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# Personal Support Worker Program Quality Assurance Process

**MISSION:**

To provide a system of quality assurance for Ontario school board PSW programs that meets current industry standards and requirements as well as ensuring that those participating in these programs and the public are assured of excellence in PSW training.

**VISION:**

To support, advocate and assist Ontario school board PSW programs to continually provide excellence with their delivery of PSW programs that meet the needs of the individual students, the communities that they serve and sets a national health care training example.

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## PREAMBLE

The purpose and intention of both the Personal Support Worker Program Quality Assurance Process and the Personal Support Worker Program Quality Assurance Resources (on CESBA website) is to provide Ontario School Boards, who are members of the Continuing Education School Board Administrators of Ontario (CESBA), with recommendations and guidelines for the delivery and continuous improvement of the highest quality Personal Support Worker programs in Ontario.

Key to the success of this goal is for School Board PSW Programs to continuously collect and analyze independent evidence to measure the degree to which their PSW Program Graduates are performing the outcomes and competencies expected by the various employers of PSW's throughout the School Board's community.

These guidelines, which are based on the learning outcomes listed in the MCU Personal Support Worker Training Standard, (2020 updated version), will create an educational program which will produce PSW Graduates that are second to none in the province of Ontario.

Ontario school board PSW programs have a Program Training Standard that must be adhered to and issue an Ontario Training Program certificate.

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## Introduction

Accreditation is the process in which certification of competency, authority, or credibility is presented.<sup>1</sup> In most countries the function of educational accreditation is conducted by a government organization, such as a Ministry of Education.<sup>2</sup> This is the case in Canada and in Ontario where the Ontario Ministry of Education, by manner of the Education Act (R.S.O. 1990, c. E.2), and its associated regulations, funds and oversees publicly funded elementary and secondary education.<sup>3</sup>

Therefore, the Ontario Ministry of Education (MoE) sets the provincial standards and guidelines for all assessment, evaluation and reporting for all students who attend public or private schools in Ontario. In addition, the MoE sets the requirements for student diplomas and certificates. As a result, all elementary, secondary, and adult education divisions from each publicly funded school board in Ontario requires no further process to consider any of the publicly funded school board's programs accredited.<sup>ibid</sup>

Further legislation in place, to ensure the quality of educational programs in the province of Ontario, is the Ontario College of Teachers Act (1996, S.O. 1996, c. 12).

In Ontario, the Ministry of Colleges and Universities has published a set of standards (see the resource section on the CESBA PSW website) for Personal Support Worker that are taught by any one of the three types of educational providers of such programs. They are Colleges of Applied Arts and Technology, Registered Private Career Colleges and Public-School Boards.

Further legislation relating to Personal Support Workers is the Long-Term Care Homes Act (2007, S.O. 2007, c.8). and its regulation (O.Reg.79/10: GENERAL). Specifically, the regulation requires that:

### **Qualifications of Personal Support Workers**

47.(1) Every licensee of a long-term care home shall ensure that on and after January 1, 2016, every person hired by the licensee as a personal support worker or to provide personal support services, regardless of title,

(a) has successfully completed a personal support worker program that meets the requirements in subsection (2); and

(b) has provided the licensee with proof of graduation issued by the education provider. O.Reg.399/15, s.1.

(2) The personal support worker program,

(a) must meet,

(i) the Personal Support Worker Program Standard published by the

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Ministry of Training, Colleges and Universities dated July 2014, or

(ii) the Personal Support Worker Training Standard published by the Ministry of Training, Colleges and Universities dated October 2014; and

(b) must be a minimum of 600 hours in duration, counting both class time and practical experience time. O. Reg. 399/15, s. 1.<sup>4</sup>

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On February 7, 2005, the Health Professions Regulatory Advisory Council (HPRAC) was asked by the Honorable George Smitherman, the then Minister of Health and Long-Term Care to:

Review the range of work carried out by Personal Support Workers (PSWs) and make initial recommendations on whether all or some part of this range would indicate that Personal Support Workers should be considered for regulation under the [Regulated Health Professions Act, 1991] RHPA.

In April 2006, HPRAC submitted an interim report on this question to the Minister, as part of *New Directions: A report to the Minister of Health and Long-term Care on Regulatory Issues and Matters Respecting Health Care Practitioners, Patients and Clients (April 2006)*.

The New Directions report (page 248) made the following initial recommendations concerning the regulation of PSWs:

1. That there should be no change to Section 29 (1) (e) of the RHPA that excepts individuals “assisting a person with his or her routine activities of living and the act is a controlled act set out in paragraph 5 or 6 of subsection 27 (2).”
2. HPRAC has completed the initial phase of work in response to the Minister’s request for advice and will offer final recommendations in September 2006. (p.1).

Following the interim report, HPRAC initiated phase II of the review to explore outstanding issues and questions arising from the findings in the first phase of the review. Regarding regulation and a PSW Registry the phase II report recommended:

1. HPRAC recommends that Personal Support Workers not be regulated under the Regulated Health Professions Act, 1991 as they do not meet the requirements for regulation.
2. HPRAC recommends that a Registry for Personal Support Workers not be required as an alternate to regulation under the Regulated Health Professions Act, 1991.

Regarding the education and training of Personal Support Workers the phase II report recommended:

3. HPRAC recommends that the Minister of Health and Long-Term Care recommend that the Ministry of Training, Colleges and Universities develop mandatory

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standardized educational outcomes for PSW educational programs in community colleges, career colleges, not-for-profit organizations, and **boards of education**, and that the involvement of employers in establishing curriculum and educational outcomes to meet workplace needs is enhanced.

4. HPRAC recommends that regulated **health profession Colleges whose members supervise PSWs** should:

- a. Develop clear guidelines for supervision.
- b. Provide additional training and require competencies in supervision and staff leadership from their members. (Ibid).<sup>5</sup>



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In July of 2014, (updated in 2020), the Ministry of Training Colleges and Universities released the Personal Support Worker Program Standard for the Personal Support Worker program of instruction leading to an Ontario College Certificate delivered by Ontario Colleges of Applied Arts and Technology.<sup>8</sup> Which was followed by the October 2014 release of the Personal Support Worker Training Standard, the approved training standard for all Personal Support Worker programs of instruction (Ontario Qualifications Framework – Certificate III level) delivered by Private Career Colleges of Ontario.<sup>9</sup>

The difference in the two standards is that the PSW Program Standard includes “The General Education Requirement” for College of Applied Arts and Technology programs of instruction as is stipulated in their Credentials Framework.(p.52) This requirement is not listed in the PSW Training Standard.

Therefore, to issue a Personal Support Worker Certificate, School Board PSW programs must adhere to the Personal Support Worker Training Standard listed above (Appendix A).

Since school board programs are delivered within the secondary school credit guidelines, school board PSW programs must also adhere to the following Ministry of Education policy documents:

1. Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016<sup>10</sup>
2. Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010<sup>ibid</sup>
3. The Ontario Curriculum, Grades 11 and 12: Technological Education, 2009<sup>11</sup>
4. The Ontario Curriculum, Grades 11 and 12: Cooperative Education, 2018<sup>ibid</sup>

The Technological and Cooperative Education Curricula is adhered to by school board PSW programs as they contain the overall and specific expectations for the Ontario Secondary School Health Care and Coop credit courses used to teach, assess, and evaluate the MTCU Personal Support Worker Training Standard Vocational Learning Outcomes and Employability Skills.

Specifically, school boards could be using some of the following courses from the Health Care and Coop Curriculum:

1. Health Care, Grade 11, University/College Preparation, TPJ3M (p. 202)
2. Health Care, Grade 11, College Preparation, TPJ3C (p.209)
3. Health Care, Grade 12, University/College Preparation, TPJ4M (p. 216)
4. Health Care, Grade 12, College Preparation, TPJ4C (p.224)

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5. Child Development and Gerontology, Grade 12, College Preparation, TOJ4C (p. 232)
  6. Health Care: Support Services, Grade 12, Workplace Preparation, TPJ4E (p.239)
  7. Cooperative Education Linked to a Related Course (for any of the above) (p. 75)

The purpose of this document is to serve as a guideline for Ontario School Board Personal Support Worker Programs to ensure the Quality and Consistent Improvement of those programs such that the Continuing Education School Board Administrators of Ontario (CESBA) member School Boards who offer the PSW program are regarded by employers, regulators, and the community as having trained the highest quality PSW's in the province of Ontario.

*Footnotes to the Introduction:*

- 1 - <https://en.wikipedia.org/wiki/Accreditation>
- 2 - [https://en.wikipedia.org/wiki/Educational\\_accreditation](https://en.wikipedia.org/wiki/Educational_accreditation)
- 3 - <http://www.edu.gov.on.ca/eng/about/whoweare.html>
- 4 - <https://www.ontario.ca/laws/regulation/100079#BK56>
- 5 - <https://hprac.org/en/reports/resources/PSW-FinalReportSept27-06.pdf>
- 6 - <https://www.thestar.com/news/gta/2018/02/26/province-launches-new-personal-support-worker-registry.html>
- 7 - <https://www.psw-on.ca/applicants.html>
- 8 - <http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/health/41469.pdf>
- 9 - <http://www.tcu.gov.on.ca/pepg/audiences/pcc/supportWorker.pdf>
- 10 - <http://www.edu.gov.on.ca/eng/curriculum/secondary/commontwo.html>
- 11 - <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

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## Quality Assurance Principles

Before listing the important elements of the CESBA PSW Quality Assurance (PSW QA) process, it is important to examine why the Quality Assurance Process is the best option to ensuring the continued excellence in School Board PSW programs throughout the province.

According to Sallis in his 2002 3rd edition book Total Quality Management in Education:

Inspection has a place as a means of verifying self-assessment and as a means of quality control, but it is not the same as quality improvement, which is a much greater task and cannot be externally imposed. Institutions cannot hand over the process of improving quality to an external inspector. (p.xi)<sup>1</sup>

As such the CESBA PSW Quality Assurance Process is being created and distributed to guide and verify both quality control and quality improvement for CESBA School Board member PSW programs. As is stated above, Quality Management is an “inside the organization” process requiring the following:

- outstanding teachers;
- high moral values;
- excellent examination results;
- the support of students, their families, employers, and the local community;
- plentiful resources;
- the application of the latest technology;
- strong and purposeful leadership;
- the care and concern for students;
- a well-balanced and challenging curriculum. (Ibid, pp.1 - 2)

Although the prerequisite of Quality involves doing many things well: “unless an institution puts its customers first, the preconditions for developing quality will not exist” (Ibid, p. 2) This means that the Health Care Clients of the employers of the PSW graduates from CESBA member school boards are to be put first. Followed by the PSW students and then their employers.

Educational institutions operate in a complex environment. According to Sallis (2002) there are four motivating forces or imperatives that must guide our institutions for them to move forward with a proactive practice to ensure the best possible quality of their programs. They are:

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- 1) The Moral Imperative - The customers and clients of the education service (students, parents, and the community) deserve the best possible quality of education.
  - 2) The Professional Imperative - Professionalism implies a commitment to the needs of students and an obligation to meet their needs by employing the most appropriate pedagogic practices.  
(and it) .... places a considerable burden on teachers and administrators to ensure that both classroom practice and the management of the institution are operating to the highest possible standards.
  - 3) The Competition Imperative - Quality may sometimes be the only differentiating factor for an institution. Focusing on the needs of the customer, which is at the heart of quality, is one of the most effective means of facing the competition and surviving.
  - 4) The Accountability Imperative - Quality improvement becomes increasingly important as institutions achieve greater control over their own affairs. Greater freedom must be matched by greater accountability. Institutions must demonstrate that they are able to deliver what is required of them. (Ibid, pp.3-4)

In conclusion, it is critical that CESBA PSW program administrators, support staff, and teachers understand that Quality Assurance of their programs is an everyday practice. That it is built into the culture and everyday tasks of all the staff of a School Board PSW program. Quality Improvement is paramount and is the responsibility of all. (Ibid, p.5)

The Father of the principles of Quality Management is W. Edward Deming. As a seven-year protégé of Deming's, Rafael Aguayo lists in his book entitled *Dr. Deming: The American Who Taught the Japanese about Quality*, Deming's 14 Total Quality Management Principles:

1. Create constancy of purpose for improving products and services.
2. Adopt the new philosophy.
- 3. Cease dependence on inspection to achieve quality.**
4. End the practice of awarding business on price alone; instead, minimize total cost by working with a single supplier.
5. Improve constantly and forever every process for planning, production, and service.
6. Institute training on the job.
7. Adopt and institute leadership.
- 8. Drive out fear.**
9. Break down barriers between staff areas.
10. Eliminate slogans, exhortations, and targets for the workforce.
11. Eliminate numerical quotas for the workforce and numerical goals for management.
12. Remove barriers that rob people of pride of workmanship and eliminate the annual

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rating or merit system.

**13. Institute a vigorous program of education and self-improvement for everyone.**

**14. Put everybody in the company to work accomplishing the transformation. (pp.124-5 )<sup>2</sup>**

These total quality management principles can be put into place by any organization to implement total quality management more effectively. But they can only be done so by management / administrators.

Therefore, the information, imperatives, and principles listed above are the guiding principles of the CESBA PSW Quality Assurance process.

*Footnotes to the Quality Assurance Principles:*

*1 - Sallis, E. (2002). Total Quality Management in Education. 3rd ed. London, UK: Kogan Page Ltd.*

*2 - Aguayo, R. (1990). Dr. Deming: The American Who Taught the Japanese about Quality. New York, NY: Carol Publishing Group.*

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## Quality Assurance Guidelines

The purpose of this Quality Assurance Protocol is to ensure all stakeholders (employers, etc.) that CESBA member School Board PSW programs are operating with the best practices, are consistent from one school board to another, and are aware of CESBA's PSW program policies and practices; in particular, following the Ministry of College and Universities' PSW Training Standard, (updated 2020), the Ministry of Education policy and curriculum documents, and the Long Term Care Act as listed above. For so doing, a member school board will be allowed to use the CESBA PSW Quality Assurance Logo® to communicate its adherence to the CESBA PSW QA Process on students' Certificates, and any correspondence or advertising.

School Boards will be provided with both a Quality Assurance Handbook to list and explain the Best Practices that will be needed to obtain the CESBA PSW Quality Assurance approval; and a Resource section on PSW section of CESBA website, to use in the provision of the board's PSW programs.

It is required that CESBA PSW programs:

1. Have their programs audited every 3 years by a CESBA PSW committee auditor/assessor, (assigned volunteer / peer/ critical friend), as well as a third-party representative as a means of verifying a school board's self-assessment for best practices. The process is of a non-punitive nature with both recommendations made to improve a school board's PSW program; and to collect the developed best practices from member school boards to improve CESBA's PSW Quality Assurance protocol and the accompanying resource.
2. Follow mandated requirements from Ontario's Ministries of (attached):
  - i. Colleges and Universities
  - ii. Education
  - iii. Health
  - iv. Long Term Care
3. Recommendations for CESBA PSW QA programs will include the following areas:
  - i. Admission process and requirements
  - ii. Attendance requirements
  - iii. Performance demonstration
  - iv. Placements and labs
  - v. Advisory committees
  - vi. Graduation requirements
  - vii. Staffing requirements

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viii. Documentation practices

4. Recognition and Advanced Standing practices

(CESBA's PSWRAS Document on CESBA website)

- i. process and requirements
- ii. entry points into the program (criterion)

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## Quality Assurance Process

It is acknowledged and recognized that School Board Personal Support Worker Programs need to be flexible and autonomous in a manner that suits the students and community which they serve.

It is also recognized that the Ministry of Colleges and Universities Personal Support Worker Training Standard leads to a post-secondary Certificate; and, as such, has a higher level of expectations and performance than do the secondary school credits that are attached to a School Board's PSW Program.

Therefore, students may be able to earn the associated secondary school credits without having satisfied the MCU PSW Training Standard and as such can earn those credits without earning the PSW Certificate.

### **As such here are the components of the CESBA PSW Quality Assurance process:**

1. Notify the CESBA PSW QA committee 4-6 months in advance of the School Board's expiration of their current PSWPA accreditation or CESBA PSW QA approval.
2. The CESBA PSW QA committee will supply the school board with materials and support. (Checklist, links to Resources on CESBA website, etc)
3. The School Board will complete the PSW Program Self-Assessment and send in the completed documents to the CESBA PSW QA committee 4 months prior to expiration.
4. The CESBA PSW QA committee will provide the School Board with a list of nearby School Board PSW Program contacts to arrange a site visit to the School Board program 3 months prior to expiration by the friendly School Board to begin building a Mentorship Protocol.
5. The School Board assessor/auditor will provide to both the CESBA PSW QA committee and the School Board that is has self-assessed, feedback on the site visit, documents that were reviewed, and any suggestions / recommendations 6 weeks prior to expiration. The feedback will include either agreement for approval of the use of the CESBA PSW QA by the school board for 3 years, or suggestions to the School Board to obtain the 3-year approval.
6. The School Board being assessed will have the opportunity to implement any necessary changes, updates, etc. 1 month prior to expiration. Follow up will be done by the CESBA PSW QA committee to assist the School Board to improve.



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7. The School Board will receive a certificate of approval for 3-year period from the CESBA QA committee 2 weeks prior to expiration, or suggestions on other School Board programs that can be visited to create a Growth Plan by the School Board.

8. Checklist overview of the standards and requirements

from:

- i. Ministry of Education
  - ii. Ministry of Colleges and Universities
  - iii. Ministry of Health
  - iv. Ministry of Long-Term Care
- (Attached - one/two-page abridged version of each.

iesynopsis of the VLOs, MOE requirements for credits,  
outline from MOH & MOLTC regarding training  
programs)

9. Suggested overview of the following

areas:

- i. Theory Classroom
- ii. Laboratory
- iii. Supervised Clinical matched with a PSW Preceptor (buddy) with a teacher present
- iv. Unsupervised Clinical or Consolidation with a PSW Preceptor - the teacher is not present but completes spot checks and follows up with the student and preceptor.
- v. Suggestions which a School Board programed may choose to use such as extra or external training: i.e Mobility, Gentle Persuasive Approach, Palliative Care, etc.
- vi. Recommended minimum number of hours 660/6 credits:

- a. Theory - 330 hours (3 credits)
- b. Clinical Institutional - 110 hours supervised (1 credit)  
- 110 hours unsupervised (min)
- c. Clinical Community - 110 hours unsupervised  
(2-3 Coop credits)

10. Frequency of verifying a school board's self-assessment for best practices is at least every 3 years, beginning after a school board's current PSWPA certificate expires in order to maintain their CESBA Quality Assurance status.

11. The School Board's Self-Assessment Panel can consist of: PSW instructor, ACE Principal, LTC representation, community agency representation, hospital representation, PSW working in the

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field, representation from MoH, MoLTC, MoE, and / or MoCU; and representation from the and / or the Ontario PSW Association (OPSWA).

12. There will be one site visit from a CESBA PSW committee assessor and third-party assessor as a means of verifying a school board's self-assessment for best practices with a review of the completed checklist. The suggested volunteer peer will be from a geographically close School Board.
13. The assessors will work with the School Board to verify their self-assessment. The purpose of the self-assessment is as an overview with feedback for the purpose of mentoring by the volunteer peer and the collective of the CESBA PSW members.
14. Costs of the CESBA PSW QA Process will be borne by the individual School Boards to support the growth and improvement of each other's programs. The assessors will visit from a School Board that is in the same geographic area as the School Board doing the self-assessment.
15. The CESBA PSW QA committee the assessors will review the material and QA process.
16. Each school board will organize an Advisory Committee that will meet no less than once per year and is to include a review of the board's PSW program against the QA process. It is to be made up of volunteers from Long Term Care, Community Agencies, Hospitals, and any other Health care services that use PSW's. In addition, they will advise the process and material within the CESBA PSW QA process.
17. School Boards must be provided with an outline of the process, including what is required of them and what they can expect from the role of assessors.
18. Once complete the CESBA PSW QA Committee will Award a Certificate indicating that the School Board's Quality Assurance process has been verified by CESBA. The CESBA PSW QA Logo and those Ministry Logos (with permission), will be included.
19. The CESBA PSW QA is a regular part of CESBA's fall conference and PSW spring workdays. It is peer led in terms of suggestions, questions, updates to legislation, etc.
20. School Boards may need follow up in terms of the results of the verification of their self-assessments where the PSW program is failing to provide a minimum quality of program based on the CESBA PSW QA guidelines. This step is to maintain the integrity of the QA process.

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21. Copies of the CESBA PSW QA process feedback and certificate will be filed by each School Board and with the CESBA main office.

22. The recommended minimum number of hours assigned to the PSW Modules:

|   |                          |
|---|--------------------------|
| 1. Individuality .....                                | 22.0 (MCU VLO #4)        |
| 2. Role of the PSW .....                              | 26.0 (MCU VLO #1 and #2) |
| 3. Interpersonal Skills .....                         | 21.0 (MCU VLO #4)        |
| 4. Safety .....                                       | 18.0 (MCU VLO #7)        |
| 5. Assisting with Mobility .....                      | 30.0 (MCU VLO #8)        |
| 6. Abuse .....  | 16.0 (MCU VLO #12)       |
| 7. Household Management & Meal Preparation .....      | 18.0 (MCU VLO #8)        |
| 8. Optimal Support & Care Planning .....              | 20.0 (MCU VLO #3)        |
| 9. Personal Hygiene .....                             | 30.0 (MCU VLO #8)        |
| 10. Assisting the Family .....                        | 18.0 (MCU VLO #11)       |
| 11. Cognitive Impairment & Mental Health Issues ..... | 30.0 (MCU VLO #14)       |
| 12. Ongoing Conditions .....                          | 48.0 (MCU VLO #8)        |
| 13. Assisting with Medications .....                  | 18.0 (MCU VLO #9)        |
| 14. Assisting a Person Who is Dying .....             | 15.0 (MCU VLO #13)       |
| <b>TOTAL .....</b>                                    | <b>330.0</b>             |

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## Admission Process and Requirements

School Board Personal Support Worker programs must follow the requirements set out by the Ministry of Education. Since school board PSW programs can either be provided through Adult and Continuing

Education Schools or through Adolescent Secondary Schools, below are listed the recommended admission requirements for students:

1. Reside in Ontario during the program.
2. Have proof of Canadian citizenship or permanent residency or have gone through the school board's admission process for international students.
3. Ability to get to and from the classroom, and both the Institutional and Community placements.
4. School boards may have a requirement for the prospective student to have volunteered in either a Long-Term Care Home, Hospital Facility or Community Agency.
5. Attend an Information Session.
6. Provide proof of having attained an Ontario Secondary School Diploma or equivalent (as defined by the School Board). In the absence of having attained an OSSD:
  - a. If under 18 years of age, be registered and attending the day school within which the PSW program is being held; and fulfill any other requirement of the PSW program relating to students under the age of 18 (such as volunteering in a nursing home or hospital).
  - b. If 18 years of age or older, either attain a 23 out of 30 (75%) on the Technical Literacy Examination; and if available, provide proof of a Canadian Language Benchmark (CLB) score of 6 (or equivalent - i.e. IELTS or TOEFL) in each of reading, writing, speaking, and listening.
7. Attend and have been successful in a personal interview.
8. Provide 2 professional references. (Ideal, but not mandatory)
9. Sign the following waivers explaining that the students understand that they must provide before they will be able to attend their practicum:
  - a. A medical letter explaining that the student is physically fit to practice the skills of a PSW, and that also contains proof of all the immunizations that are required by the School Board's practicum partners. (i.e. 2 step TB screening, Hepatitis B, and Influenza immunizations/vaccines and both Covid vaccinations)
  - b. A clear Criminal Record Check with Vulnerable Sector Screening

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## Entry Assessment

Since according to the PSW Training Standard, MCU 2020, the PSW program is a post-secondary level program each School Board PSW program will have every prospective student complete an entry assessment to confirm the prospective student can complete the School Board's PSW Program.

The assessment will also attempt to determine if becoming a PSW is appropriate for the prospective student. That is that the student is fully aware of the requirements of a PSW in Ontario, and that the School Board believes that the prospective student has the compassion and temperament required of a PSW.

The assessment can be completed at the orientation session but should be completed by each prospective student independent of other prospective students. Assessments should have the following elements in them:

- Technical Literacy Examination (if without an OSSD or equivalent)
- Personal Interview
- Proof of having volunteered in a Long-Term Care or Hospital Facility (if required)
- 2 References
- Signed Medical and Vulnerable Sector Check waivers

### Interview Question Suggestions:

- What has made you decide that you would like to take this program?
- What qualities do you possess that make you a good candidate for the program?
- What are some challenges you feel you might have with taking this program?
- How do you plan on working through these challenges/what supports do you have?
- Are you able to attend to the program schedule for classroom, clinical and consolidation/ coop?
- Can you tell me about a time where you had a care giving role?
- What was that like for you?
- Can you tell me about a particularly challenging situation you've been in or a stressful time in your life?
- How did you navigate through it?
- Do you understand the information given on the program and the requirements?

See the following examples / resources on the PSW section of the CESBA website:

- PSW Questionnaire
- Technical Literacy Exam
- Reading Passage
- Admission Interview

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## Graduation Requirements

NOTE: As mentioned above in the Introduction, the Long-Term Care Homes Act (2007, S.O. 2007, c. 8). and its regulation (O.Reg.79/10: s.47 (2)(b), requires that each program must be at least 600 hours in length.

### MCU PSW Training Standard, 2020: Vocational Learning Outcomes

#### *The graduate has reliably demonstrated the ability to:*

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. The graduate will 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.
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.
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.
5. The graduate will establish and maintain therapeutic relationships\* with clients and their families\* using effective communication skills to build a genuine, trusting, and respectful partnership, in accordance with professional\* boundaries, employer policies, confidentiality, and privacy legislation.
6. The graduate will 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. 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.
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.
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.

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10.The graduate will 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.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.

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.

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.

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

**All graduates must meet the Elements of Performance, (EOP) and Essential  
Employability Skills, (EES)**

**(See PSW Section on CESBA website for full Training Standard document)**

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## Assessment and Evaluation

All aspects of the course credit components, including co-op credit or practicum placements are in line with MoE curriculum standards. They must also be in line with the Vocational Learning Outcomes (VLOs) from the MCU 2020 PSW Training Standard. And both sets of outcomes / expectations should be mapped to each other to ensure that they align. **(See Mapping and Alignment Document for VLOs/PSW Modules/MoE Credits on PSW Section on CESBA website)**

Students are assessed and evaluated to be determined to be competent in each of the 14 Vocational Learning Outcomes. They must achieve a minimum of 70% average for each module.

Students must also be assessed and evaluated to be determined to be competent in all the categories of the Essential Employability Skills (ESS) listed in the MCU 2020 PSW Training Standard including:

- ☐ Communication
- ☐ Numeracy
- ☐ Critical Thinking & Problem Solving
- ☐ Information Management
- ☐ Interpersonal
- ☐ Personal

The following policies regarding assessment evidence and documentation should be followed:

- All tests, quizzes and assignments are retained by the school and kept on file for one year by each organization.
- Following credit recovery the instructor must document the situation, actions, and outcomes to include which VLOs were covered and how the student was able to demonstrate competence in this/these area(s). If a student needs to repeat the entire module, this must be documented.
- Report card/transcripts generated for each student (IEPs noted) with module average indicated
- Documentation to track accommodations and modifications that were made available by student based on individual need and assessment of that need
- Master file of all tests, quizzes, assignments, assessments, and evaluations including modified versions and rewrite versions available
- Attendance reports to demonstrate compliance with the maximum 10% absenteeism standard
- Student transcripts maintained and retained by each organization for a minimum of 15 years.

**(See Document Retention overview on PSW section of CESBA website)**

The following policies and procedures should also be in place:

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- 
- Marking schemes for all tests, quizzes, assignments, assessments, and evaluations are made available to students prior to completing the assessment.
  - All tests, quizzes, assignments, assessments, and evaluations are reviewed with the student after they are written and marked.
  - All tests, quizzes, assignments, assessments, and evaluations must be individually passed with a minimum grade of 70 percent. (Some PSW sections such as lab or placement, may require a minimum of 80 percent)
  - A student who fails to achieve a minimum grade of 70 percent on any test, quiz, assignment, assessment, or evaluation, will be required to complete an alternate assessment. If they pass the rewrite/retake (receive a grade of 70 percent or above) they will receive a recorded grade of no greater than 70 percent as the final grade for that assessment. (The same will apply for those areas that require 80 percent for achievement)
  - A maximum of three rewrites/retakes will be allowed per student throughout the entire program.
  - Students must individually complete a **CESBA Final Exam\*** covering all required topics for successful completion of the PSW program.
  - Students must receive a minimum grade of 70 percent on the CESBA Final Exam “to pass the program. Students may have access to accommodations based on their IEP for this assessment on an individual basis. There will be one retake option for the final exam.
  - Credit recovery will be assessed on an individual basis (a maximum of three credit recoveries are allowed over the course of the program).
  - Accommodation is available for all tests, quizzes and assignments on an individual basis based on student IEPs or instructor discretion.
  - Outline of process to assess need, actions to be taken and method of implementation/markings.
  - Credit Recovery is only to be used for the student to be allowed to work toward the corresponding secondary school credit. Once a student fails three evaluations, they will no longer be allowed to work toward the PSW Certificate.

There should be a procedure in place which outlines the process, including documentation of support and discipline for students who are failing to progress to meet the Standards of the program. This policy must be followed, and documentation must be retained by each organization for a minimum of 2 years. (Often indicated in the program Student Handbook)

The policy must include different levels of intervention such as meeting one-on-one with the instructor, meeting with the instructor and an administrative representative, and finally the creation of a performance contract outlining required actions and the consequences if the actions are not followed.

**\*See options for CESBA Final Exam on PSW section of CESBA website.**

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## Skills Labs and Practicum Placements

For the skills labs that are performed in the classroom, the School Board PSW program should have documentation and evidence demonstrating the following:

- The student/teacher ratio for labs are required to be 10:1 so that teachers can accurately assess each student's ability to safely perform each skill.
- Marking schemes for all lab related tests, quizzes and assignments were made available to all students prior to completing the assessment.
- Appropriate equipment, supplies, and space are available for instruction (both quantity and quality of equipment – whether owned, rented, or used in another space) as per the 10:1 ratio requirement.
- EDU Work Agreement Forms or Placement Agreement Forms are filed and submitted as required, prior to students beginning placement.
- Student schedules and time sheets are kept with student files.
- All required documentation necessary to start placement is on file – vulnerable sector check/ criminal record check, immunization, medical forms, etc).
- Completed “skills passbook” or other documentation signed by preceptor/DOC acknowledging student has successfully demonstrated required skill sets for each placement (LTC/hospital and community)
- Lab Handbook outlining all requirements and skill sets to be assessed given to each student.
- Contact list of all placement locations including organizational name, address, contact person, phone number, email address and students placed with the organization
- Resumes/CNO # of clinical and community instructor(s) on file
- Attendance records/timesheets must be on file to validate completed hours for placement
- All students must be assessed and evaluated in a lab setting prior to attending a clinical placement

For the practicum placement, the School Board PSW program should have documentation and evidence demonstrating the following for both supervised and preceptor placements: these apply to both the supervised and preceptor placements.

- That placement agreements, (WEA), have been completed and signed with each placement/employer both for the program and for the student (student form completed and in student file)
- PPLPs should be completed by each student prior to the supervised placement and reviewed at least once with each placement the student completes.
- All required documentation necessary to start placement is on file – vulnerable sector check/ criminal record check, immunization, medical forms, etc. The student cannot begin placement if there is outstanding documentation for legal reasons.
- Students must complete at least two different placements for a minimum of 330 hours.

- 
- One Institutional placement, (often the supervised placement portion), must be completed in a MoH, or MoLTC funded long-term care facility. The clinical instructor for this placement must be a RN or RPN hired by the school. The student/instructor ratio is 10:1. This placement must be supervised by the nurse onsite for a minimum of 110 hours. (Clear rationale if the ratio or number of hours is not followed)
  - One Community placement must be completed in an adult daycare center, retirement home (if applicable), group home, school, homecare agency or other venue where clients direct their own care. Students will work under the supervision of qualified placement site staff. Students and Preceptors must be visited and assessed at least once during each of 40 hours of placement by the instructor. It is recommended that the instructor be available by phone while students are on placement. Visits may be more frequent as needed. Students must complete a minimum of 110 hours of Community placement.
  - The remaining 110 of the required total 330 placement hours will be completed as an unsupervised placement with a PSW preceptor and may be completed in a long-term care facility or in a community setting for students who have demonstrated complete competence and capability in the clinical placement. Students will be always assigned to a qualified placement site staff.
  - Students should be provided a supervised placement and preceptor placement Handbook that clearly outline the expectations and the assessment and evaluation pieces. It is recommended that this also be reviewed with each placement and preceptor.
  - Students and preceptors must be visited and assessed at least every 40 hours by the instructor (or at least once if placement is less than 40 hours in length). The instructor must be available by phone at all times while students are on placement. Visits may be more frequent as needed. Visits may also be done via video conferencing if in person is not appropriate.
  - Performance measure: pass or fail based on completion of the “skills passbook” or other detailed assessment and evaluation documentation that requires either the preceptor, Director of Care, or agency supervisor to sign off on the demonstration of the required skill sets all based on the MCU Standard VLOs. An assignment of a numerical grade will be required if aligning an MoE credit to placements. Example: 80 percent if student has met the expectations, 85 percent if student has met and slightly exceeded expectations, 90 percent if student has met and highly exceeded expectations.
  - Evaluation and assessments should be done as a ‘mid-term’ and ‘final’ for all supervised and preceptor placements.

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## Staffing Requirements

### Teaching Staff

Preference is given to those candidates that are Registered Nurses or Registered Practical Nurses and are Ontario College of Teachers Qualified (OCT) in Health Care Services. Those candidates without OCT qualifications but with the appropriate CNO qualifications can be hired by their school board. The school board will need to apply to the Ministry of Education annually for a Letter of Permission for the candidate to teach a credit course within a public school board.

All candidates who wish to teach in a School Board PSW program must have a formal health-care education, proof of competence, and wage-earning experience in one or more of the following areas (experience in other health-care related fields are assessed on a case-by-case basis):

- registered nurse or registered practical nurse
- therapy services
- child development
- gerontology

AND work experience as follows:

- five years of full-time, related, and acceptable wage earning
- blocks of at least four months of continuous employment
- documentation on company letterhead, with duties and service dates and hours outlined, verified, and signed by an appropriate supervisor

OR

- three years full-time work experience in health care AFTER successful completion of a related two-year diploma program

OR

- two years of wage-earning work experience in health care AFTER successful completion of a related three-or four-year diploma/degree program

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## Clinical Instructors

Clinical Instructors operate under the supervision of the PSW course Teacher/Instructor. They are generally responsible for a portion of the PSW class student total while students are in their practicum placement. Candidates who wish to work in a school board PSW program as a clinical supervisor must hold a current registration with the College of Nurses and be in good standing.

It is believed that Clinical Instructors must be on site with the PSW students for the first 110 hours of the supervised facility placement for their student evaluations to be effective and accurate, and that they follow the expectations set out by the College of Nurses of Ontario for supervising UCP.

Adjustments to the number of hours spent with students during the Supervised practicum and be made based on the number of students in a particular site. **(Please see CNO document on working with UCP on PSW section of CESBA website).**

There is a 1:10 maximum ratio of clinical instructor to student either in facility or community placement. There is a 1:30 maximum ratio of teacher student ratio within the classroom setting.

There is a 1:2 teacher student ratio for lab assessments/evaluations. Boards must provide a clear rationale if the above ratio is different.

According to the Ministry of Education *the Ontario Curriculum Grades 11 and 12: Cooperative Education, 2018* curriculum guidelines<sup>2</sup>:

“After the initial monitoring meeting, at least two monitoring meetings involving the student must take place for every 110 hours of a cooperative education course, one of which must be a face-to-face or online meeting that allows for visual contact. This works out to be approximately every 40 hours the student is in placement.”

As a result, Teachers/Instructors are to visit PSW Students in their practicum placements with a minimum of an initial meeting within the first 40 hours of the start of a preceptor placement. The meeting must be conducted in person or via videoconferencing or other technology that enables the teacher and student to see each other. (i.e, it cannot be an audio-only conversation or a text or email exchange)

### Guest Speakers

While encouraged, guest speakers are not recommended to teach more than 20% of a module of their specialty.

#### *Footnotes to the staffing requirements:*

1 - [https://www.cno.org/globalassets/docs/prac/41014\\_workingucp.pdf](https://www.cno.org/globalassets/docs/prac/41014_workingucp.pdf)

2 - <http://www.edu.gov.on.ca/eng/curriculum/secondary/cooperative-education-2018.pdf>

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## **CESBA PSW QA Checklist**

### **1. General Information**

School Board:

Address:

City:

Province:

Postal Code:

Tel:

Fax:

Website:

Number of Sites: (Please provide address information for each)

Number of students enrolled (Current Year):

Number of graduates (Current Year):

Number that obtained OSSD through program:

-----  
Name of Administrator (Principal or Vice Principal):

PSW Coordinator/Manager/Lead:

PSW Teachers/Instructors:

Clinical Instructors:

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## 2. Accreditation/Quality Assurance History:

Initial Accreditation with: \_\_\_\_\_

Date of Issue: \_\_\_\_\_

Date of Expiry: \_\_\_\_\_.

## 3. Teaching Staff (for School Boards with multiple sites - please use one list per site)

- Teacher to Student Ratio      Classroom:      Clinical:

- Primary Instructor for Theory      Name:

Qualification:

Registration #:

Percentage of theory taught:

**Note:**

- must be a Registered Nurse (RN) or Registered Practical Nurse (RPN) with current registration and **NO** practice restrictions with the College of Nurses of Ontario (CNO).
- must present with a minimum of two (2) years current, relevant work experience in a Canadian clinical environment, preferably in a long-term care/community/chronic care setting; and
- meet Instructor qualification standards as outlined above.

- Primary Instructor for Clinical      Name:

Qualification:

Registration #:

Copies of relevant teacher qualifications on file: ☐ Yes ☐ No

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For school boards with additional instructors teaching or supervising portions of the program:

Instructor Name/Qualification:

Teaching:

Copies of relevant teacher qualifications on file: ☐Yes ☐ No

Instructor Name/Qualification:

Teaching:

Copies of relevant teacher qualifications on file: ☐Yes ☐ No

Instructor Name/Qualification:

Teaching:

Copies of relevant teacher qualifications on file: ☐Yes ☐ No

Do your instructor(s) attend a CESBA PSW Conference / Workday: \_\_\_Yes \_\_\_No

When:



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### 3. Program Information:

Approximate Enrollment (Current Year All Sites): \_\_\_\_\_

Graduation Numbers (Current Year All Sites): \_\_\_\_\_

Those obtaining their OSSD: \_\_\_\_\_

#### **Full-Time Program:**

➤ Program Length:

- Total Hours:
- Total Weeks:

➤ Theory:

- # Of Hours:
- # Of Weeks:
- Days of the Week:
- Percentage of theory that is lab:

➤ Clinical Placement Community:

- Community: # of Hours/Week:

➤ Clinical Placement Facility:

- Institution: # of Hours/Week:
- Supervised: # of Hours/Week:
- Precepted: # of Hours/Week:

#### **Part-Time Program:** ☐ N/A

➤ Program Length:

- Total Hours:
- Total Weeks:

➤ Theory:

- # Of Hours:
- # Of Weeks:
- Days of the Week:
- Percentage of theory that is lab:

➤ Clinical Placement Community:

- Community: # of Hours/Week:

➤ Clinical Placement Facility:

- Institution: # of Hours/Week:
- Supervised: # of Hours/Week:
- Precepted: # of Hours/Week:

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**PSWASR (Personal Support Worker Advanced Standing and Recognition) (Please see the PSWASR document on the CESBA website)**

**Please note:** All student credentials earned outside of Canada must be translated into English or French and compared for Canadian equivalency by a recognized authority. i.e., W.E.S. (World Education Services)

Number of students who are enrolled under PSWAS:

Please give an overview of your assessment, evaluation and training process and procedures:

# Of Hours/Week:

- Theory Hours:
- Lab Hours:
- Placement Hours (and type of placement):

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## 5. Admission Requirements

☐ Grade 12 (copy of transcript - must be Canadian general level or better)

☐ Mature Student

Comments:

☐ Copy for all PSW Bridging students      ☐ Certificate   ☐ Diploma      or      ☐ Degree

☐ Transcript of marks showing designation confirmed (for all PSW Bridging students)

☐ Entrance Literacy Exam

Comments:

☐ Mature Student Test

Comments:

☐ Medical Form of Fitness & Immunization Status (include copy of form)

Explain medical form review procedure:

Form reviewed by (must be a regulated Health Professional):

☐ Vulnerable Sector Police Check

Dated:

☐ Standard First Aid and Level C CPR      Taught by:

Dated:

☐ Copy of CPR/First Aid Certificates **OR** copy of official CPR/First Aid Roster on file - Requirement BEFORE students go on placement? ☐ Yes ☐ No

If no, please comment:

Are **ALL** the student prerequisites followed? ☐ Yes ☐ No If

No, please comment:

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## 6. Equipment and Resource Material

- It is recommended that a theory classroom be set up with
  - sufficient seating to accommodate all students
  - sufficient personal space to accommodate all students and provide for integrity of Program testing
  - a white/blackboard
  - audio-visual equipment
- Sufficient computers with internet access should be provided for students.

### ***Program Equipment and Supplies***

- Quantities of the recommended equipment and supplies are based on a 1:10 ratio (instructor to student– if there are 11 to 20 students in the class, the quantity of recommended equipment should be doubled; if there are 21 to 30 students, it should be tripled.
- All equipment should be available at the location(s) where the theory portion of the program is taught. If this is not done, please explain your process and procedure for accommodating this: (i.e.: renting equipment, utilizing facility resources, etc)
- There may need to be flexibility with equipment such as a clothes washer, dryer, and stove. For example, students could videotape themselves putting in a load of laundry and sorting laundry as an assignment and demonstrate the use of the machines by verbally explaining what they are doing and why. This is because space and landlord agreements could be prohibitive in having these items on-site.

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**Recommended Equipment List:**

| Item  | Amount<br>based on 10<br>students | Qty on<br>Hand |
|---|-----------------------------------|----------------|
| Hospital Bed with working bed rails   | 1                                 |                |
| Wheelchair  | 1                                 |                |
| Commode   | 1                                 |                |
| Walker  | 1                                 |                |
| Canes (quad cane plus one other type)   | 2                                 |                |
| Crutches  | 2                                 |                |
| Transfer Belt and Board   | 1 each                            |                |
| Scale (height & weight preferred)   | 1                                 |                |
| Footboard   | 1                                 |                |
| Bed Cradle  | 1                                 |                |
| Bedpan and Fracture Pan   | 1 each                            |                |
| Urinal (male and female)  | 1 each                            |                |
| K-Basin   | 2                                 |                |
| Dentures, Denture Cup and Brushes   | 1                                 |                |
| Nasal Cannula   | 1                                 |                |
| Hot Water Bottle  | 1                                 |                |
| Ice Bag   | 1                                 |                |
| Scissors, Emery Boards, Nail Clippers (or one for demo & students could bring own for practice) | 5                                 |                |
| Samples of Fleet Enemas, Suppositories and Colostomy Bags                                       | 3                                 |                |
| Condom Draining Bag and Leg Bag   | 1 each                            |                |
| Catheters and Urinary Draining Bag (indwelling and straight)                                    | 2                                 |                |
| Assorted Incontinent Products (for demo)  | 3                                 |                |
| Cleaning Supplies: Soap, Disinfectant, Bleach, Gloves, Cloths, Paper Towel, etc.                | 8                                 |                |
| Assorted PPE (Gloves, Masks, Gowns, Goggles, etc.)  | 10                                |                |
| Assorted Adaptive Devices (Grab Sticks, Eating Utensils, Zipper Pulls, etc.)                    | 5                                 |                |
| Computer with MS Word, Printer (can be shared), Internet Access                                 | 2                                 |                |
| Eyeglasses  | 1                                 |                |



| Item  | Amount based on 10 students | Qty on Hand |
|---|-----------------------------|-------------|
| Hearing Aid (does not need to be working)   | 1                           |             |
| Dishes & Cutlery: Complete Place Settings   | 4                           |             |
| Alcohol Container or Swab Equivalent  | 2                           |             |
| Dosette & Blister Pac (for demo)  | 1                           |             |
| Assorted Specimen Containers & Swabs  | 4                           |             |
| First Aid Kit (WSIB approved) complete/fully stocked                                | 1                           |             |
| Thermometers (digital, tympanic)  | 2                           |             |
| Bath Chair  | 1                           |             |
| Dual Teaching Stethoscope   | 1                           |             |
| Blood Pressure Machine (manual) & Stethoscope                                       | 1                           |             |
| Blood Pressure Machine (automated)  | 1                           |             |
| Compression Stockings   | 1                           |             |
| Graduate Pitcher  | 1                           |             |
| Infant Mannequin  | 1                           |             |
| Mannequin – full body with interchangeable genitalia                                | 1                           |             |
| Razor (for demo, students to bring own for practice)                                | 1                           |             |
| Set of Well Baby Supplies: Tub, Bottles, Bottle Cleaner, Diapers, Baby Clothes      | 1                           |             |
| Linen – Towels, Sheets, etc. (or 1 for demo, students could bring own for practice) | 3 sets                      |             |
| Broom, Dustpan, Dust Mop, Wet Mop, Vacuum   | 1 each                      |             |

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**The following equipment must be available either on-site or off-site:**

| Equipment item   | Number required | On Site/Off Site |
|--|-----------------|------------------|
| Assorted Mechanical Lifts  | 1 per type**    |                  |
| Clothes Washer, Dryer, Iron  | 1 per item**    |                  |
| Kitchen Facilities – Refrigerator, Kettle, Pots & Pans, Microwave, Stove, Dishwasher | 1 per item**    |                  |

**\*\*NOTE:** The equipment items identified with \*\* must be accessible for teaching purposes, but only one (1) per item is required, regardless of how many students are in the class – for example, if there are 22 students, there would only be one (1) of each item required, but a school may access more than one if they choose to do so.

**Optional Equipment List:**

The equipment identified below is optional, but students will benefit from accessibility to such equipment.

|  |
|--|
| Assorted Prosthetic Devices – artificial limb, eye, etc. |
| Clothing for mannequins                                  |
| DVDs/Videos  |
| Transfer Disc  |
| Trapeze  |
| Shroud – After Death Kit                                 |
| Bathtub  |

Is all the equipment present as per Equipment Checklist: ☐ Yes ☐ No

If No, how are the students gaining practice:

Is all the equipment in good operating condition? ☐ Yes ☐ No

If No, please comment:

Is there sufficient equipment for the number of students based on

Maximum class size: ☐ Yes ☐ No

If No, please comment:



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Do instructors have copies of the text and instructional material provided by publishers: ☐Yes ☐ No Are the required textbooks used: ☐Yes ☐ No

Title:

Author:

Year of publication:

Edition:

Do all students have their own textbook(s) and accompanying workbook? ☐Yes ☐ No

If No, please comment:

---

## 7. Clinical Placement, Practicum or Practical Placement

For Placement Sites: provide name, address, contact person and phone number

(Please note: The contract can be an agreement in the form of a MOA)

### ***Long-Term Care Facility or Institution:***

1. Name:  
Address:  
Contact Name:  
Phone:

Does this facility offer progressive levels of care? ☐ Yes ☐ No \_\_\_\_\_

Contract on File? ☐ Yes ☐ No                      Date Last Renewed:

2. Name:  
Address:  
Contact Name:  
Phone:

Does this facility offer progressive levels of care? ☐ Yes ☐ No \_\_\_\_\_

Contract on File? ☐ Yes ☐ No                      Date Last Renewed:

3. Name:  
Address:  
Contact Name:  
Phone:

Does this facility offer progressive levels of care? ☐ Yes ☐ No \_\_\_\_\_

Contract on File? ☐ Yes ☐ No                      Date Last Renewed:

\_\_\_\_\_

4. Name:  
Address:  
Contact Name:  
Phone:

Does this facility offer progressive levels of care? ☐ Yes ☐ No \_\_\_\_\_

Contract on File? ☐ Yes ☐ No                      Date Last Renewed:

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**Community Placement Sites:**

1. Name:

Address:

Contact Name:

Phone:

Does this facility offer progressive levels of care? ☐Yes ☐ No \_\_\_\_\_

Contract on File? ☐Yes ☐ No

Date Last Renewed:

2. Name:

Address:

Contact Name:

Phone:

Does this facility offer progressive levels of care? ☐Yes ☐ No \_\_\_\_\_

Contract on File? ☐Yes ☐ No

Date Last Renewed:

3. Name:

Address:

Contact Name:

Phone:

Does this facility offer progressive levels of care? ☐Yes ☐ No \_\_\_\_\_

Contract on File? ☐Yes ☐ No

Date Last Renewed: \_\_\_\_\_

4. Name:

Address:

Contact Name:

Phone:

Does this facility offer progressive levels of care? ☐Yes ☐ No \_\_\_\_\_

Contract on File? ☐Yes ☐ No

Date Last Renewed: \_\_\_\_\_

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***School Supervised Placement – Institution:***

Instructor name:

Qualification:

Registration #:

Is the school's PSW instructor on site at all times? ☐ Yes ☐

No # of hours:

If no, please comment:

***School Supervised Placement – Community:***

Instructor name:

Qualification:

Registration #:

Does the instructor meet with the student and site once a week? ☐ Yes ☐ No

# of hours:

If No, please comment:

***Host Supervised (Precepted) Clinical Placement:***

Describe the amount of supervision, contact, follow-up provided by the school:

---

***WSIB/Liability Insurance Coverage:***

Proof of WSIB coverage: ☐Yes ☐ No

If No, please comment: *Click here to enter text.*

Proof of Liability Insurance Coverage: ☐Yes ☐ No

If No, please comment: *Click here to enter text.*

***Skills Passbook/Assessment and Evaluation Documents:***

Please provide a sample of the skills passbook used: \_

Please provide a sample of all lab assessment and evaluation documents:

Please provide a sample of all placement assessment and evaluation documents:

Please explain what happens to the completed Passbooks AFTER graduation: (Refer to CESBA's overview on document retention on the CESBA website)

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## 8. Modules, Tests, Quizzes, Assignments and Grades

a) Are the following used:

- i) Tests/Quizzes ☐ Yes ☐ No
- ii) Assignments ☐ Yes ☐ No
- iii) Performance Demonstrations ☐ Yes ☐ No

If No, please comment:

i)

ii)

iii)

b) What is the module Passing Grade?

c) Who marks the tests/quizzes/assignments/performance demonstrations?

d) What is the school's policy regarding rewrites for failed modules tests? (Provide copy)

e) What happens to the tests/quizzes/assignments/performance demonstrations after completion?

f) Where are the tests/quizzes/assignments/performance demonstrations stored before **and** after completion?

g) What weighting does the school use?

h) How do they calculate the marks?

i) Outline the procedure to ensure the security of the module tests/quizzes/assignments:

Outline the school's Attendance Policy regarding the theory portion of the program and clinical portion of the program. Specifically, how does the student make up for lost in-class time, demonstration days, quizzes, etc.?

i. Theory

ii. Clinical

Please provide a copy of the School's PSW timetable/ syllabus: ☐

Please provide a copy of the school's attendance policy: ☐

\*Please note: the above items can be included in the Student Handbook. Please provide a copy of the Student Handbook

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## 9. Final CESBA Examination

- a) When in the program is the Final CESBA PSW exam written:
- b) Where do the students write the Final CESBA exam:
- c) Who invigilates the Final CESBA exam:
- d) Explain how students who are not successful are handled: (provide policy)
- e) Copy of completed Final Exams, (held for one year after completion of the program) on file: ☐Yes ☐ No If No, please comment:

## Annual CESBA PSW Quality Assurance Questions/Self-Assessment Checklist

(Adapted from the Ontario Community Support Association's PSW Education Program Accreditation Standards & Self-Assessment Workbook, 2010)

| <b>Program Structure Criteria</b><br><br><b>PSW Program Administration</b>   | <b>Compliance</b><br><i>(Indication of compliance<br/>partially compliant or non-<br/>compliance)</i> | <b>Comments</b><br><i>(Proof of compliance<br/>description of action or policy or<br/>procedure)</i> |
|--|---|--|
| <p><b>Mandate Statement:</b></p> <ol style="list-style-type: none"> <li>1. Who are you</li> <li>2. What do you do</li> <li>3. Who do you do it for</li> <li>4. Why do they call you, instead of someone else, to do it.</li> <li>5. How are they changed, after you do it</li> <li>6. When you do it (capacity)</li> <li>7. Where you do it (territory and boundaries, access)</li> </ol> <p>(Taken From: How to write a mandate statement: Answer 5 basic questions, PMBAGirl, April 21, 2017. Online at: <a href="https://pmbagirl.wordpress.com/2017/04/21/how-to-write-a-mandate-statement-answer-5-basic-questions/">https://pmbagirl.wordpress.com/2017/04/21/how-to-write-a-mandate-statement-answer-5-basic-questions/</a>)</p> <ol style="list-style-type: none"> <li>1. Do we have a mandate statement?</li> <li>2. Does the mandate clearly recognize the value of the Personal Support Worker as a profession?</li> <li>3. Is this evidence that this statement is clear and understood by those who interact with the program?</li> <li>4. Does this statement clearly express our interest in working with the broader community- ty to ensure that our program meets employers' need within the bounds of the program?</li> <li>5. Were students involved in the mandate's development and revision?</li> <li>6. Is the program's mandate discussed at registration and in the initial stages of each offering of the program?</li> </ol> |   |  |



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| <b>Advertising:</b><br><br>1. Do we provide written materials to current and prospective students?<br><br>2. Do we provide written materials about the program to the general public?<br><br>3. How do we determine that the information is clear and not easily misinterpreted?<br><br>4. What is our process for periodically reviewing and revising this information?<br><br>4. Do all written materials accurately reflect the status of the program with regard to credits and credentials? |  |  |
| <b>Program Provision:</b><br><br>1. Do we offer our program in various places throughout our catchment area?<br><br>2. Do we have an established process to address requests from employers and students for programs in specific locations or in various formats (part or full time, day, or time of week etc.)?  |  |  |

**Documentation:**

1. Do we maintain student, class, program, and teacher (personnel) documentation?
2. Is our documentation stored in a secure area and accessible only to persons who are authorized to see the specific documentation?
3. Is our documentation readily accessible to those who are authorized to view or use it?
4. If multiple persons may access the information, do we have a tracking system that identifies who is handling files removed from the area?
5. If documentation is stored electronically, do we have a process for creating a hard copy of the documentation, if required?
6. Is our documentation stored in a format that prevents alteration?
7. Is our documentation securely stored and regularly backed up (if electronic)? Is our essential paper documentation copied and securely held?
8. Are any records containing health information (as defined under the *HIPA*) kept, handled, and managed in accordance with that Act?

**Admission Process:**

1. Do we adhere to the CESBA PSW QA admissions process?
2. What forms, questions and interview guidelines do we use?
3. Do we keep a written record of interviewer assessment of the applicant's skills and ability to meet the criteria for admission?
4. What procedure do we follow to assess suitability for admission when a student does not meet the age criteria?
5. What evidence do we have that this process is adequate/provides the desired results?
6. What measures do we undertake to ensure that our requirements for the program fairly reflect legitimate requirements for the program or legislated requirements for our program or school?
7. What procedure do we follow when a student cannot meet the fitness for the practicum without modification?
8. What process do we follow when a student has not yet provided evidence of a vulnerable sector screening, TB results acceptable to the program or other documentation as required for the program's components?

**Recognition and Advanced Standing (RAS) or Bridging Framework:**

1. Do we offer prior learning assessment or bridging to a PSW certificate?
2. Do we clearly identify outlines and/or learning objectives that have been modified to reflect students' prior learning (such as those that are part of a bridging program)?
3. Do bridging program outlines clearly identify the learning outcomes attached to that module that we have assessed as currently attained by the students in that program and not necessary to include in our training?
4. Do we adapt the hours to fairly reflect the content that must be taught in the modified program?
5. Do our bridging programs reflect the actual learning needs of the students we enroll?
6. Do we regularly review the program to ensure that it remains relevant to the current student population?
7. Do we have a process that ensures students with prior learning not well addressed by the bridging program may attain the relevant certificate?
8. Do we have an PL assessment process that accurately reflects the student's skills and abilities?

**Teachers and Instructors:**

1. Do our instructors meet all instructor eligibility criteria for both the program and the school? Specifically, do they possess all certification required to instruct both credits and the PSW Standards?
2. Is our facility practicum component taught/ supervised by instructors who hold an unrestricted Ontario Certificate of Competence from the College of Nurses of Ontario as either an RN or RPN?
3. Do our instructors possess a current Vulnerable Sector Screening that identifies no relevant convictions or issues?
4. Do we have a policy in place to require instructors to notify us within 5 working days or less of any charges pending, convictions registered or changes in their professional license?
5. Is our mobility module sufficiently taught and/or overseen by an instructor registered with the College of Physiotherapists, College of Occupational Therapists, or (with appropriate specialization) a member of the College of Kinesiologists, and is able to practice their profession in Ontario without restriction?
6. Do our instructors demonstrate:
  - Current experience and/or training in the area of instruction
  - Positive interpersonal skills (capable of tactful, sensitive, and direct interaction)
  - Ability to apply principles of adult education, including the ability to convey information and concepts to students
  - Ability to model behaviors in keeping with the values and Standards of the school and the program
  - Enthusiasm for and interest in teaching
  - Ability to problem-solve
  - Ability to conduct student evaluations according to the appropriate policies
7. Do we involve consumers and clients in the delivery of the teaching?
8. Do we regularly involve special purpose (guest) speakers in the program?



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| <p>9. Do we have a policy and procedure that describes the settings in which special purpose speakers may be involved?</p> <p>10. Do we limit guest speaker involvement to no more than 20% of the module/unit/course in which the guest speaker presents?</p> <p>11. Do we identify specific learning outcomes for each guest speaker to address?</p> |  |  |
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| <b>Program Structure Criteria</b><br><b>PSW Program Delivery</b>  | <b>Compliance</b><br><i>(Indication of compliance, partially compliant or non-compliance)</i> | <b>Comments</b><br><i>(proof of compliance description of action or policy or procedure)</i> |
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| <p><b>Follow the MTCU Training Standard (2014):</b></p> <ol style="list-style-type: none"> <li>1. Have we incorporated all components of the MTCU Training Standard in our program by linking them to the Overall Objectives of the MoE Health Care courses for which we are giving students credits?</li> <li>2. Have we followed the relative weighting of the Standard (e.g., hour proportion is reflective of the proportions set out in the outline)?</li> <li>3. Have we ensured that the program does not include knowledge and skills that exceeds the Standard unless the additional training is clearly identified as an enhancement to the program?</li> <li>4. Can we readily identify the components of each module within our program?</li> <li>5. Do we distribute the Program Standards to all students?</li> <li>6. Do we discuss the Standards in classes? Is there evidence in our lesson plans of this discussion?</li> <li>7. Is our program based upon the values expressed in the Standards?</li> <li>8. Does our program cover all aspects expressed in the Standards?</li> <li>9. Does our program allow for a student to graduate with a Personal Attendant certificate if applicable?</li> </ol> |   |  |



**PSW Program Framework:**

1. Do we use the Standard detailed outlines as the basis of our PSW program?
2. Do we ensure that we provide at least the minimum number of hours stipulated for each module's content?
3. Do we ensure that we do not teach beyond the scope outlined in the Standard unless that content is segregated and defined as an enhancement?
4. When we teach enhancements to the core program, do we ensure that the enhancement does not exceed the PSWs scope of practice?
5. Do we preserve the module structure as outlined in the Standard outlines? If not, do we maintain a cross-reference table so that each module/ learning outcome within the module may easily be located?

**Class Size:**

1. Do we admit 30 or fewer students to a specific section of the PSW program?
2. Do we manage the number of students admitted to a specific module (e.g., students who missed or did not complete a module) so as not to exceed the maximum number of students?
3. Do we ensure that the modules with a significant skill component (*Interpersonal Skills, Safety, Mobility, Personal Hygiene, Medications*) have a teacher/student ratio of not greater than 1:30?
4. Do we have a process to ensure proper ratios automatically, without relying upon teacher requests?
5. Do we ensure that all additional instructors assigned to the skill practice and evaluation possess the background skills and knowledge to appropriately support and assess the students?
6. Do we ensure that all instructors involved in the supervision and testing of a particular module are similar in their approach to supervision and evaluation, so that there is consistency in the students' supervision and evaluation?
7. Despite the ratios and maximums identified, do we ensure that the class size supports the students' ability to participate, use equipment, practice, ask questions and receive guidance?
8. Despite the ratios and maximums identified, do we ensure that the class size supports the teacher's ability to maintain classroom order, assess student participation and mastery of the content?

**Classroom:**

1. Is the classroom used for each module, of sufficient size to accommodate the number of students and the abilities to be practiced?
2. Is the classroom used safe for all those using it?
3. Do we ensure that the facility is in good repair, that there are no known environmental or situational risks?
4. Do we have sufficient equipment and appropriate methods to ensure that the skill components may be taught and practiced appropriately?
5. Do we have one of the following:
  - A dedicated skills lab/lab area with sufficient equipment
  - An area of sufficient size with (or supplied with) sufficient equipment when needed for skill practice, OR
  - Access to a setting that provides sufficient size and equipment for student practice/evaluation
6. Regardless of the type of lab facilities, we ensure that the equipment is of current type and style and that it is in good repair.
7. We carry liability insurance that protects students, instructors and others involved in using the lab.
8. If we use an external site for lab practice (e.g., not owned/operated by the school), we have a written agreement that spells out each party's responsibilities.
9. When an external site is used, do we have a procedure to ensure that the external site has met its obligations under the agreement? If so, what is that procedure?
10. Regardless of location, do we have a cleaning and infection control process in place for all equipment and supplies used?

**Practicum Organization:**

1. Do we ensure that students attending practicum have demonstrated the requisite skills for success? Specifically, do we allow only those students who have demonstrated competence in interpersonal, safety, mobility, and personal care skills to attend practicum?
2. Do we ensure that students attending practicum are not seen as posing a risk to themselves, other students, agency staff, residents, or clients? Specifically, do we require each student to provide evidence of physical and emotional fitness to attend practicum in addition to a vulnerable sector screening that identifies no relevant convictions or other activities that might place others at risk?
3. Do we require students to complete at least 330 hours of practical training concurrent with the theory component or within 6 months of the theory component?
4. Do we refrain from allowing students to use previous work experience toward practical training unless credit has been given for the applicable theory component?
5. Do we require students to do no less than 40% of their practical training in a community-ty or facility setting?
6. Do we require students to complete practical training in both community and facility settings?
7. Do we define community settings as:
  - those in which the client lives in her/his own residence or in a small group setting of 5 or fewer persons;
  - a day program attended by persons who live in their own residences,
  - a special purpose program attended by persons who live in their own residences.
8. Do we exclude from community settings the following:
  - work in a dietary, housekeeping, laundry, or activation department of a long-term care facility
  - work in any capacity within a rest or retirement home? (NB PSW-like work in a rest or retirement home may be considered for facility placement.)

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| <p>9. Do we interview and assess all potential practicum agencies for suitability before entering into an agreement for the student practicum?</p> <p>10. Do we ensure that practicum sites offer the following:</p> <ul style="list-style-type: none"><li>• Opportunities to practice PSW skills under supervision</li><li>• Opportunities to observe/learn best practices</li></ul> <p>11. Do we have a written agreement that specifies the obligations and responsibilities of the agency, the school, the practicum teacher(s), and the students?</p> <p>12. Do we carry the appropriate amount of liability insurance per occurrence?</p> <p>13. Do we ensure that all students completing placement have completed the appropriate paperwork to ensure that they are covered by WSIB replacement insurance?</p> <p>14. Do we allow a student employed in an applicable work setting to complete her/his practical training in that setting only after an instructor has completed a site visit that includes direct observation of the student's support skills and has determined the following:</p> <ul style="list-style-type: none"><li>• That the student's skills are at an acceptable level;</li><li>• That the student can identify learning needs and seek out appropriate mentoring with regard to her/his work; and</li><li>• That the work setting provides opportunity for the student to develop and practice acceptable support skills?</li></ul> <p>15. Do we ensure that all students attend a facility practicum that is supervised by an instructor who is an employee of the school when providing instruction and is on site for at least the first 110 hours of the students' facility practicum?</p> <p>16. Do we ensure that the facility practicum instructor conducting the supervised facility placement is a Registered Nurse or Registered Practical Nurse with current unrestricted certificate of competence and current education and experience in adult education?</p> |  |  |
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17. Do we require all students to be assessed by the practicum instructor as satisfactory in skill demonstration before the student proceeds to precepted placement?

18. Do we include the following as mandatory components of the skill assessment:

- Employability skills
- Interpersonal skills
- Problem solving skills
- Time management/organization skills
- Personal care and mobility skills

19. Do we maintain a ration of not more than 10 students per practicum teacher in the supervised facility placement?

20. Do we conduct an in-person evaluation interview with all students at the conclusion of the supervised facility and the community practicum? Is there written documentation from this meeting that summarizes the discussion and records the mark given the student?

21. Do we visit the student on site and discuss student progress in the precepted facility placement as required to support the learning needs of each student? Is documentation kept for each visit?

22. Do we visit the student on site and discuss student progress in the precepted community placement as required to support the learning needs of each student? Is documentation kept for each visit?

23. Do we provide students with a written record of their performance in the practical setting that includes all mandatory components of the support role?

24. Do we have procedures to address resident/client incidents observed by the student, incidents involving the student, observation of risk situations and observations/suspicions of maltreatment or abuse?

**Practicum Preceptors:**

1. Do we provide a day by day and week by week listing of what students are to be expected to do as they enter and work through the practical setting?
2. Do we work with placement agencies to facilitate assignment of students to preceptors who meet the stated criteria?
3. Do we address situations which may arise that are not ideal for the students' learning and practicing of their knowledge and skills?
4. What is our procedure for addressing situations in which a preceptor may not or is not meeting the criteria?
5. Do we offer preceptor training to agency preceptors? Do we work with the practicum agency to provide other support to preceptors?
6. Do we provide formal recognition of preceptors/their work?

**Assessment and Evaluation:**

1. Do we evaluate each student's learning at several times and using several methods during the program?
2. Do we ensure that our evaluations are timed so as to provide information on the student's competence and mastery of content before the conclusion of a module or unit?
3. Do we follow the Standard guidelines for the type and location of evaluation (class, lab, practicum)?
4. How do we demonstrate that abilities and knowledge are appropriately assessed?
5. Do we ensure that all evaluation instruments fairly reflect the learning outcomes for the module or unit?
6. Do we have a process to regularly review evaluation instruments to ensure that they remain current and appropriate?
7. Do we retain a copy (electronic, film or paper) of the specific instruments used for each offering of the module/unit/course? Are these coded so that we can easily locate the instrument used in a specific setting?  
Are these instruments kept for a period not less than our appeal period?
8. Do we allow students to view their graded evaluation instruments? Do we review all evaluation instruments with students? Do we allow time for general discussion of the content? Do we collect the evaluation instruments after this discussion is held?
9. Do we securely store completed evaluation instruments for at least the appeal period? Do we securely destroy instruments not subject to active appeal or other process after that time?
10. Do we have a written policy and procedure on supplemental evaluation that includes:
  - The number of times a supplemental may be attempted for a module/in the program
  - when supplemental tests are permitted
  - (time frame and other criteria and
  - mark calculation when a student has completed a supplemental evaluation



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| <p><b>Student Attendance:</b></p> <ol style="list-style-type: none"> <li>1. We have a policy that sets out attendance criteria, consequences for not maintaining the minimum, and states the procedure that must be followed when minimum attendance must be maintained.</li> <li>2. Does our attendance policy set out criteria for allowable absences and clearly states that despite the reason for absence, we must be able to verify that the student has attained the learning outcomes?</li> <li>3. Does our policy clearly state that absence for an acceptable reason does not excuse a student from attaining the learning outcomes covered?</li> <li>4. Does our policy require all absences in the practical setting to be made up through subsequent work?</li> <li>5. Do we record and retain attendance in accordance with our Documentation policies?</li> </ol> |  |  |
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**Graduation Requirements:**

1. Do we require that a student attain a minimum grade of 70% in each module/unit/course and practicum placement in order to have successfully completed the module/unit/course or practicum placement?
2. Do we ensure that all graduates successfully complete all components of the program within two years immediately prior to issuing the PSW certificate unless the student is assessed as having prior learning?
3. Do we have a process in place to fairly assess relevant prior learning of a student who has not completed all components of the program within the 2-year period OR has not completed all aspects of the program at our school?
4. Do we require that students transferring from another school or with other validated prior learning complete all remaining requirements prior to graduation?
5. Regardless of prior learning or transfer credit, do we require students to complete at least 30% of their theory and 30% of their practicum in our school in order to be eligible to receive a certificate from our school?

| <b>Program Structure Criteria</b><br><b>PSW Program Remediation</b>   | <b>Compliance</b><br><i>(indication of compliance, partially compliant or non-compliance)</i> | <b>Comments</b><br><i>(proof of compliance – description of action or policy or procedure)</i> |
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| <p><b>Student Transferring:</b></p> <p>1. Do we have a policy to support students who wish to transfer to another school to complete their training?</p> <p>2. Does this policy state clearly that relevant student contact and supervision notes (including discipline and attendance information) may accompany any module/unit/course grades that the student has earned?</p> <p>3. Do we have a policy that supports student transfer to our program?</p> <p>4. Does this policy include an obligation to assess a student's relevant prior learning for potential credit/exemption in our program?</p> <p>3. Does our prior learning assessment incorporate an assessment of the student's actual knowledge, demonstration of current skills and abilities as opposed to being solely determined by the attainment of a mark in a particular module/unit/course?</p> <p>4. Does our assessment of the student's prior learning include assessments of both knowledge and ability, as appropriate to the student's situation?</p> |   |  |
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**Student Status:**

1. Do we have a policy that clearly outlines the criteria for good standing in the program that includes:
  - attendance, conduct, participation, completion time frames (as described by the relevant Standards)
  - leaves of absence
  - readmission after absence
  - suspension
  - expulsion
2. How do we/will we inform students of this policy?
3. Do we have a policy that clearly outlines the criteria for an acceptable leave of absence?
4. Does the policy and procedure state the process for requesting, reviewing and granting/denying such a leave?
5. Does the policy and procedure clearly state who, if anyone else within the school must be notified of a leave?
6. Does our policy also clearly describe the status of a student who takes an unauthorized leave of absence?
7. Does the policy define the criteria that must be met and the procedure that must be followed for a student who took an unauthorized leave of absence to be allowed to return to school?
8. How do we/will we inform students of this policy?

**Student Code of Conduct and Discipline:**

1. Do we have written policies on harassment, intimidation, violence, and performance of illegal acts that meet all legislated requirements and are reflective of the requirements of the scope of practice for which the students are being prepared?
2. Do our policies reflect the seriousness of such acts and provide appropriate response and consequence?
3. Do we have a procedure for reporting acts or suspected acts that allows for protection of the person reporting?
4. Do we have a policy that defines the situations in which other parties (e.g. law enforcement, security services, etc.) may/must be involved?
5. Do we have evidence that these policies have been followed when student conduct has been seen as harassing, violent, intimidating, or involves the carrying out of illegal acts?
6. Do we have written policies on disruptive conduct which reflect the requirements of the scope of practice for which the students are being prepared?
7. Do our policies define the scope of activities that may be seen as disruptive and reflect the seriousness of such acts and provide appropriate response and consequence?
8. Do we have evidence that these policies have been followed when student conduct has been seen or determined to be disruptive?
9. Do we have a procedure for assessing risk for such acts?
10. How do we make students aware of these policies?
11. Do we have a policy that defines the situations in which other parties (e.g., law enforcement, security services, etc.) may/must be involved?

**Academic Dishonesty:**

1. Do we have a policy on misrepresentation of work, plagiarism, and cheating?
2. How does this policy reflect the seriousness of such acts with regard to both investigation and consequence?
3. How do we advise students of the policy on misrepresentation of work, plagiarism, and cheating?

**Student Removal from the Program:**

1. Do we have a policy that clearly outlines the student's obligation to report a charge pending or conviction within 5 business days?
2. Does our policy and procedure state who is responsible to assess the relevance of the charge or conviction and determining the subsequent actions to be taken?
3. How does the policy differentiate between a charge pending and a conviction?
4. Do we have evidence that we have worked with community employers and placement agencies in determining the relevance of a particular type or charge or conviction?
5. Does our policy also clearly describe the status of a student who has a charge pending or who has been convicted of a relevant crime?
6. What is our policy on suspension from the program?
7. Does it contain the following:
  - conditions under which a student may be suspended
  - conditions under which suspension is mandated
  - how a specific suspension is determined; and,
  - the appeal process, if any?
8. What is our policy for documenting suspensions?
9. What is the policy and the procedure for removing the documentation related to the suspension from the student's record?
10. What is our policy on expulsion from the program?
11. Does it contain the following:
  - conditions under which a student may be expelled
  - conditions under which expulsion is mandated
  - how a specific expulsion is determined; and,
  - the appeal process, if any?

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| <p>12. What is our policy for documenting expulsions?</p> <p>13. What is the policy and the procedure for removing the documentation related to the expulsion from the student's record?</p> <p>14. What is the procedure for removing the documentation related to the expulsion in response to a legal proceeding?</p> <p>15. How do we/will we inform students of this policy and procedure?</p> |  |  |
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| <p><b>Student Dispute Resolution:</b></p> <ol style="list-style-type: none"> <li>1. Do we have a policy on dispute resolution?</li> <li>2. Does this or will this policy define clear criteria for enacting the process and clearly outline the steps in the process?</li> <li>3. How do we/will we advise students of this policy and procedure?</li> <li>4. Do we have a policy on appeals?</li> <li>5. Does this policy define clear criteria for making an appeal and clearly outline the steps in the process?</li> <li>6. How do we/will we advise students of this policy and procedure?</li> </ol>   |  |  |
| <p><b>Ensuring Program Currency:</b></p> <ol style="list-style-type: none"> <li>1. Do we regularly access respected sources of relevant information to ensure that concepts and skills taught reflect current best practice?</li> <li>2. Are our teachers and instructors in good standing with the College of Nurses of Ontario and the Ontario College of Teachers?</li> <li>3. Do we acquire and use teaching resources that reflect current best practices?</li> <li>4. Do we support our teachers in maintaining currency in their areas of instruction, such as by attending local meetings, workshops, conferences or by obtaining print or other media resources?</li> <li>5. Do we have a method to ensure that students receive training on current equipment, whether or not we own the equipment? This can include contracts with agencies or facilities to use or receive training on equipment in the lab or practical component.</li> </ol> |  |  |
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| <p><b>Program Revision:</b></p> <ol style="list-style-type: none"> <li>1. Do we have an advisory committee that meets at least annually?</li> <li>2. Do we conduct annual surveys of stakeholders?</li> <li>3. Does the advisory committee or the survey distribution reflect the scope of employment in our area, and include the students, graduates, and teachers?</li> <li>4. Do we have written documentation of the results of these meetings and surveys?</li> <li>5. Can we demonstrate that the information resulting from meetings and surveys has been considered and where appropriate, implemented?</li> </ol>   |  |  |
| <p><b>Additional or Enhancement Training:</b></p> <ol style="list-style-type: none"> <li>1. Do we determine enhancement training in response to one of the following: <ul style="list-style-type: none"> <li>• Established sector curriculum</li> <li>• Locally identified needs.</li> </ul> </li> <li>2. Do we have evidence of employer support for courses developed on this basis?</li> <li>3. Do we accurately identify enhancements that are set up to review or refresh skills taught in the PSW program?</li> <li>4. Do we have detailed course outlines for each enhancement course offered and they each respect the PSW/PA scope of practice?</li> </ol> |  |  |
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