2 demonstrate an understanding of anatomical terminology (e.g., positional [mandibular], directional [anterior/posterior], motion [abduction]), and use it correctly in oral and written communication;

**Chapter 26 Planning and Recording**

**OVERALL EXPECTATIONS:**

A1 demonstrate an understanding of health care terminology and its correct usage

B4 demonstrate an understanding of and apply communication and documentation techniques required in the health care facility

**SPECIFIC EXPECTATIONS:**

A1.2 demonstrate an understanding of medical terminology used in vital sign analysis and use it correctly in oral and written documentation

A1.3 pronounce and spell key health care terms correctly

B4.2 collect pertinent information in a simulated patient care situation and report patient care data on the appropriate forms

**Chapter 9 Interpersonal Communication**

**OVERALL EXPECTATIONS:**

B5. demonstrate the ability to communicate effectively with children at various stages of development and with older adults when providing health care and/or social services.

**SPECIFIC EXPECTATIONS:**

B5.1 demonstrate the ability to communicate effectively with children and older adults, taking their stage of development and/or condition into account (e.g., use age-appropriate language, compensate for hearing or visual deficits);

B5.2 recognize and compensate for possible language barriers by using action signs or providing an interpreter, and be aware of cultural differences in communication styles, interpersonal behaviour, and attitudes and customs

**Chapter 35 Speech and Language Disorders**

#### **SPECIFIC EXPECTATIONS:**

B5. demonstrate the ability to communicate effectively with children at various stages of development and with older adults when providing health care and/or social services

#### **OVERALL EXPECTATIONS:**

B5.1 demonstrate the ability to communicate effectively with children and older adults, taking their stage of development and/or condition into account (e.g., use age-appropriate language, compensate for hearing or visual deficits);

B5.2 recognize and compensate for possible language barriers by using action signs or providing an interpreter, and be aware of cultural differences in communication styles, interpersonal behaviour, and attitudes and customs (e.g., attitudes towards Western medical treatments and procedures, customs regarding the treatment of children and older adults).

### **Chapter 34 Hearing and Vision Disorders**

#### **OVERALL EXPECTATIONS:**

A1. demonstrate an understanding of the stages of child development and of the aging process in older adults;

#### **SPECIFIC EXPECTATIONS:**

A1.2 describe physical and psychological changes associated with the normal aging process in older adults (e.g., skin and hair changes, slowed tissue repair, reduced mobility, gradual sensory impairment; in some cases, a sense of isolation or diminished self-worth);

### **Communicating with the Elderly Assignment**

#### **Being Easy to Deal with Assignment**

## **Module #4 Safety**

TPJ3C 18 HOURS

VOCATIONAL LEARNING OUTCOMES VLO #7

GENERAL OVERVIEW

7-The graduate will demonstrate the ability to promote and maintain a safe and comfortable environment for client, 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

- I. Comply with health and safety and emergency measures all applicable legislation and the employer's established safety policies and procedures
- II. Identify and report to supervisor any safety risks in the environment and take measures to reduce or eliminate them
- III. Implement practices that promote personal safety and safety of clients and others in the care setting, which may include family members, significant others and other health/service providers
- IV. Select and use personal protective equipment and infection prevention control measures in the provision of personal care and/or home management services in accordance with employer policies and procedures
- V. Identify employer's emergency protocols and processes
- VI. Apply appropriate emergency first aid assistance and report and document any emergency assistance given in accordance with employer policy
- VII. Complete and incident report following an unusual occurrence, near miss or workplace injury, in accordance with employer policy and legislated requirements

### **Chapter 20 Safety**

OVERALL EXPECTATIONS:

B1 use health care instruments, equipment, and materials safely and correctly

B3 demonstrate the ability to apply health care skills and techniques safely and to industry standards

C1 describe the impact of health care industry activities on the environment and identify ways of minimizing their harmful consequences

D1 Demonstrate an understanding of and comply with safe working practices and the laws and regulations governing the health and safety of workers in the health care industry

SPECIFIC EXPECTATIONS:

B1.1 identify common medical instruments and use them safely and correctly

B1.3 prepare, clean and store instruments and equipment correctly, following standard industry procedures

B3.2 perform common care giving skills and techniques safely and correctly, using baby and or adult mannequins

B3.3 perform mobility techniques safely and correctly

C1.1 describe the potential impact on the environment of biohazardous wastes from health care facilities

C1.2 identify safe methods for the handling, storage, and disposal of wastes and biohazardous materials

D1.1 identify and comply with legislation, regulations, standards, and requirements pertaining to worker safety in the healthcare workplace

D1.2 demonstrate an understanding of and apply safe procedures for the use of tools and equipment as outlined in safety manuals, operating instructions, and institutional requirements

D1.3 use protective clothing and equipment as required to keep themselves and others safe and free from harm

## **Chapter 19 Preventing Infection**

### **OVERALL EXPECTATIONS:**

A4. demonstrate an understanding of the transmission of disease and methods of preventing it.

### **SPECIFIC EXPECTATIONS:**

A4.1 demonstrate a basic understanding of disease transmission (e.g., the chain of infection) and the role of the health care provider in controlling the spread of infection (e.g., taking standard infection control precautions, such as following hand hygiene rules, sterilizing instruments and equipment, and keeping client areas clean);

A4.2 identify common disease-control problems in health care facilities, and describe possible responses and the resources needed to implement them (e.g., an outbreak of methicillin resistant staphylococcus aureus [MRSA] requires a plan of isolation for the client);

A4.4 explain reasons for the emergence of antibiotic-resistant strains of microorganisms (e.g., the overuse of antibiotics and antibacterial cleansers), and describe their impact on health care facilities and the methods needed to control them.

## **Hand Hygiene Demonstration**

### **OVERALL EXPECTATIONS:**

B3 demonstrate the ability to apply health care skills and techniques safely and to industry standards

### **SPECIFIC EXPECTATIONS:**

B3.1 demonstrate and understanding of correct hand hygiene procedures and apply as required.

## **CPR**

### **1<sup>ST</sup> AID TPJ4C**

### **OVERALL EXPECTATIONS:**

B3 demonstrate an understanding of and apply standard practices and apply standard practices and procedures used in the health care field

### **SPECIFIC EXPECTATIONS:**

B3.1 demonstrate an understanding of and apply standard first-aid and cardiopulmonary resuscitation procedures

B3.3 Use appropriate precautions when handling body substances, as demonstrated through role-play and the use of simulated body products

## **Safety Assignment**

## **Module #5 Assist Mobility**

TPJ4C 30 hours

VOCATIONAL LEARNING OUTCOMES VLO #8 and #10

GENERAL OVERVIEW:

8-The graduate will have the ability to assist clients across the life span 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.

- I. Assist in supporting clients' rights to safety, dignity, autonomy, respect, privacy and confidentiality in the provision of personal care
- II. Respect to supervisor if additional time is needed to accommodate clients' needs and preferences
- III. Assist clients with routine activities of daily living by applying knowledge of how the body functions, normal aging, changes in function and responses to common chronic or acute alterations in functioning
- IV. Use concepts of disease prevention, health promotion and maintenance convalescence and rehabilitation and restorative care to support clients' maximum functional independence and comfort
- V. Use nutritional support techniques that are specific to clients' needs and condition and in accordance with the plan of care/service plan and all applicable legislation
- VI. Provide hygiene and grooming assistance to clients, according to the plan of care/service plan and applicable legislation and taking into consideration clients' needs and preferences
- VII. Assist with measures to enhance bowel and bladder continence following the plan of care/service plan and employer protocols and in accordance with all applicable legislation
- VIII. Use proper body mechanics, assistive devices and techniques to safely position, transfer, move and ambulate clients in accordance with the plan of care/service plan employer policies and all applicable legislation

10-The graduate will have the ability to 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.

- I. Provide household management services that promote clients' health, independence, safety and comfort
- II. Respect clients' preferences in the provision of household management tasks and support the clients' involvement in household activities based on clients' wishes and the direction of the plan of care/service plan

- III. Contribute to the plan of care/service plan by communicating clients; needs and preferences to the inter-professional team
- IV. Perform general household tasks and safely operate and care for standard household equipment including kitchen laundry and vacuuming equipment where directed by the plan of care/service plan
- V. Use body mechanics correctly in the provision of household management tasks
- VI. Follow routine practices and infection control measures in the provision of household management tasks
- VII. Assist clients, families and/or significant others to prepare a food-shopping list that respects clients' cultural and dietary preferences or special dietary requirements and is informed by Canada's Food Guide for Healthy Eating and the plan of care/service plan
- VIII. Assist clients and/or families with shopping
- IX. Prepare meals in accordance with the plan of care/service plan considering clients' directions, cultural practices, preferences, food allergies or sensitivities, storage and cooking facilities

## **Chapter 23 Promoting Client Well-Being TPJ3C**

A4 describe the relationship between lifestyle choices and personal health and well-being

### **SPECIFIC EXPECTATIONS:**

A4.1 identify lifestyle choices that can improve a person's health and well-being

## **Chapter 14 Body Mechanics**

### **OVERALL EXPECTATIONS:**

B3 demonstrate the ability to apply health care skills and techniques safely and to industry standards

### **SPECIFIC EXPECTATIONS:**

B3.3 perform mobility techniques (e.g., turning, lifting, and transferring clients; using crutches or walkers and instructing clients in their use) safely and correctly;  
B3.4 perform a range of motion and positioning techniques safely and correctly to prevent the development of decubitus ulcers and contractures in clients;  
B3.5 demonstrate an understanding of (e.g., through role play) and apply health and safety procedures relating to proper body mechanics and ergonomics (e.g., base of support, good body posture);

## **Chapter 15 Exercise and Activity**

### **OVERALL EXPECTATIONS:**

A Demonstrate an understanding of health care terminology and its correct usage

B3 demonstrate an understanding of and apply standard practices and apply standard practices and procedures used in the health care field

**SPECIFIC EXPECTATIONS:**

A1.2 demonstrate an understanding of anatomical terminology and use it correctly in oral and written communication

B3.3 perform mobility techniques safely and correctly

B3.4 Perform range of motion and positioning techniques safely and correctly to prevent the development of decubitus ulcers and contractures

B3.5 demonstrate an understanding of and apply health and safety procedures relating to proper body mechanics and ergonomics

**Hoyer Lift Demonstration**

**OVERALL EXPECTATIONS:**

B1 use health care instruments, equipment, and materials safely and correctly.

B3 demonstrate the ability to apply health care skills and techniques safely, and to industry standards

**SPECIFIC EXPECTATIONS:**

B1.1 identify common medical instruments, equipment and use them safely and correctly

B1.2 disinfect instruments, equipment, materials, and surfaces, using accepted medical aseptic procedures, to prevent the spread of infection

B1.3 prepare, clean and store instruments and equipment correctly, following standard industry procedures

**Chapter 16 Rehabilitation Care**

**OVERALL EXPECTATIONS:**

B3 demonstrate an understanding of and apply standard practices and procedures used in the health care field

**SPECIFIC EXPECTATIONS:**

B3.5 assess simulated client information and prepare findings



## **Module #6 Abuse**

TOJ4C 15 hours

VOCATIONAL LEARNING OUTCOMES VLO #12

GENERAL OVERVIEW:

12-The graduate will have the ability to 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.

- I. Identify clients at risk for neglect, physical, verbal, emotional, psychological, sexual, and/or financial abuse and report observations promptly to supervisor
- II. Identify actions to be taken when clients are at risk for abuse or neglect, or have been abused or neglected, including any legal obligations for reporting in accordance with all applicable legislation
- III. Identify situations which may pose a risk of abuse or personal harm to the personal support worker and report observations promptly to supervisors
- IV. Identify and report situations involving neglect, potential, alleged or witnessed/actual client, family or caregiver abuse or violence following employer policies and all applicable legislation

### **Chapter 12 Abuse/Bullying/Harrassment**

OVERALL EXPECTATIONS:

A6. identify various forms of abuse to which children and older adults may be subjected, and describe how society tries to prevent abuse and protect its victims.

SPECIFIC EXPECTATIONS:

A6.1 demonstrate an understanding of the various forms of abuse experienced by children and older adults (e.g., physical, emotional, verbal, financial);

A6.2 identify government legislation, regulations, and standards that establish procedures for the prevention of injuries to and neglect of children (e.g., Child and Family Services Act, Child Protection Standards in Ontario) and agencies and organizations dedicated to the protection of children's rights and safety (e.g., Children's Aid Society [CAS], Catholic Children's Aid Society [CCAS]);

A6.3 identify organizations dedicated to the prevention of elder abuse and the protection and treatment of its victims (e.g., Ontario Network for the Prevention of Elder Abuse [ONPEA], Canadian Network for the Prevention of Elder Abuse, [CNPEA], Advocacy Centre for the Elderly [ACE]).

## Abuse Assignment

### Module #7 Household Management/Nutrition

TPJ3C 18 hours

VOCATIONAL LEARNING OUTCOMES VLO #8 and #10

#### GENERAL OVERVIEW:

8-The graduate will have the ability to assist clients across the life span 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.

- I. Assist in supporting clients' rights to safety, dignity, autonomy, respect, privacy and confidentiality in the provision of personal care
- II. Respect to supervisor if additional time is needed to accommodate clients' needs and preferences
- III. Assist clients with routine activities of daily living by applying knowledge of how the body functions, normal aging, changes in function and responses to common chronic or acute alterations in functioning
- IV. Use concepts of disease prevention, health promotion and maintenance convalescence and rehabilitation and restorative care to support clients' maximum functional independence and comfort
- V. Use nutritional support techniques that are specific to clients' needs and condition and in accordance with the plan of care/service plan and all applicable legislation
- VI. Provide hygiene and grooming assistance to clients, according to the plan of care/service plan and applicable legislation and taking into consideration clients' needs and preferences
- VII. Assist with measures to enhance bowel and bladder continence following the plan of care/service plan and employer protocols and in accordance with all applicable legislation
- VIII. Use proper body mechanics, assistive devices and techniques to safely position, transfer, move and ambulate clients in accordance with the plan of care/service plan employer policies and all applicable legislation

10-The graduate will have the ability to 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.

- I. Provide household management services that promote clients' health, independence, safety and comfort
- II. Respect clients' preferences in the provision of household management tasks and support the clients' involvement in household activities based on clients' wishes and the direction of the plan of care/service plan

- III. Contribute to the plan of care/service plan by communicating clients; needs and preferences to the inter-professional team
- IV. Perform general household tasks and safely operate and care for standard household equipment including kitchen laundry and vacuuming equipment where directed by the plan of care/service plan
- V. Use body mechanics correctly in the provision of household management tasks
- VI. Follow routine practices and infection control measures in the provision of household management tasks
- VII. Assist clients, families and/or significant others to prepare a food-shopping list that respects clients' cultural and dietary preferences or special dietary requirements and is informed by Canada's Food Guide for Healthy Eating and the plan of care/service plan
- VIII. Assist clients and/or families with shopping
- IX. Prepare meals in accordance with the plan of care/service plan considering clients' directions, cultural practices, preferences, food allergies or sensitivities, storage and cooking facilities

## **Chapter 44 Home Management**

### **SPECIFIC EXPECTATIONS:**

B3. demonstrate the ability to apply health care skills and techniques safely and to industry standards;

### **OVERALL EXPECTATIONS:**

B3.2 perform common caregiving skills and techniques (e.g., bed making, bed bathing, feeding, toileting, oral care, weighing) safely and correctly, using baby and/or adult mannequins;

B3.6 demonstrate an understanding of and apply safe practices for handling, preparing, and storing food in a real or simulated care environment (e.g., use proper cooking temperatures to kill bacteria; check that clients' food tolerances, requirements, or restrictions are observed)

## **Chapter 21 Beds and Bedmaking**

### **Bedmaking Demonstration**

#### **OVERALL EXPECTATIONS:**

B3 demonstrate the ability to apply health care skills and techniques safely and to industry standards

#### **SPECIFIC EXPECTATIONS:**

B3.2 perform common care giving skills and techniques (eg bed making, Bed bathing, feeding, oral care) safely and correctly

## **Chapter 27 Nutrition and Fluids**

### **OVERALL EXPECTATIONS:**

A4. describe the relationship between lifestyle choices and personal health and well-being;

### **SPECIFIC EXPECTATIONS:**

A4.2 assess a simulated client's dietary strengths and weaknesses and make appropriate food and nutrition suggestions, using appropriate resources (e.g., Eating Well with Canada's Food Guide [2007]; Eating Well with Canada's Food Guide: First Nations, Inuit and Métis; cultural adaptations of Canada's Food Guide available from the Ontario Public Health Association);

## **Chapter 28 Enteral Nutrition and Intravenous Therapy**

### **OVERALL EXPECTATIONS:**

B1. use health care instruments, equipment, and materials safely and correctly;

### **SPECIFIC EXPECTATIONS:**

B1.1 identify common medical instruments (e.g., sphygmomanometer, forceps, double-ended explorer), equipment (e.g., Hoyer lift, intravenous [IV] pole, weigh scales, microscope, mouth mirror), and materials (e.g., wound dressings, bed linens and lift sheets, gloves, protective gowns, eye shields), and use them safely and correctly;

## **Module #8 Providing Optimal Care**

TPJ4C 18 hours

VOCATIONAL LEARNING OUTCOMES VLO #3 and #8

GENERAL OVERVIEW:

3-The graduate will have the ability to participate as a member of the inter-professional care/service team and maintain collaborative working relationships in the provision of supportive care within community, retirement homes, long-term care homes and/or hospital care settings.

- I. Identify the roles that the inter-professional care/service team members, including PSW, have in the provision of optimal support and care
- II. Develop and maintain respectful work relationships with other inter-professional care/service team members
- III. Communicate relevant client information to members of the inter-professional care/service team in an ongoing and timely manner
- IV. Work and learn as a participating member of the inter-professional care/service team
- V. Accept and act upon constructive feedback from clients, families, supervisors and inter-professional care/service team members
- VI. Assist in promoting the quality, effectiveness and efficiency of care delivered by the inter-professional care/service team

8-The graduate will have the ability to assist clients across the life span 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.

- I. Assist in supporting clients' rights to safety, dignity, autonomy, respect, privacy and confidentiality in the provision of personal care
- II. Respect to supervisor if additional time is needed to accommodate clients' needs and preferences
- III. Assist clients with routine activities of daily living by applying knowledge of how the body functions, normal aging, changes in function and responses to common chronic or acute alterations in functioning
- IV. Use concepts of disease prevention, health promotion and maintenance convalescence and rehabilitation and restorative care to support clients' maximum functional independence and comfort
- V. Use nutritional support techniques that are specific to clients' needs and condition and in accordance with the plan of care/service plan and all applicable legislation
- VI. Provide hygiene and grooming assistance to clients, according to the plan of care/service plan and applicable legislation and taking into consideration clients' needs and preferences

- VII. Assist with measures to enhance bowel and bladder continence following the plan of care/service plan and employer protocols and in accordance with all applicable legislation
- VIII Use proper body mechanics, assistive devices and techniques to safely position, transfer, move and ambulate clients in accordance with the plan of care/service plan employer policies and all applicable legislation

## **Chapter 40 Heat and Cold Application**

### **OVERALL EXPECTATIONS:**

B3. demonstrate an understanding of and apply standard practices and procedures used in the health care field;

### **SPECIFIC EXPECTATIONS:**

B3.3 use appropriate precautions when handling body substances, as demonstrated through role play and the use of simulated body products (e.g., blood products, body fluids, human tissue, and materials contaminated with these substances);

B3.4 demonstrate an understanding of and apply standard industry procedures for handling specimens and administering medications and treatments (e.g., safely collect, label, store, and transport specimens to prevent contamination and degradation of sample; correctly dispense mock medication following the College of Nurses of

## **Chapter 22 Wound Care**

### **OVERALL EXPECTATIONS:**

A2. demonstrate an understanding of the structure and functioning of the immune system;

A4. demonstrate an understanding of the transmission of disease and methods of preventing it.

### **SPECIFIC EXPECTATIONS:**

A2.1 demonstrate a basic understanding of the anatomy and physiology of the immune system (e.g., location and function of bone marrow, thymus gland, lymph nodes, spleen; role of white blood cells and antibodies in response to pathogens and antigens);

A2.2 describe the signs and symptoms of inflammation;

A2.3 describe the signs and symptoms of common immune disorders (e.g., lupus, rheumatoid arthritis, chronic fatigue syndrome).

## **Chapter 24 Measuring Height, Weight and Vital Signs**

### **OVERALL EXPECTATIONS:**

B1 Use health care instruments, equipment and materials safely and correctly

B2 Demonstrate the ability to use vital signs to determine a client's health status

## SPECIFIC EXPECTATIONS:

B1.1 identify common medical instruments, equipment, and materials and use them safely and correctly

B1.2 disinfect instruments, equipment, materials and surfaces, using accepted medical aseptic procedures, to prevent the spread of infection

B2.1 demonstrate the ability to use equipment to measure vital signs

B2.2 assess and document a client's vital signs: temperature, pulse rate, respiration rate, and blood pressure

B2.3 identify normal values for temperature, pulse, respiration, and blood pressure across the lifespan and assess possible health implications of abnormal values

## **Chapter 46 Assisting with Acute Care**

### OVERALL EXPECTATIONS:

B2. demonstrate the ability to use vital signs to determine a client's health status;

B3. demonstrate an understanding of and apply standard practices and procedures used in the health care field;

### SPECIFIC EXPECTATIONS:

B2.1 demonstrate the ability to measure the four primary vital signs (temperature, pulse, respiration, blood pressure) and to assess the degree of pain (often considered an additional vital sign);

B2.2 assess and document a client's vital signs: temperature (by oral, axillary, and tympanic routes), pulse rate (rhythm and volume), respiration rate (rhythm and character), blood pressure, and pain intensity (e.g., using a pain scale);

B2.3 identify normal values for temperature, pulse, respiration, blood pressure, and pain intensity across the lifespan, and assess possible health implications of abnormal values (e.g., elevated temperature suggests a possible infection; an elevated blood pressure reading may be an early indication of hypertension).

B3.3 use appropriate precautions when handling body substances, as demonstrated through role play and the use of simulated body products (e.g., blood products, body fluids, human tissue, and materials contaminated with these substances);

B3.4 demonstrate an understanding of and apply standard industry procedures for handling specimens and administering medications and treatments (e.g., safely collect, label, store, and transport specimens to prevent contamination and degradation of sample; correctly dispense mock medication following the College of Nurses of

## **Module #9 Personal Hygiene Assist**

TPJ3C 30 Hours

VOCATIONAL LEARNING OUTCOMES VLO #8

GENERAL OVERVIEW:

8-The graduate will have the ability to assist clients across the life span 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.

- I. Assist in supporting clients' rights to safety, dignity, autonomy, respect, privacy and confidentiality in the provision of personal care
- II. Respect to supervisor if additional time is needed to accommodate clients' needs and preferences
- III. Assist clients with routine activities of daily living by applying knowledge of how the body functions, normal aging, changes in function and responses to common chronic or acute alterations in functioning
- IV. Use concepts of disease prevention, health promotion and maintenance convalescence and rehabilitation and restorative care to support clients' maximum functional independence and comfort
- V. Use nutritional support techniques that are specific to clients' needs and condition and in accordance with the plan of care/service plan and all applicable legislation
- VI. Provide hygiene and grooming assistance to clients, according to the plan of care/service plan and applicable legislation and taking into consideration clients' needs and preferences
- VII. Assist with measures to enhance bowel and bladder continence following the plan of care/service plan and employer protocols and in accordance with all applicable legislation
- VIII. Use proper body mechanics, assistive devices and techniques to safely position, transfer, move and ambulate clients in accordance with the plan of care/service plan employer policies and all applicable legislation

### **Chapter 17 Personal Hygiene**

OVERALL EXPECTATIONS:

B3. demonstrate the ability to apply health care skills and techniques safely and to industry standards;

SPECIFIC EXPECTATIONS:

B3.1 demonstrate an understanding of correct hand hygiene procedures (e.g., knowing when they are required, knowing when to use hand washing rather than antibacterial sanitizers), and apply as required;

B3.2 perform common care-giving skills and techniques (e.g., bed making, bed bathing, feeding, toileting, oral care, weighing) safely and correctly, using baby and/or adult mannequins;



## **Chapter 18 Grooming and Dressing**

### **OVERALL EXPECTATIONS:**

A4 Describe the relationship between lifestyle choices and personal health and well-being

B3 demonstrate the ability to apply health care skills and techniques safely and to industry standards

### **SPECIFIC EXPECTATIONS:**

A4.1 identify lifestyle choices that can improve a person's health and well-being

B3.2 perform common care giving skills and techniques

## **Chapter 29 Urinary Elimination**

### **OVERALL EXPECTATIONS:**

A2. demonstrate a basic understanding of human anatomy and physiology;

### **SPECIFIC EXPECTATIONS:**

A2.7 demonstrate an understanding of visual indicators of health status that should be noted when carrying out a health assessment of an individual (e.g., skin appearance [normal, bruised, jaundiced], breathing, posture, height, weight, alertness, balance, gait, signs of malnourishment).

## **Chapter 30 Bowel Elimination**

### **OVERALL EXPECTATIONS:**

A2. demonstrate a basic understanding of human anatomy and physiology;

### **SPECIFIC EXPECTATIONS:**

A2.6 identify the basic components of the digestive system (e.g., mouth, pharynx, esophagus, stomach, small and large intestines, gall bladder, liver), and demonstrate an understanding of how they function (e.g., by building a model to illustrate the digestive pathway);

## **Bed bath Demonstration**

### **OVERALL EXPECTATIONS:**

B3 demonstrate an understanding of and apply standard practices and apply standard practices and procedures used in the health care field

### **SPECIFIC EXPECTATIONS:**

B 3.2 perform common care giving skills and techniques (eg bed making, Bed bathing, feeding, oral care) safely and correctly

## **Module #10 Assisting the Family**

TOJ4C 18 hours

VOCATIONAL LEARNING OUTCOMES VLO #11

GENERAL OVERVIEW:

11-The graduate will have the ability to assist clients caring for dependent individuals considering client and family choices, professional boundaries and the redirection of the plan of care/service plan.

- I. Identify and respect the individual's definition of family structure and identity
- II. Identify and respect the roles, rights and responsibilities of individuals, families and their significant others
- III. Identify the effect the PSW's presence can have on the family and take steps to prevent or minimize any potential negative impact
- IV. Assist clients/families with the provision of child care in accordance with the established plan of care/service plan
- V. Assist in supporting family members to develop and use skills as appropriate to the setting, such as balancing care giving and rest, as well as child care, in accordance with the plan of care/service plan

### **Chapter 31 Growth and Development**

OVERALL EXPECTATIONS:

- A1. demonstrate an understanding of the stages of child development and of the aging process in older adults;
- A3. demonstrate an understanding of factors that contribute to the overall health and well-being of children and older adults;
- A5. describe the final stages of life, grieving, and the ways in which children and older adults may experience loss;

SPECIFIC EXPECTATIONS:

- A1.1 describe and compare theories of child development (e.g., the theories of Erikson, Freud, Piaget, Vygotsky);
- A1.2 describe physical and psychological changes associated with the normal aging process in older adults (e.g., skin and hair changes, slowed tissue repair, reduced mobility, gradual sensory impairment; in some cases, a sense of isolation or diminished self-worth);
- A1.3 identify and assess common myths and false assumptions about early childhood development and the aging process in older adults (e.g., an infant brain is poorly developed at birth; older adults are unable to learn new skills).
- A3.1 identify the areas of human life and experience that, taken together, determine overall health and well-being (e.g., physical, psychological, social emotional, cognitive, spiritual);
- A3.2 describe Maslow's hierarchy of needs theory and explain how it applies to the well-being of children at different stages of development and of older adults;

- A3.3 explain the benefits of good nutrition and well-balanced meals to overall health and well-being, in relation to age and stage of development;
- A3.4 explain the benefits of exercise to overall health and well-being, in relation to age and stage of development;
- A3.5 explain the importance of social interaction and cognitive stimulation to overall well-being, in relation to age and stage of development (e.g., to promote cognitive development in young children and to protect against cognitive decline in older adults; to promote a sense of self-worth, connection, and relevance and thus combat depression in older adults).
- A5.1 demonstrate an understanding of the concept of death and describe the five-stage process of coming to terms with death and dying, as conceived by Elisabeth Kübler-Ross (i.e., denial, anger, bargaining, depression, acceptance);
- A5.2 describe the physical signs of approaching death (e.g., decreased circulation, apnea, Cheyne- Stokes respiration);
- A5.3 describe the clinical indicators of death (e.g., absent vital signs, fixed and dilated pupils);
- A5.4 describe some of the different religious and cultural beliefs and practices related to death and dying, the arrangements that typically need to be made in connection with funeral or other ceremonial proceedings, and how financial considerations may affect these practices;
- A5.5 describe various types of loss and how they may be experienced by children at different stages of development and by older adults (e.g., loss of a pet, separation from a parent as a result of divorce, loss of a body part, loss of peers at an increasing rate in old age)

## **Chapter 41 Caring For Infants and their Parents**

### **OVERALL EXPECTATIONS**

A3. demonstrate an understanding of factors that contribute to the overall health and well-being of children and older adults;

A4. describe various community health and social services for children and older adults;

D1. demonstrate an understanding of and comply with laws, regulations, and guidelines related to the health, safety, and care of children and older adults;

### **SPECIFIC EXPECTATIONS:**

A3.1 identify the areas of human life and experience that, taken together, determine overall health and well-being (e.g., physical, psychological, social emotional, cognitive, spiritual);

A3.2 describe Maslow's hierarchy of needs theory and explain how it applies to the well-being of children at different stages of development and of older adults;

A3.3 explain the benefits of good nutrition and well-balanced meals to overall health and well-being, in relation to age and stage of development;

A3.4 explain the benefits of exercise to overall health and well-being, in relation to age and stage of development;

A3.5 explain the importance of social interaction and cognitive stimulation to overall well-being, in relation to age and stage of development (e.g., to promote cognitive development in young children and to protect against cognitive decline in older adults; to promote a sense of self-worth, connection, and relevance and thus combat depression in older adults).

A4.1 describe, on the basis of research, various community and public health programs and services that focus on the physical, psychological, cognitive, spiritual, and/or social well-being of children and older adults (e.g., day care, early learning centres, Aboriginal Head Start programs, public library programs; elder hostels, senior day programs, Aboriginal elder programs, church programs; in-home services provided through the Ontario Association of Community Care Access Centres);

A4.2 describe various products provided through public health services to enhance the quality of life of children and older adults and their families (e.g., assistive devices, nutritional supplements)

D1.1 identify and describe laws, regulations, and guidelines related to the health and safety of children and older adults (e.g., car seat regulations, Daycare and Nursery Act, senior driver's licence requirements, accessible parking permit, Long Term Care Act, Patient Bill of Rights);

D1.2 identify health and safety standards in workplaces involving child care and geriatric care (e.g., appropriate safety protocols, including clear walkways, proper lighting, immunization requirements);

D1.3 identify laws, regulations, and guidelines that relate to various aspects of the lives of children and older adults (e.g., custody arrangements, living wills/power of attorney, Personal Health Information Act [PHIA], confidentiality and privacy laws);

D1.4 identify, on the basis of research, hazards that can affect the safety of children and older adults (e.g., absence of fire extinguishers and/or fire alarms, lack of information about food or medication allergies, improper household chemical storage, extreme water temperatures);

## **Chapter 36 Developmental Disabilities**

### **OVERALL EXPECTATIONS:**

B3. devise approaches to meet the social-emotional and cognitive needs of children and older adults;

B5. demonstrate the ability to communicate effectively with children at various stages of development and with older adults when providing health care and/or social services

C2. analyse the role of society in caring for children and the elderly.

### **SPECIFIC EXPECTATIONS:**

B3.1 describe and conduct a range of appropriate and stimulating activities and games to promote the cognitive and social-emotional well-being of children at various stages of development (e.g., sort and compare shapes, word games) and

of older adults experiencing various effects of aging (e.g., sports, baking, book groups, discussion circles in which reminiscence or life review is encouraged);  
B3.2 evaluate the suitability of a variety of toys, occupational therapy devices, and recreational equipment (e.g., in terms of appropriate materials, safety of detachable parts, ease of handling, ability to provide sensory stimulation) for children at various stages of development and for older adults experiencing various effects of aging;

B3.3 describe and apply appropriate approaches and activities to promote the cognitive and social-emotional well-being of children and older adults with particular health problems (e.g., impaired vision, physical challenges, hearing loss), including mental health problems (e.g., attention deficit disorder, autism spectrum disorders, depression, bipolar disorder, Alzheimer's disease);

B5.1 demonstrate the ability to communicate effectively with children and older adults, taking their stage of development and/or condition into account (e.g., use age-appropriate language, compensate for hearing or visual deficits);

B5.2 recognize and compensate for possible language barriers by using action signs or providing an interpreter, and be aware of cultural differences in communication styles, interpersonal behaviour, and attitudes and customs (e.g., attitudes towards Western medical treatments and procedures, customs regarding the treatment of children and older adults).

C2.1 describe how accessibility issues affect the lives of children and older adults (e.g., wheelchair access, adapted transportation);

C2.2 evaluate the impact of emerging technologies on children and older adults (e.g., improved design of diapers or incontinence products, new skin care products, video monitoring from a remote site, electronic lifts) from various perspectives (e.g., safety, improvement or reduction in quality of life, financial or business implications, opportunities for more effective action for improved health care);

B5.1 demonstrate the ability to communicate effectively with children and older adults, taking their stage of development and/or condition into account (e.g., use age-appropriate language, compensate for hearing or visual deficits);

B5.2 recognize and compensate for possible language barriers by using action signs or providing an interpreter, and be aware of cultural differences in communication styles, interpersonal behaviour, and attitudes and customs (e.g., attitudes towards Western medical treatments and procedures, customs regarding the treatment of children and older adults).

## **Chapter 42 Caring for the Young**

### **OVERALL EXPECTATIONS:**

A1. demonstrate an understanding of the stages of child development and of the aging process in older adults;

A2. identify common diseases and illnesses that affect children and older adults, and explain how their occurrence or transmission can be prevented;

A3. demonstrate an understanding of factors that contribute to the overall health and well-being of children and older adults;

- A4. describe various community health and social services for children and older adults;
- B1. create appropriate meal plans to enhance the well-being of children and older adults;
- B2. design appropriate physical activity programs to enhance the well-being of children and older adults;
- B3. devise approaches to meet the social-emotional and cognitive needs of children and older adults;
- B4. demonstrate appropriate use of techniques and practices required to assess and meet the physical needs of children and older adults;
- B5. demonstrate the ability to communicate effectively with children at various stages of development and with older adults when providing health care and/or social services

#### SPECIFIC EXPECTATIONS:

- A1.1 describe and compare theories of child development (e.g., the theories of Erikson, Freud, Piaget, Vygotsky);
- A1.2 describe physical and psychological changes associated with the normal aging process in older adults (e.g., skin and hair changes, slowed tissue repair, reduced mobility, gradual sensory impairment; in some cases, a sense of isolation or diminished self-worth);
- A1.3 identify and assess common myths and false assumptions about early childhood development and the aging process in older adults (e.g., an infant brain is poorly developed at birth; older adults are unable to learn new skills).
- A3.1 identify the areas of human life and experience that, taken together, determine overall health and well-being (e.g., physical, psychological, social emotional, cognitive, spiritual);
- A3.2 describe Maslow's hierarchy of needs theory and explain how it applies to the well-being of children at different stages of development and of older adults;
- A3.3 explain the benefits of good nutrition and well-balanced meals to overall health and well-being, in relation to age and stage of development;
- A3.4 explain the benefits of exercise to overall health and well-being, in relation to age and stage of development;
- A3.5 explain the importance of social interaction and cognitive stimulation to overall well-being, in relation to age and stage of development (e.g., to promote cognitive development in young children and to protect against cognitive decline in older adults; to promote a sense of self-worth, connection, and relevance and thus combat depression in older adults).
- A4.1 describe, on the basis of research, various community and public health programs and services that focus on the physical, psychological, cognitive, spiritual, and/or social well-being of children and older adults (e.g., day care, early learning centres, Aboriginal Head Start programs, public library programs; elder hostels, senior day programs, Aboriginal elder programs, church programs; in-home services provided through the Ontario Association of Community Care Access Centres);

A4.2 describe various products provided through public health services to enhance the quality of life of children and older adults and their families (e.g., assistive devices, nutritional supplements)

B1.1 summarize information about the essential nutrients (e.g., create a chart listing the sources and functions of essential nutrients) and explain their importance in a balanced diet for children and older adults;

B1.2 design an appropriate meal plan for a child and an older adult, using relevant resources (e.g., Eating Well with Canada's Food Guide [2007], Eating Well with Canada's Food Guide: First Nations, Inuit and Métis; cultural adaptations of Canada's Food Guide available from the Ontario Public Health Association);

B1.3 design a meal plan that addresses the nutritional needs of clients who have special dietary requirements because of health-related problems (e.g., heart disease, diabetes, allergies or intolerances), physical limitations (e.g., resulting from arthritis), and/or religious or cultural background.

B2.1 describe the basic components of an appropriate daily physical fitness/activity routine (e.g., including outdoor play experience, warm-up/ cool-down, stretching, cardio [aerobic] exercise, strength training);

B2.2 design a safe physical activity or program appropriate to the particular stage of development and/or physical condition of a child and an older adult (e.g., in terms of activity type and level [tolerance], duration, use of equipment). By the end of this course, students will:

B3.1 describe and conduct a range of appropriate and stimulating activities and games to promote the cognitive and social-emotional well-being of children at various stages of development (e.g., sort and compare shapes, word games) and of older adults experiencing various effects of aging (e.g., sports, baking, book groups, discussion circles in which reminiscence or life review is encouraged);

B3.2 evaluate the suitability of a variety of toys, occupational therapy devices, and recreational equipment (e.g., in terms of appropriate materials, safety of detachable parts, ease of handling, ability to provide sensory stimulation) for children at various stages of development and for older adults experiencing various effects of aging;

B3.3 describe and apply appropriate approaches and activities to promote the cognitive and social-emotional well-being of children and older adults with particular health problems (e.g., impaired vision, physical challenges, hearing loss), including mental health problems (e.g., attention deficit disorder, autism spectrum disorders, depression, bipolar disorder, Alzheimer's disease);

B3.4 select, on the basis of research, and conduct intergenerational activities (e.g., storytelling, career exploration) designed to promote the cognitive and social-emotional well-being of both children and older adults.

By the end of this course, students will:

B4.1 use correct techniques for taking care of children and older adults (e.g., when feeding, bathing, lifting and transferring, toileting, and providing skin care such as washing, drying, and applying protective skin products);

B4.2 demonstrate the correct use of ambulation devices used by children and older adults (e.g., wheelchairs, walkers, canes);

B4.3 perform vital sign measurements (i.e., temperature, blood pressure, pulse rate) in children and older adults, and analyse findings in relation to normal values;

B4.4 demonstrate the ability to assess the health and well-being of children and (e.g., by considering body temperature, skin condition, evidence of bruising, difficulties in ambulation, affect);

B4.5 demonstrate the correct use of the following: a defibrillator for cardiac arrhythmia; techniques of cardiopulmonary resuscitation (CPR); basic first aid (e.g., to treat burns, cuts, choking, fever);

B4.6 demonstrate the correct use of safety devices (e.g., grab bars, wheelchair, Zimmer frame, high chair, safety gate, car seat) when caring for children and older adults;

B4.7 demonstrate practices and the use of aids that protect the safety of children and older adults (e.g., place safety locks on cabinets, cover electrical outlets, remove sharp objects, cover sharp corners and edges, tuck in blind cords, use Velcro closures on shoes, provide non-skid mats, ensure proper lighting, provide appropriately designed cooking utensils for arthritic clients).

By the end of this course, students will:

B5.1 demonstrate the ability to communicate effectively with children and older adults, taking their stage of development and/or condition into account (e.g., use age-appropriate language, compensate for hearing or visual deficits);

B5.2 recognize and compensate for possible language barriers by using action signs or providing an interpreter, and be aware of cultural differences in communication styles, interpersonal behaviour, and attitudes and customs (e.g., attitudes towards Western medical treatments and procedures, customs regarding the treatment of children and older adults).

## **Chapter 43 Caring for Older Adults**

### **OVERALL EXPECTATIONS:**

A1 Demonstrate an understanding of the stages of child development and of the aging process in older adults

A3 demonstrate an understanding of factors that contribute to the overall health and well-being of children and older adults

A4 describe various community health and social services for children and older adults



# **Module #11 Cognitive Impairment and Mental Health Issues**

TPJ3C 30 hours

VOCATIONAL LEARNING OUTCOMES VLO #14

GENERAL OVERVIEW:

14-The graduate will have the ability to use identified approaches and best practices to support positive and safe behaviour in clients experiencing cognitive impairment, mental health challenges and/or responsive behaviours.

- I. Identify changes in clients' perception, memory, judgement, organization, language and motor skill that may be associated with cognitive impairment, delirium, dementia and/or intellectual impairment and how these effects may vary with severity of the impairment
- II. Identify changes in clients' perception, memory, judgement, organization, language and motor skills that may be associated with mental health illnesses and addictions and how these effects may vary with severity of the impairment
- III. Identify changes in clients' perception, memory, judgement, organization, language and motor skills that may be associated with acquired brain injuries including stroke and how these effects may vary severity of the impairment
- IV. Use encouragement and stimulation techniques and provide clients with the opportunity to participate in activities in accordance with the plan of care/service plan
- V. Observe and report responses to prescribed approaches and note changes in clients' behaviour
- VI. Provide for consistency in approach to care giving tasks for clients experiencing cognitive impairment and/or responsive behaviours
- VII. Use basic behaviour strategies to mitigate and/or de-escalate clients' responsive behaviours as directed by the plan of care/service plan and in accordance with all applicable legislation
- VIII. Identify when unexpected behaviour requires immediate response as well as a report to supervisor

## **Chapter 37 Mental Health Disorders**

OVERALL EXPECTATIONS:

A4. describe the relationship between lifestyle choices and personal health and well-being;

SPECIFIC EXPECTATIONS:

A4.1 identify lifestyle choices that can improve a person's health and well-being (e.g., avoidance of substance use/abuse, stress management, regular exercise, prevention of dental cavities, safe use of MP3 players and cell phones, using an Aboriginal medicine wheel as a health framework)

A4.3 identify different types of community health and social services that help people maintain active and healthy lives (e.g., community care access centres, nursing, mental health services, physiotherapy, lab services, Meals on Wheels, vision services, dental services, pharmacy services)

## **Chapter 38 Confusion, Delirium, And Dementia**

### **OVERALL EXPECTATIONS;**

C2. describe the impact of current social patterns and trends on personal health and the delivery of health care.

### **SPECIFIC EXPECTATIONS:**

C2.1 identify demographic and lifestyle patterns and trends (e.g., an aging population, lack of exercise) and describe their implications for the health care industry (e.g., increased obesity and susceptibility to diabetes and cardiovascular disease, changes in care needs, changes in treatments and interventions, trends in mental illness and public attitudes towards it);

C2.2 explain the relationship between socioeconomic status and health (e.g., differences in various health parameters among children aged 4 to 6 from different socio-economic backgrounds)

## **Chapter 32 Body Structure and Function**

### **OVERALL EXPECTATIONS:**

A2 demonstrate a basic understanding of human anatomy and physiology

A3 demonstrate a basic understanding of homeostasis and its relationship to personal health

### **SPECIFIC EXPECTATIONS:**

A2.1 describe the different types of tissue and the different types of cells and cell arrangements that characterize them

A2.2 identify the components of the musculoskeletal system

A2.7 demonstrate an understanding of visual indicators of health status that should be noted when carrying out a health assessment of an individual

A3.1 identify the various balances that the body regulates in order to maintain a stable internal environment

A3.3 explain how imbalances in body systems affect personal health

# **Module #12 Assisting a Person to Manage Ongoing Conditions**

TPJ4C 48 hours

VOCATIONAL LEARNING OUTCOMES VLO #8

GENERAL OVERVIEW:

8-The graduate will have the ability to assist clients across the life span 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.

- I. Assist in supporting clients' rights to safety, dignity, autonomy, respect, privacy and confidentiality in the provision of personal care
- II. Respect to supervisor if additional time is needed to accommodate clients' needs and preferences
- III. Assist clients with routine activities of daily living by applying knowledge of how the body functions, normal aging, changes in function and responses to common chronic or acute alterations in functioning
- IV. Use concepts of disease prevention, health promotion and maintenance convalescence and rehabilitation and restorative care to support clients' maximum functional independence and comfort
- V. Use nutritional support techniques that are specific to clients' needs and condition and in accordance with the plan of care/service plan and all applicable legislation
- VI. Provide hygiene and grooming assistance to clients, according to the plan of care/service plan and applicable legislation and taking into consideration clients' needs and preferences
- VII. Assist with measures to enhance bowel and bladder continence following the plan of care/service plan and employer protocols and in accordance with all applicable legislation
- VIII. Use proper body mechanics, assistive devices and techniques to safely position, transfer, move and ambulate clients in accordance with the plan of care/service plan employer policies and all applicable legislation

## **Chapter 33 Common Diseases and Conditions**

OVERALL EXPECTATIONS:

A3. demonstrate an understanding of fundamental concepts in pathology and their application to the diagnosis and treatment of disease;

SPECIFIC EXPECTATIONS:

A3.1 explain how microorganisms cause disease, and identify factors that affect the development of a disease (e.g., bacterial growth requirements, virulence);  
A3.2 identify causes of various infectious diseases (e.g., middle ear infections are caused by bacteria [gram-positive cocci]; heart disease can be caused by dental bacteria), and describe the symptoms related to each (e.g., elevated temperature, inflammation);

A3.3 describe abnormal values for each type of vital sign, and identify appropriate interventions for each of these values (e.g., elevated temperature requires that other presenting symptoms be assessed, recorded, and reported to a physician and appropriate medication administered if needed; increased respiratory rate with shortness of breath may require only elevation of the head of the bed and administration of oxygen);

A3.4 describe common diagnostic methods for identifying diseases (e.g., urinalysis, complete blood count, X-rays, scans)

## **Chapter 44 Oxygen Needs**

### **OVERALL EXPECTATIONS:**

B1. demonstrate competence in using health care instruments, equipment, and materials;

### **SPECIFIC EXPECTATIONS:**

B1.1 identify common instruments, equipment, and materials used in the health care industry (e.g., forceps, sterile dressing trays/packages, centrifuges, autoclaves, reagent strips, glucometers, containers for culture and sensitivity testing), and use them safely and correctly;

B1.2 prepare, clean, and store instruments, equipment, and materials, following standard industry procedures (e.g., follow standard medical and surgical aseptic procedures while handling equipment such as stethoscopes, thermometers, and scalars).

# **Module #13 Assisting a Person with Medications**

TPJ4C 18 hours

VOCATIONAL LEARNING OUTCOMES VLO #9

GENERAL OVERVIEW:

9-The graduate will have the ability to 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.

- I. Assist the clients with medication in compliance with all applicable legislation agency policies and the role of the PSW
- II. Follow directions in the plan of care/service plan and act in accordance with all applicable legislation in the provision of assistance with oral, ear, eye, nose and topical medications
- III. Observe, recover and report assistance provided with medication and clients' responses in accordance with employer's policy and procedures and all applicable legislation
- IV. Identify and seek out resources, including supervisor and/or registered staff, to discuss or clarify assistance with medication

## **Chapter 45 Assisting with Medications**

OVERALL EXPECTATIONS:

A4. demonstrate an understanding of the transmission of disease and methods of preventing it.

SPECIFIC EXPECTATIONS:

A4.4 explain reasons for the emergence of antibiotic-resistant strains of microorganisms (e.g., the overuse of antibiotics and antibacterial cleansers), and describe their impact on health care facilities and the methods needed to control them

## **Medication Assignment**

# **Module #14 Assisting a Person who is Dying**

TOJ4C 15 hours

VOCATIONAL LEARNING OUTCOMES VLO #13

GENERAL OVERVIEW:

13-The graduate will have the ability to 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 other, from diagnosis through death and bereavement, and in accordance with clients' choices and the plan of care/service plan

- I. Identify individual reactions to loss and explore grief associated with life threatening illnesses, transitions and dying
- II. Apply principles and practices of palliation to clients experiencing life threatening illness
- III. Support clients, their families and significant others with the processes of dying, uncertainty, expected or unexpected loss and preparation for death
- IV. Provide clients with opportunities to direct care and maintain relationships with family and significant others
- V. Observe, document and record clients' signs and expressions of pain and other symptoms in accordance with the plan of care/service plan
- VI. Provide non-pharmacological comfort management techniques to clients experiencing comfort/pain as directed by the plan of care/service plan
- VII. Report and record clients' responses to comfort management techniques
- VIII. Identify the rights of the clients, family members, substitute decision-makers or powers of attorney for personal care regarding consent to treatment, advance directives and DNR directives as identified in the plan of care/service plan
- IX. Support clients' and families' spiritual and cultural practices related to death, dying and the afterlife if appropriate

## **Chapter 47 End of Life Care**

OVERALL EXPECTATIONS:

A5. describe the final stages of life, grieving, and the ways in which children and older adults may experience loss;

SPECIFIC EXPECTATIONS:

A5.1 demonstrate an understanding of the concept of death and describe the five-stage process of coming to terms with death and dying, as conceived by Elisabeth Kübler-Ross (i.e., denial, anger, bargaining, depression, acceptance);

A5.2 describe the physical signs of approaching death (e.g., decreased circulation, apnea, Cheyne- Stokes respiration);

A5.3 describe the clinical indicators of death (e.g., absent vital signs, fixed and dilated pupils);

A5.4 describe some of the different religious and cultural beliefs and practices related to death and dying, the arrangements that typically need to be made in connection with funeral or other ceremonial proceedings, and how financial

considerations may affect these practices;  
A5.5 describe various types of loss and how they may be experienced by children at different stages of development and by older adults (e.g., loss of a pet, separation from a parent as a result of divorce, loss of a body part, loss of peers at an increasing rate in old age).

### **End of Life Assignment**

Pallium Canada Certificate

<https://pallium.ca/equip-yourself/course-examples>

#### **\*\*NOTE:**

Individual programs may choose to align chapters and MOE credits according to their specific delivery models. The intention of this document is to provide a foundation from which to build upon and a reference for the outcomes that students must meet according to the updated MCU 2020 Training Standards and MOE credits.