

PERSONAL SUPPORT WORKER PROGRAM QUALITY ASSURANCE PROCESS

Updated: June 2022

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 for, and assist Ontario School Board PSW programs to continually provide excellence with their delivery of PSW training that meet the needs of the individual students, the communities they serve and sets a national health care training example.

PREAMBLE:

Key to the success of the above mission and vision 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 PSWs throughout the school board community.

These guidelines, which are based on the learning outcomes listed in the 2022 MCU Personal Support Worker Training Standard, 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** and are the issuers of an **Ontario Training Program Certificate**.

Note: All material, information and resources contained in this manual are property of CESBA (CESBA PSW QA Process 2022

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QUALITY ASSURANCE PROCESS

It is acknowledged and recognized that School Board PSW 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 PSW Training Standard leads to a post-secondary level certificate; and as such, has a higher level of expectations and performance competencies than do than the secondary school credits that are aligned 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.

COMPONENTS OF THE CESBA PSW QUALITY ASSURANCE PROCESS:

1. Notify the CESBA PSW Lead/QA Coordinator 4-6 months in advance of the expiration date of their current PSWPA Accreditation or CESBA QA Certificate of Approval.
2. The CESBA PSW Lead/QA Coordinator will supply the School Board with materials and support throughout the process. (Self-Assessment Checklist, resources on CESBA website, QA Assessor's Guidebook, etc.)
3. The School Board will complete the PSW Program Self-Assessment Checklist and provide supporting documents to the CESBA PSW Lead/QA Coordinator 3-4 months prior to their current PSWPA Accreditation or CESBA QA Certificate of Approval expiration.
4. The CESBA PSW Lead/QA Coordinator will connect the School Board with a PSW Committee QA Assessor to arrange review of submitted documentation and Self-Assessment Checklist as well as planning to complete a site visit of all program locations. This will also assist each board to build a Mentorship Protocol to support the program.
5. The PSW Committee QA Assessor will work with the School Board to secure a Third-Party Assessor to assist with the review of the Self-Assessment Checklist, submitted documents and the site visit.

6. Upon completion of the site visit, the PSW Committee Assessor will provide an overview and report that will include any feedback, suggestions/recommendations approximately 6 weeks prior to the expiration. The feedback report will include the recommendation to approve the School Board for the three-year QA Certificate, or requirements for obtaining the three-year QA Approval certificate.
7. The School Board will have the opportunity to provide a follow up to the feedback report and implement any needed changes, updates, etc., in a timeline that is deemed reasonable and supportive.
8. The School Board will receive the following:
 - A. QA Certificate that is valid for a **three-year period** if all QA requirements have been met.
 - B. Needed additions, changes, updates, etc., that are to be implemented to receive the three-year QA Certificate. The School Board will also have the opportunity to work with the CESBA PSW Lead/QA Coordinator and the PSW Committee QA Assessor to be supported in the implementation.
9. Overview and Documentation Regarding
 - A. Standards and Requirements from:
 - *Ministry of Colleges and Universities PSW Training Standard 2022
 - *Ministry of Health
 - *Ministry of Long-Term Care
 - *Ministry of Education (although DSB PSW programs align their programs with senior MOE credits, the purpose of the QA is to have their programs meet the requirements for issuing a PSW certificate to the successful graduate. As such, MOE requirements for the issuing any of credits is not under review. Boards are required to follow The Ontario Curriculum, Grades 11 and 12: Technological Education and Cooperative Education
 - B. Requirements of a CESBA Approved DSB PSW Program: Detailed outline below (Including hours, and content. See accompanying overview for each)
 - *Admission Requirements and Assessment
 - *Graduation Requirements
 - *Theory Modules and Accompanying Training Standard Vocational Learning Outcome (VLO)
 - *Laboratory Component
 - * Supervised Clinical Placement Component
 - * Consolidation (Preceptor) Placement Component
 - * CESBA Provincial Final/Exit Exam
 - * Advisory Committee
 - *Data Collection

10. Suggestions for implementation and provision of additional training such as: GPA, Palliative Care, F.E.E.D, etc.
11. Frequency of verification of a DSB's self-assessment for best practices will occur every 3, (three), years beginning after a school board's current PSWPA, (if applicable) or current CESBA Quality Assurance certificate expires in order to maintain their status.
12. The CESBA Quality Assurance Process Will Consist Of:
 - A. One PSW Committee Assessor representative
One Third-Party Assessor. (Contracted through CESBA to assist each PSW committee assessor for each board)
 - B. Completion of a Self-Assessment Checklist
 - C. Document and Self-Assessment Checklist review by the QA Assessors
 - D. Site visit by QA Assessors
 - E. Costs for the QA Process will be borne by the individual School Board to support the growth and improvement of each other's program.
 - F. Awarding of a CESBA Quality Assurance Certificate to successful boards.
 - G. A board may need to follow up in terms of the results of the verification of their program if they are failing to provide a minimum quality based on the CESBA Quality Assurance requirements and guidelines. This step is to maintain the integrity of the QA Process.
 - G. School Boards will be provided an overview and information on the above through the Quality Assurance Assessor's Guidebook and Quality Assurance Self-Assessment Checklist
13. The CESBA Quality Assurance Process will be a regular part of CESBA's fall conference and the PSW Spring Workday as it is peer led in terms of suggestions, questions, updates, etc.
14. Copies of submitted documents and the Quality Assurance feedback report and certificate will be filed by each School Board and with the CESBA main office.

ADMISSION/ENTRY REQUIREMENTS AND ASSESSMENT

Requirements:

School board 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 Secondary schools and to support the overall success of obtaining a provincial PSW certificate, below are listed the recommended admission requirements for students:

- * Be an Ontario resident
- * Have proof of Canadian citizenship or permanent residency or have gone through the school board's admission process for international students.
- * Be 19 yrs of age or older, (with or without an OSSD) OR if 18 yrs or younger, be registered and attending the day school within which the PSW program is held
- * Attend an Information Session
- * Complete a personal interview with the program instructor
- * Completion of an entrance assessment (identifying level Canadian Language Benchmark, (CLB) score of 6 (or equivalent-ie: IELTS or TOEFL) in each of reading, writing, speaking and listening skills.
- * Provide documentation to attend placement:
 - Clear vulnerable sector check
 - Medical documentation (Two step TB test, Covid vaccination, Influenza vaccination, Immunization record and/or Blood Titres
- * Have the means to attend class and placement as outlined by the program, (transportation, day care)
- * In addition, school board programs may require any of the additional requirements:
 - provide two professional references
 - completed a volunteer placement in a health care setting, (LTC home, community agency, hospital)
 - completion of Standard First Aid/CPR-Level C
 - completion of MOE credit in grade 11 math, English and one science credit (in the C or U level)

Assessment:

PSW training in Ontario is a post-secondary, college level certificate and as such each school board program needs to have prospective students undergo an entry assessment. This assessment will confirm the prospective student can complete the necessary requirements and level of training for the program, as well as if the prospective student has the temperament, capability and compassion for the role of a PSW.

PSW program entry assessment should contain the following elements/components:

- * technical literacy examination (with or without an OSSD or equivalent). This should have health care related and focused questions.
- * personal one-one interview with the program lead or instructor

* provision of references and previous experience in a health care setting, (not mandatory, but may be an option)

*demonstration of completed required documentation, (clear Vulnerable Sector Check, required Medical Documentation, etc.)

Please refer to the resource section on the PSW page on the CESBA website for sample literacy assessments and sample interview questions.

GRADUATION REQUIREMENTS

NOTE: As per 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 a least 600 hours in length)

Synopsis of the Vocational Learning Outcomes, (VLOs), Personal Support Worker

The graduate has reliably demonstrated the ability to:

1. work within the **personal support worker role** in various care settings in accordance with all applicable legislation, standards, employer job descriptions, policies, procedures and guidelines.
2. practice professionally and be accountable for one's own actions by applying problem-solving, self-awareness, **time management and critical thinking** to the provision of care as a personal support worker, whether working independently or as a member of a team.
3. practice as an engaged member of the interprofessional team to maintain collaborative working relationships for the provision of supportive, safe, responsive and competent client-centred care within care settings.
4. **provide person-centred care**, based on ethical principles, sensitive to diverse personal and family values, beliefs, cultural practices and other needs, which follows the plan of care.
5. 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. identify relevant client information within the roles and responsibilities of the personal support worker using observation, critical thinking, and effective **communication skills** to report and document findings.
7. create, promote and **maintain a safe and comfortable environment for clients, their families, self and others** by implementing current infection prevention and control measures, emergency and first aid procedures, and best practices in pandemic planning that are in keeping with the plan of care, all applicable legislation, and employer policies and procedures.

8. **assist clients across the lifespan** with activities of daily living by applying fundamental knowledge of growth and development, psychological concepts, common alterations in functioning, health promotion, disease prevention, rehabilitation and restorative care, and holistic health care.

9. **assist the client with medication** following the client's plan of care, and if a delegated act, under the supervision of a regulated health professional or done by exception under the most accountable person and in accordance with all applicable legislation and employer policies

10. assist with **household management services and instrumental activities of daily living** in accordance with the plan of care and considering the preferences, comfort, safety and autonomy of clients, families and significant others.

11. assist and support clients who are caregivers, considering **individual and family choices**, professional boundaries and the direction of the plan of care.

12. identify, respond to and report potential, alleged, suspected or witnessed **situations of abuse**, and/or neglect, as required by all applicable legislation, including the Retirement Homes Act, 2010 and the Long-Term Care Homes Act, 2007, and as required within the employers' job description for the personal support workers.

13. assist with the provision of holistic health care and advocacy for culturally safe and spiritually sensitive **palliative and end-of-life care** to clients and to their families and significant others from diagnosis through to death and bereavement, and in accordance with clients' choices and the plan of care.

14. provide client-centered and client-directed care to individuals experiencing various **mental health illness** and challenges, **cognitive and intellectual impairments**, and/or responsive behaviours by using supportive approaches and evidence-based practices to promote positive and safe behaviours in clients*

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

Please refer to full MCU PSW Training Standard Document on CESBA website

ASSESSMENT AND EVALUATION

All aspects of the course credit components, including co-op credit placement practicum, (supervised clinical and consolidation) are in line with the MoE standards. (

In addition, they must also be in-line with the Vocational Learning Outcomes, (VLOs) from the MCU 2022 PSW Training Standard. Each set of outcomes and expectations should be mapped to each other to ensure they align. **(Please see: CESBA Mapping and Alignment Document on the CESBA Website)**

Students are assessed and evaluated to be determined competent and able to provide safe care according to:

*Current best practices

*Each of the 14 Vocational Learning Outcomes.

*The Elements of Performance for each of the Vocational Learning Outcomes

*The Essential Employability Skills including:

-Communication

-Numeracy

-Literacy

-Information Management

- Interpersonal and Personal Skills

*Students must achieve a minimum of 70% in the theory component, 80% in the practical components, (lab, supervised clinical and consolidation placements)

The following Policies Regarding Assessment Evidence And Documentation Should Be Followed:

- All tests, quizzes and assignments are aligned with both the MoE requirements for the credit being granted as well as the Vocational Learning Outcome(s).
- All test, quizzes and assignments are retained by the school and kept on file for **One Year** from the date of graduation.
- Master file of all tests, quizzes, assignments, and evaluations including any modified versions and rewrite versions available.
- Marking schemes for all tests, quizzes, assignments, assessments, and evaluations are made available to the student prior to completing the assessment.
- All tests, quizzes, assignments, assessments, and evaluations are reviewed with the student after completion and/or marked.

- All tests, quizzes assignments, assessments and evaluations should be individually marked with a pass of 70%, or in some cases a culminated mark of 70% in the module. It is recommended to obtain 80% in lab, and placement components.
- Any student who does not achieve the minimum of the 70% or 80%, should have the opportunity to provide an alternative method of assessment with the understanding that they will receive a recorded final grade of no greater than the 70%, (for theory tests, quizzes, assignments), 80% for lab and practicum placement components.
- Its is recommended that a maximum of three re-writes/re-takes will be allowed per student throughout the program, including the CESBA Provincial Final Exam.
- Documentation to track accommodations and modifications that were made available by students based on individual needs assessment related to the student's IEP or instructor discretion.
- Following any credit recovery documentation regarding the credit recovery process, the individual situation, actions, and outcomes to include which VLOs were covered and documentation of demonstrated competency.
- Documentation to clearly outline any re-entry/next steps for success plan if a student is not successful in a particular VLO/Module or placement component.
- Re-entry plans should not exceed completion of the program within two-years from date of initial registration. If longer than the two-year time period, completion of the program in whole should be done.
- Report card/transcripts generated fore each student, (with IEPs noted) with module/credit average indicated
- Attendance reports to demonstrate compliance with the maximum 10% absenteeism standard.
- Student transcripts, completed certifications within the program and the PSW certificate retained by the school board according to MoE and CESBA Recommended Document Retention. (please see accompanying overview)
- Students must complete the CESBA Provincial Exam and obtain a mark of 70% to obtain their PSW Certificate. (This is to have School Board Programs on parity with PCCs and CAATs). It is recommended that a maximum of one re-write be given. **(Please see options for the CESBA Provincial Final Exam on the CESBA website)**
- Each School Board PSW Program should have a detailed outline of the process for assessment and evaluation including available supports and discipline and recovery process for those who do not meet the Program Standards. This should include different levels of interventions such as meeting one-on-one with the instructor, meeting with administration and instructor and a re-entry/re-embarking next steps for success plan clearly outlining the required actions and consequences.

It is recommended that boards develop a “Student Handbook” or “Program Handbook” that outlines the following:

Entry Requirements

Program Vision Statement and/or Mandate

Attendance Requirements

Grading

Protocols For Confidentiality, Suspension and Expulsion from the program

Assessment and Evaluation Policies and Requirements

Re-entry plan

Placement requirements, (this may be outlined in a separate placement handbook)

THEORY MODULE/VLO BREAKDOWN

Minimum of 330 hours

VLO Breakdown (see full MCU PSW Training Standard requirements on CESBA website)

Below are the recommended minimum number of hours assigned to each of the PSW VLOs (Modules):

PSW MODULE	VOCATIONAL LEARNING OUTCOME/VLO COVERED	RECOMMENDED MINIMUM NUMBER OF HOURS
Role of the Worker	#1 #2	26
Optimal Support and Care Planning	#3	20
Individuality/Person Centered Care	#4	24
Therapeutic Communication Skills	#5 #6	16
Safety (Worker, Client, Others)	#7	18
Care Across the Lifespan (Ongoing Conditions)	#8	40
Assisting With Medications	#9	18
Household Management and IADLs	#10	20
Supporting and Assisting the Family	#11	16
Responding To Abuse	#12	18
Palliative/End of Life Care	#13	26
Cognitive Impairment and Mental Health	#14	28
Personal Hygiene	Encompasses all VLOs	30
Mobility	Encompasses all VLOs	30
TOTAL HOURS		330

****Each assessment and evaluation piece should clearly be linked to a specific VLO/Module and the overall evaluation of the student should reflect a minimum of 70% in each of the VLOs.**

CLASSROOM TEACHING STAFFING REQUIREMENTS

Preference is given to those candidates who are RPNs/RNs in good standing with the College of Nurses of Ontario, (CNO), with no restrictions as well as Ontario College of Teachers Qualified, (OCT). Those without their OCT, but have appropriate CNO qualifications and relevant nursing experience can be hired on a letter of permission, (LOP).

All candidates who are teaching in a school board PSW program must have relevant formal health-care education, proof of competence as well as employment experience in one or more of the following:

- *child development
- *gerontology
- *supporting the needs of clients, residents and/or patients in a variety of settings
- *training, supervision and direction of PSWs is preferred as well
- *work experience: five years full-time related work experience, minimum three years work experience after successful completion of a recognized diploma or degree program in nursing or related field.

LABORATORY

- *Minimum of 30% of theory time dedicated to laboratory teaching of skill sets and practice time for students.
- *Teaching and assessment according to best practices for competency and safety with each of the VLOs and skill sets attached.
- *Teaching and assessment needs to be completed by an RN or RPN in current and good standing with the CNO
- *Equipment: Please see accompanying equipment list for recommended items and ratio)
- *Assessment and evaluation documents showing the progression and successful completion of the skill sets for competency and safety, (ie: Lab Passbook, Lab Culminating, Lab Exam)
- *It is recommend that the lab ratio, (student to instructor/teacher), be 10:1. (Classroom sizes may be larger but the required 10:1 ratio allows the instructor to accurately assess each student's ability to safely perform each skill.
- * appropriate equipment and supplies, (in good working order), as well as space is available for instruction- whether owned, rented, or accessed through a living classroom model as per the 10:1 ratio. (See the comprehensive lab equipment list and overview below)
- *A lab handbook or detailed overview that includes the following
 - areas to be assessed
 - list of skills to be assessed
 - overview of the assessment tools to be used
 - protocols for performance, attendance
 - lab lesson plan(s)
- *A lab passbook/skills passbook or similar on-going assessment tool is used to provide a regular evaluation and areas of need overview for each student. (In addition, this could also include a final lab assessment practical test and theory test)
- *Lab competency for success is at 80%

CESBA DSB PSW Program Comprehensive Equipment List

The following items need to be made readily available for students to have access to for practicing the skill sets in a laboratory setting. This can be done at a classroom/lab site or a Living Classroom site.

Hospital/LTC type bed with bed rails

Overbed table, bedside table

Linen: fitted sheets, flat sheets, flannel/cotton blankets, bedspread/comforter, Incontinent pads: reusable and disposable (at least two sets per bed)

Items for Bathing: wash basins, assorted white face cloths, hand towels, bath towels, peri-cloths, (in a different colour other than white), samples of disposable bath wipes/cloths, dry shampoo caps, peri-care soaps, etc.

Wheelchair, (not just a transport chair)

Walkers: 2 wheeled, 4 wheeled, 4 point

Canes: quad and single point

Crutches

Transfer belts, (various sizes)

Transfer board

Bed Pan: Regular and Fracture

Urinary Supplies:

Male and Female urinals, graduated pitcher, nun's caps, urine sample containers

Oral Care Supplies:

Dentures, denture cup, swabs, toothbrush, kidney basins

Catheter Care Supplies:

Night bags, leg bags, assorted sizes for in-dwelling catheters and intermittent catheters, condom catheters, catheter plugs, catheter clips, catheter anchors.

Ostomy Care Supplies:

Assorted types of flanges, one- and two-piece ostomy bags

Oxygen Care Supplies:

Nasal cannula, nebulizer, O2 masks.

Access to O2 portable tanks and concentrators at LTC home on placement

Vital Sign Equipment:

Dual stethoscopes, single stethoscopes, BP cuffs, electronic BP machine, pulse oximeter, digital and tympanic thermometers

(Access to a Vital Sign tower is helpful)

Hot water bottles and ice packs

Assorted Incontinent Products: briefs, pads, pull ups

Assorted samples of fleet enemas, specimen swabs, suppositories

Samples of eyeglasses, hearing aids

Personal Care Supplies:

Nail Care: emery boards, files, clippers (students may bring in their own)

Shaving: electric and blade razors, (students may bring in their own)

Sharps Container

PPE: gowns, gloves, masks, goggles

Assorted Adaptive Devices: eating utensils, grab sticks, etc.

IV pole

Assorted Dressing supplies: 2x2 and 4x4 gauze, tegaderm, ABD pads, etc.

Medication Supplies: dosette, blister packs, pill splitter, samples of saline bags

Compression stocking: full leg and to the knee

Mannequin: adult, full body with interchangeable genitalia, adult clothing including hospital gowns

Set of Baby Supplies: diapers, bottles, baby dolls/mannequins, baby clothes

After death kit/shroud

Assorted Household Management Equipment:

Washer, dryer, iron, kitchen facilities

Classroom Should Contain:

First Aid Kit

Cleaning Supplies and Equipment

Whiteboard/Chalkboard/Smartboard

Computer/Laptop-accessible for students to use

Access to Internet to

Students Must Have Access to The Following in the Lab or On Supervised Placement:

Mechanical Lifts: hoist, ceiling, sara, assorted types/sizes of slings

Commercial Bathtub (in hospital or LTC home)

Guidelines for Equipment:

The number of each item will depend upon class size: most items should be a ratio of 1:10, (beds, wheelchairs, etc)

Smaller items should be a 1:5, (catheter supplies, ostomy supplies, Vital sign equipment, etc)

Equipment should be maintained in good working order

Consumable items should be replenished with each class, (i.e: PPE supplies, incontinent supplies)

DSB PSW Programs should identify and document how students are accessing and practising on items not provided in the lab, i.e: are they visiting an outside source for practice on these items, extra days in clinical to be oriented on items, etc.

Programs should also identify if the equipment is rented, owned, borrowed, etc. and how often do students have access to the lab/equipment for practicing.

Equipment can often be obtained through local LTC homes, hospitals or community agencies that have an excess of items they are getting rid of, but still in good working order. Often community agencies get a return of unused items when a client is no longer in need of equipment and are happy to donate to a program. Look to your local service clubs such as Lions Club or Kiwanas to see if they have equipment that could be rented/borrowed.

DSB PSW Programs should aim for approximately 30% of the theory hours be dedicated for lab.

SUPERVISED CLINICAL PLACEMENT COMPONENT

*Minimum of 90-110 hours of placement in a LTC home (under direct supervision with the instructor)

* Assessment of each student for competencies in the skill sets at a satisfactory, (80% if met the expectations, 85% if met and exceeded expectations, 90% if met and highly exceed expectations)) level in the lab prior to entry into the supervised placement setting and the same level of expectations in the supervised clinical placement

*Ratio of 10:1 (students to instructor) while on the floor. (If your program has a greater ratio ie: 12:1 or 15:1, no more than 10 students may be on the floor providing direct care to residents. Additional students may be able to attend to classroom work, on-line training, friendly resident visiting, stocking of supplies)

*WEA forms completed for each student for each placement as well as an MOA/MOU for each placement

*A clinical handbook overviewing the following is provided to each student:

- requirements for entry into the clinical placement, (ie: successful completion of theory and lab)
- requirements for confidentiality, code of conduct
- attendance requirements
- overview of assessments to be used while in the clinical placement
- requirements for successful completion of the clinical placement
- overview of next steps for success/re-entry plan if a student does not meet the competencies

*A Personalized Placement Learning Plan, (PPLP) is completed prior to entry into the placement and reviewed throughout each of the placements, (clinical and consolidation)

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- *both a mid-term and final evaluation assessments are completed in writing and reviewed with the student
- *all necessary documentation for students is completed and provided to the placement-**students are not able to attend placement if ALL required documentation is not completed and submitted**
- *Clinical Instructors:
 - Are under the direct supervision of the program instructor/teacher
 - RN or RPN and hold a current registration with the CNO in good standing with no restrictions
 - Follow the expectations and requirements set out by the College of Nurses of Ontario for UCPs: https://www.cno.org/globalassets/docs/prac/41014_workingucp.pdf
 - Programs need to keep on file resumes and CNO# of all clinical instructors

CONSOLIDATION (PRECEPTOR) PLACEMENT COMPONENT

- *Minimum of an additional 220 hours
- *Minimum of at least one community setting placement for a minimum of 110 hrs (see below for suitable settings for community placement)
- * Assessment of each student for competencies in the skill sets at a satisfactory, (80% if met the expectations, 85% if met and exceeded expectations, 90% if met and highly exceed expectations) level in the supervised clinical placement prior to entry into the consolidation placement, and the same level of expectations in the consolidation placement
- * A consolidation handbook overviewing the following is provided to each student:
 - requirements for entry into the consolidation placement, (ie: successful completion of supervised clinical placement requirements)
 - requirements for confidentiality, code of conduct
 - attendance requirements
 - overview of assessments to be used while in the consolidation placements
 - requirements for successful completion of the consolidation placements
 - overview of next steps for success/re-entry plan if a student does not meet the competencies
 - overview of expectations for preceptors: assessment of students, those at risk, skills that can/cannot be done
- *completion of both a mid-term and final evaluation assessment in writing for each placement that is reviewed by the preceptor with the student
- * WEA forms completed for each student for each placement as well as MOA/MOU with each placement
- * all necessary documentation for students is completed and provided to the placement-**students are not able to attend placement if ALL required documentation is not completed and submitted**
- * It is required that supervision of students on consolidation/preceptor placement follow the Ministry of Education's curriculum guidelines for grade 11 and 12 cooperative education: <http://www.edu.gov.on.ca/eng/curriculum/secondary/cooperative-education-2018.pdf>
- *At least one in person visit with both the student and preceptor, and an additional two more visits, (through virtual meeting, in-person, phone-call-more visits may be needed if a student is at risk)
- *Suitable consolidation placements include:
 - additional placement in a LTC home
 - hospital

*Suitable community placements include:

- retirement home
- home care agency
- adult day program
- group home
- hospice

-other agencies and organizations where clients direct their own care or services that are provided to clients in the community ie: school base programs, diabetes education programs, Alzheimer's society, etc.

* Students should be assessed and provided placement opportunities that can also meet their interests and suitability in order to achieve success (ie: not every student has a desire to work in LTC, or in a home care agency nor may they 'excel' in these placements. If the opportunity is available to have students complete placements in their areas of choice, (as long as the required minimum number of hours in a LTC for supervised clinical placement has been completed and the total number of required hours for consolidation placement, (with at least one community placement at 110 hrs), supporting the student's choice where available and feasible should be done.

ADVISORY COMMITTEE

Every school board PSW program is required to have an advisory committee that provides the following:

*meets a minimum of once per program year

*provides a membership consisting of the following representation:

- LTC home
- hospital setting
- minimum of at least 4 community agencies/organizations
- current student
- graduated student
- other representatives including:

*provides constructive feedback and input on aspects of the program, (ie: lab assessment pieces, development of student handbook, clinical and/or consolidation evaluations, development of theory lesson plans, assignments, assessments, etc)

*minutes/notes taken, action plans developed and follow up on implementation(s)

*minutes/notes to be kept on file for at least one year

DATA COLLECTION

Each school board program is required to collect and keep on-going program data to be submitted to CESBA as follows:

*registration/enrolment for each program site and each program semester

*number of graduates for each program site and each program semester

*number of students who obtained their OSSD while in the PSW program

*information on partnerships developed, expansion/addition of sites and/or programming

*qualitative data on challenges and successes

CESBA PROVINCIAL FINAL/EXIT EXAM

Each school board program is required to administer one version of the CESBA Provincial Final Exam each semester.

Versions of the exam can be found on the CESBA website. Passcode for the exams can be obtained from the Quality Assurance coordinator.

<https://cesba.com/resources/personal-support-worker-psw-exam-resources/>

*The exam is administered in order for students to obtain their certificate.

*It is recommended that no more than 3 attempts be allowed

*A 70% mark in the exam is considered a pass.

*Completed exams should be kept on file for a minimum of one year

*Students may access the same academic supports for the final exam as with other theory assessments, (scribing, extra-time, etc)

CESBA RECOMMENDED RETENTION OF PSW DOCUMENTATION

All dates are from time of graduation							
EDU – Ministry of Education OSR – Means in file and Min of Ed Mandated C = CESBA Recommended for Quality Assurance	1 year after grad	2 years (ans)	3 years (ans)	5 years (ans)	7 years (ans)	55 years (ans)	Autres/ other
School Documentation							
Registration Form					EDU		
Office Index Card						OSR	
High School Diploma						OSR	
Birth Certificate-ID					EDU		
Entrance Interviews	EDU						
Student's contracts	EDU						
Criminal Check OPP state that we need to have the <i>original</i> on file Must be kept in a locked area, limited and tracked access and kept in an envelope		POLICE					
Medical Form & Immunization PHIPA – must be kept in a locked area, limited and tracked access and kept in an envelope	C						
WHMIS -	C						
First Aid-CPR-EAD -	C						
Other Certificates (ie: GPA, F.E.E.D, etc)	C						

Theory Evaluations – (hard copy of completed tests, exams, culminating.)	EDU/C						
Evaluations – (marks on transcript)						OSR	
Grade sheets	EDU/C						
Lab Performance: ie: Lab Passbook on: mobility lab, personal hygiene lab, medication lab, safety lab. -	C						

Placement Documentation							
Work Education Agreement	EDU/C						
Health & Safety Site Visit (Placement Assessment)				EDU			
Confidentiality Agreement - Student's contracts	C						
Logbook-hours completed and signed off on	C				EDU		
Clinical and Consolidation Performance Evaluations and Assessments (mid-term and final)	C						
Grades						OSR	
Attendance					EDU		
Report Cards				EDU			
Transcript						OSR	
PSW Certificates						C	
Others/ Autres							

COST OF QUALITY ASSURANCE PROCESS

For the 2022/2023 program year (September-June) the following costs will be incurred by each board undergoing the process:

Boards with one site: \$2,000

Boards with two-three sites: \$3,500

Boards with four or more sites: \$5,000

Invoicing will occur as follows:

50% upon submission of self-assessment checklist and supporting documents

50% upon completion of the site visit(s)

Invoices to be submitted to each board through CESBA

QUALITY ASSURANCE TIMELINE OVERVIEW:

Every effort will be made to provide DSB PSW programs with the following time-line adherence:

4 Months Prior to Expiration:

-board informs CESBA QA coordinator in writing of upcoming expiration of PSWPA accreditation or CESBA QA

- PSW committee representative for board area informed, and third-party assessor is identified

-ensure board has QA Process Checklist

-provide board with an outline of how the process will look, what is required of them and what they can expect from the assessor as well as the grievance process.

-provide assessors with information on their role and expectations. Information on the QA Process, Handbook and Checklist and information on board to be assessed.

3 Months Prior to Expiration:

-board being assessed will send in any required documents to the assessors for review

2 Months Prior to Expiration:

-assessors will do site visits to the program

1.5 Months Prior to Expiration:

-assessor will provide to QA coordinator feedback on the site visit: documents reviewed, any suggestions, recommendations, approval for 3 year 'stamp' or requirements to obtain the 3 year 'stamp' QA coordinator to send formal overview to board.

1 Month Prior to Expiration:

-board being assessed will have opportunity to provide response on decision and/or implement any necessary changes, updates, etc., and completion of another site visit if necessary

2 Weeks Prior to Expiration:

- board receives QA stamped certification for 3-year period.