



# Personal Support Worker Standard

The approved standard for Personal Support Worker programs of instruction leading to an Ontario College Certificate delivered by Ontario Colleges of Applied Arts and Technology (CAATs), Ontario Training Certificate delivered by Private Career Colleges (PCCs) and Ontario Program Training Certificate delivered by District School Boards (DSBs)<sup>1</sup>.

Ministry of Colleges and Universities  
January 2022

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<sup>1</sup> Although the standard is the same, it may be referred to as a Program Standard by the CAATs, a Training Standard by the PCCs, and a Program Training Standard by the DSBs. The name of the credential issued will vary depending on the education provider (e.g. Ontario College Certificate for the CAATs, Ontario Training Certificate for the PCCs, and Ontario Program Training Certificate for the DSBs).

## **Acknowledgements**

The Ministry of Colleges and Universities acknowledges with thanks the significant contribution of the many individuals and organizations which participated in the development of this standard. In particular, the Ministry of Colleges and Universities would like to acknowledge the important roles of:

- all individuals and organizations which participated in the consultations
- William Fallis, the Project Officer who led the English review
- Louise Campagna, the Project Officer who led the French review

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# Introduction

This document is the Standard for the Personal Support Worker programs of instruction leading to an Ontario College Certificate delivered by Ontario Colleges of Applied Arts and Technology (CAATs), Ontario Training Certificate delivered by Private Career Colleges (PCCs) and Ontario Program Training Certificate delivered by District School Boards (DSBs).

## Development of system-wide program standards<sup>2</sup>

In 1993, the Government of Ontario initiated program standards development with the objectives of bringing a greater degree of consistency to college programming offered across the province, broadening the focus of college programs to ensure graduates have the skills to be flexible and to continue to learn and adapt, and providing public accountability for the quality and relevance of college programs.

The Program Standards Unit of the Ministry of Colleges and Universities has responsibility for the development, review and approval of system-wide standards for post-secondary programs of instruction at Ontario Colleges of Applied Arts and Technology, Private Career Colleges and District School Boards.

## Program standards<sup>3</sup>

The Personal Support Worker standard applies to all similar programs of instruction offered by Ontario Colleges of Applied Arts and Technology, Private Career Colleges and District School Boards across the province. It includes the following elements:

- [Vocational standard](#) (the vocationally specific learning outcomes which apply to the program of instruction in question),
- [Essential employability skills](#) (the essential employability skills learning outcomes which apply to all programs of instruction); and
- [General education requirement](#) (the requirement for general education in postsecondary programs of instruction)<sup>4</sup>.

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<sup>2</sup> In 1993 the initiation of program standard development was for CAAT programs and therefore the term “program standard” was used to describe these standards.

<sup>3</sup> See Footnote 2 above.

<sup>4</sup> Within the Minister’s Binding Policy Directive (2009), it is stated on Page 14 that General Education Requirements at the certificate level are “locally determined, however it is desirable that graduates at this level will have been engaged in learning that incorporates some breadth beyond the vocational field of study, especially in programs of Instruction intended to lead to further postsecondary study in a related field”. Given this statement, education providers may include some breadth beyond the vocational field within the themes of arts in society, civic life, social and cultural understanding, personal understating, and science and technology. For further information, please refer to the section within this document on

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program.

Individual Colleges of Applied Arts and Technology, Private Career Colleges and District School Boards offering the program of instruction determine the specific program structure, delivery methods and other curriculum matters to be used in assisting students to achieve the outcomes articulated in the standard. They also determine whether additional local learning outcomes will be required to reflect specific local needs and/or interests.

## The expression of program standards as vocational learning outcomes

Vocational learning outcomes represent culminating demonstrations of learning and achievement. They are not simply a listing of discrete skills, nor broad statements of knowledge and comprehension. In addition, vocational learning outcomes are interrelated and cannot be viewed in isolation from one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified.

Expressing standards as vocational learning outcomes ensures consistency in the outcomes for program graduates, while leaving to the discretion of individual colleges of applied arts and technology, private career college and district school board matters related to curriculum such as the specific program structure and delivery methods.

## The presentation of the vocational learning outcomes

The **vocational learning outcome** statements set out the culminating demonstration of learning and achievement that the student must reliably demonstrate before graduation.

The **elements of the performance** for each outcome define and clarify the level and quality of performance necessary to meet the requirements of the vocational learning outcome. However, it is the performance of the vocational learning outcome itself on which students are evaluated. The elements of performance are indicators of the means by which the student may proceed to satisfactory performance of the vocational learning outcome. The elements of performance do not stand alone but rather in reference to the vocational learning outcome of which they form a part.

The **performance objectives** describe specific and discrete knowledge, skills and values that contribute to the accomplishment and demonstration of the learning outcomes. The performance objectives are aligned with an individual element of performance which in turn is aligned with a vocational outcome.

All three aligned components are expressed as outcome-based learning expectations for entry level graduates of Personal Support Worker (PSW) programs. The addition of the performance objectives level, compared to other college vocational standards, was deemed necessary to respect the level of specificity in the standard commonly utilized within the district school board and private career college PSW programs.

## The development of a program standard

In establishing the standards development initiative, the Government determined that all postsecondary programs of instruction should include vocational skills coupled with a

broader set of essential skills. This combination is considered critical to ensure that college graduates have the skills required to be successful both upon graduation from the college program and throughout their working and personal lives.

The Personal Support Worker standard was developed through a broad consultation process involving a range of stakeholders with a direct interest in the program area, including employers, professional associations, and program graduates working in the field, in addition to students, faculty, teachers and administrators and others at the Colleges of Applied Arts and Technology, Private Career Colleges and District School Boards. It represents a consensus of participating stakeholders on the essential learning that all program graduates should need to acquire.

## **Updating the program standard**

The Ministry of Colleges and Universities will undertake periodic reviews of the vocational learning outcomes for this program to ensure that the Personal Support Worker Standard remains appropriate and relevant to the needs of students and employers across the Province of Ontario. To confirm that this document is the most up-to-date version, please contact the Ministry of Colleges and Universities.



# Vocational standard

All graduates of Personal Support Worker programs have achieved the [14 vocational learning outcomes \(VLOs\)](#), in addition to achieving the essential employability outcomes, and meeting the general education (GE) requirement.

## Preamble

The Personal Support Worker (PSW) program prepares graduates to provide **supportive care** to individuals across the lifespan including **clients** experiencing cognitive and intellectual impairments, physical and mental health challenges and illnesses, by assisting them with their **activities of daily living**. Graduates may find employment in a variety of **care settings** including community care agencies/organizations, retirement homes, private homes, residential care homes, long-term care homes and hospital **care settings**.

As valuable members of the **interprofessional team**, graduates develop effective working relationships with team members and participate in the delivery, reporting and documentation of care as directed by the **plan of care**. Graduates use subjective **client** observations and objective personal support worker observations, and communication skills to identify and document relevant information pertaining to **clients'** status and report findings to members of the **interprofessional team** and/or responsible person.

Graduates are accountable for their own actions in the provision of **ethical, person-centred, person-directed** and **culturally safe care** while recognizing the personal support workers roles and responsibilities that require collaboration with **clients**, families, supervisors and/or other members of the **interprofessional team**. Graduates work in accordance with all applicable legislation and employer's policies, procedures and guidelines while contributing to safe, quality **client** care.

Graduates use effective communication skills to develop **therapeutic relationships** with **clients** and their **families** and assist **clients** with **activities of daily living** and **instrumental activities of daily living** as directed by the **plan of care**. Graduates promote a safe and comfortable environment for all **clients** and in particular for **clients** experiencing **responsive behaviours**, **clients** at risk of **abuse** and/or **neglect**, and **clients** requiring **palliative** and **end-of-life care** while ensuring safe environments for themselves and others.

Graduates are committed to ongoing **professional** development and develop plans to enhance their knowledge and skills. There are opportunities for graduates to pursue further education, qualifications and certifications.

## [See Glossary](#)

Note: The [Ontario Council on Articulation and Transfer](#) (ONCAT) maintains the provincial postsecondary credit transfer portal, [ONTransfer](#).

# Synopsis of the vocational learning outcomes

## 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\***.

[See Glossary](#)

Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, nor weighting of significance.

# The vocational learning outcomes, their elements of performance and performance objectives

## Vocational learning outcome

1. The graduate has reliably demonstrated the ability to:

work within the personal support worker role in various **care settings** in accordance with all applicable legislation, standards, employer job description, policies, procedures and guidelines.

## Elements of the performance

- A. Identify the role of the personal support worker in the workplace setting in the provision of **person-centred** and **person-directed** care.

### Performance objectives

- Identify and discuss the concepts and skills related to **person-centred** and **person-directed** care.
- Discuss the concept of reflection and quality improvement as it relates to the personal support worker role.

## Elements of the performance

- B. Identify and compare roles and responsibilities between **unregulated care providers** and **regulated health professionals**.

### Performance objectives

- Identify and discuss the roles and responsibilities of regulated/unregulated health providers as outlined by the [Regulated Health Professions Act, 1991](#) and the [Long-Term Care Homes Act, 2007](#).
- Describe their own role as a personal support worker and discuss how they may interact with the tasks and responsibilities of other regulated/unregulated health providers.

## Elements of the performance

- C. Perform personal support worker skills proficiently and safely as set by applicable legislation, and employer job descriptions and policies.

### Performance objectives

- Identify and comply with legislation that is relevant to **care settings** where

personal support workers work including but not limited to the [Occupational Health and Safety Act, R.S.O. 1990](#); [Retirement Homes Act, 2010](#); [Mental Health Act, R.S.O 1990](#); [Long-Term Care Homes Act, 2007](#); the [Regulated Health Professions Act, 1991](#) and [Home Care and Community Services Act, 1994](#).

### Elements of the performance

- D. Identify possible risks and consequences of a personal support worker performing tasks other than in accordance with employer job description, policies and guidelines and/or all applicable legislation.

#### Performance objectives

- Locate and follow information, policies and guidance related to tasks performed as a personal support worker.
- Perform all tasks based on identifying and discussing potential risks to clients including the performance of any **controlled acts** in specified circumstances in accordance with all applicable legislation, employer policies, worker's competence and as required following appropriate requirements, guidance and supervision from **regulated health professionals**.

### Elements of the performance

- E. Adapt personal support worker skill set to meet a variety of role expectations in different **care settings** (facility based, and community based) within the bounds of personal competence and as defined by employer policies, personal support work job descriptions in addition to all applicable/current legislation.

#### Performance objectives

- Identify and compare the skills and level of care required in a variety of **care settings** where personal support workers work.
- Discuss the impact of different **care settings** on the role expectations of a personal support worker.

### Elements of the performance

- F. Locate, identify and follow employer's policies and procedures that apply to the personal support worker role.

#### Performance objectives

- Discuss a variety of employer policies and procedures, including the job description, that apply to the personal support worker role.

[See Glossary](#)

## Vocational learning outcome

2. The graduate has reliably demonstrated the ability to:

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.

### Elements of the performance

- A. Practice within the personal support worker role independently and as a member of the **interprofessional team**.

#### Performance objectives

- Assume responsibility for one's own actions; acknowledge and report mistakes, take corrective action, and reflect and implement strategies to prevent repetition of mistakes.
- Recognize when actions and/or approaches exceed one's knowledge, skills and abilities and seek appropriate guidance.

### Elements of the performance

- B. Apply principles of critical thinking to make decisions and solve problems, both as an individual care provider and as a member of the **interprofessional team**.

#### Performance objectives

- Use a systematic approach to problem-solving and critical thinking both as an individual care provider and as a member of the **interprofessional team**.
- Select and implement the most appropriate strategies based on care setting policies and consultation, as necessary.

### Elements of the performance

- C. Identify components and relevance of reflective practice for personal support worker.

#### Performance objectives

- Identify gaps in knowledge and skills to support **clients** and take ownership and responsibility to find resources to address them.
- Identify personal strengths, needs, and areas of improvement, and take ownership and responsibility to find resources to address them.

- Refer issues beyond one's role to the appropriate member of the **interprofessional team**.
- Take initiative in pursuing lifelong learning.

### **Elements of the performance**

D. Identify when additional training is required, seek appropriate guidance and take the actions necessary to attain the required knowledge and skills.

#### **Performance objectives**

- Identify procedures that are not included in educational or training curriculum and thus require additional training, recognizing that these additional skills may be taught in a specific work situation and in many cases training may be specific to a client.

### **Elements of the performance**

E. Exhibit behaviours that contribute to **professional** success, such as reliability, regular attendance, punctuality, good time management, workplace appropriate appearance, and behaviours that reflect positively upon the personal support worker role and the employer.

#### **Performance objectives**

- Give reasonable notice if changes need to be made in the work schedule as per employer policies and procedures.
- Treat the belongings of clients with respect and care.
- Complete work as assigned and notify appropriate person if unable to do so.
- Dress appropriately for safety and according to employer dress code guidelines.

### **Elements of the performance**

F. Identify and apply time management skills in day-to-day work.

#### **Performance objectives**

- Balance multiple demands within an assigned time frame.
- Set priorities in keeping with safe work practices.
- Use organizational skills to enhance work efficiency.
- Recognize when time constraints and complexity of duties requires extra time and notify client and/or appropriate person to collaboratively resolve the issue.

### **Elements of the performance**

G. Identify and use resources and techniques to manage stress in the personal support

worker role.

### **Performance objectives**

- Identify signs of stress in themselves, coworkers, clients and primary caregivers.
- Discuss potential sources of stress, including workplace and personal sources and physiological and behavioural manifestations of prolonged stress.
- Identify and apply appropriate techniques to manage personal stress.
- Identify and make use of workplace resources to achieve work-life balance.
- Encourage peer support opportunities to create a safe and confidential environment to discuss stress.

[See Glossary](#)



## Vocational learning outcome

3. The graduate has reliably demonstrated the ability to:

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**.

### Elements of the performance

A. Identify the roles that the **interprofessional team** members have in the provision of optimal support and care.

#### Performance objectives

- Describe the roles and responsibilities of employers, supervisors and other care/service providers that are part of the **interprofessional team**.
- Describe the personal support worker role and responsibilities within the **interprofessional team**.
- Describe **clients\*** and **family** members roles and responsibilities within the **interprofessional team**.

### Elements of the performance

B. Develop and maintain respectful work relationships with other **interprofessional team** members.

#### Performance objectives

- Identify and describe the characteristics of respectful, effective interprofessional working relationships.
- Work interdependently with members of the **interprofessional team**, communicating regularly, responding to requests, clarifying information when necessary and accepting direction.
- Identify and discuss the value of participation in advisory or other groups.
- Work collaboratively with the **interprofessional team** to meet **clients'** needs.

### Elements of the performance

C. Communicate relevant client information to members of the **interprofessional team** in an ongoing and timely manner.

#### Performance objectives

- Communicate with supervisors, registered staff and other professionals, on the ongoing condition of clients and care being provided, as well as the **clients'** and

- **families'** responses to care provided.
- Assist the **interprofessional team** by contributing suggestions regarding **clients' plan of care**.

### Elements of the performance

D. Work and learn as a participating member of the **interprofessional team**.

#### Performance objectives

- Seek out information and request support and guidance from the supervisor, or other members of the **interprofessional team** where appropriate.
- Work together with others to ensure the best **client** outcomes.
- Assist and provide help to other members of the **interprofessional team** within one's level of knowledge and skill.

### Elements of the performance

E. Accept and act upon constructive feedback from **clients, families**, supervisors, and **interprofessional team** members.

#### Performance objectives

- Differentiate between constructive and destructive feedback.
- Seek out feedback when appropriate to enhance skills and professionalism.
- Reflect on received feedback and implement into one's own practice.

### Elements of the performance

F. Assist in promoting the quality, effectiveness and efficiency of care delivered by the **interprofessional team**.

#### Performance objectives

- Assist and participate in the development of **clients' plan of care**.
- Identify ways to improve care through debriefing and other activities among the members of the **interprofessional team**.
- Discuss how the personal support worker can contribute to the quality of care and workplace wellness.
- Identify opportunities to participate in committees and groups to promote the quality of care.

[See Glossary](#)

## Vocational learning outcome

4. The graduate has reliably demonstrated the ability to:

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**.

## Elements of the performance

A. Respect the person's right to autonomy, dignity, privacy, preferences, safety, independence and confidentiality at all times.

### Performance objectives

- Identify and describe personal support workers' ethics including justice, honesty, integrity, and compassionate caring as found in relevant code of ethics, (e.g. [Ontario Personal Support Worker Association](#) and the [College of Nurses of Ontario](#)).
- Identify and describe the basic principles of health care ethics, including autonomy, justice, beneficence and nonmaleficence.
- Discuss how **ethical** principles are applied in the personal support worker role.
- Identify and discuss legislated rights to privacy and confidentiality including the [Personal Information Protection and Electronics Documents Act, 2000 Canada](#); the [Personal Health Information Protection Act, 2004](#); [Retirement Homes Act, 2010](#); and the [Long-Term Care Homes Act, 2007](#).
- Identify and discuss the implications to coworkers', employers' and **clients'** privacy and confidentiality of using electronic communication and social media.

## Elements of the performance

B. Promote the person's independence.

### Performance objectives

- Differentiate among dependence, independence and interdependence.
- Identify and implement strategies to promote **clients'** independence in a variety of **care settings**.

## Elements of the performance

C. Treat each **client** as an individual possessing a unique personality, interests and abilities and having physical, emotional, mental, intellectual, spiritual, recreational, social, sexual and cultural needs.

## Performance objectives

- Identify and incorporate into care the understanding that **clients** have a variety of life experiences and methods of meeting needs that are unique to the individual.
- Discuss the importance of physical, emotional, mental, intellectual, spiritual, recreational, social, sexual and cultural needs with **clients** and apply this information as appropriate to their care.
- Encourage the maintenance of **clients'** relationships with those individuals within their community.
- Discuss with the **client** the significance of any changes to their condition or function and report to the appropriate person when necessary.
- Respect **clients'** dignity and right to privacy and independence, according to Human Rights Codes.
- Support **clients** in maintaining activities of interest.

## Elements of the performance

- D. Provide care that respects the person's right to make choices, decisions and to direct supportive care\* according to their abilities, while maintaining **clients'** independence.

## Performance objectives

- Differentiate between **person-centred** and **person-directed** care.
- Identify all applicable legislation including [Ontario Human Rights Code](#); [Health Care Consent Act, 1996](#); [Substitute Decisions Act, 1992](#); [Long-Term Care Homes Act, 2007](#) and how this legislation affects the personal support worker's role.
- Differentiate between reasonable risk-taking and unsafe activities, and the personal support worker's responsibility for safety; clarify issues of concern with support of supervisor.
- Relate the person's right to make choices, take risks and have control over their life to the person's sense of self and dignity.
- Discuss and implement strategies to respond to the person's refusal to accept care or deviation from the established **plan of care**.
- Clarify with the **interprofessional team** when it is appropriate for a substitute decision-maker to make decisions on behalf of the person.
- Seek direction from supervisor, if necessary, when dealing with conflicts involving **family** and substitute decision-makers.
- Support the person in communicating their wants and needs to caregivers to facilitate positive change.

## Elements of the performance

- E. Provide **supportive care** to **clients** and their **families** which respects their unique characteristics, including race, ethnicity, cultural and linguistic practices, religion,

spiritual beliefs, age, ability, developmental stage, gender, sexual orientation, gender identity, social and economic class, family structure, and community structure.

### **Performance objectives**

- Recognize the personal support workers' own values, and personal attitudes toward other groups, and how this may impact their ability to provide assistance and support to **clients**.
- Identify the cultural significance of **clients'** health, ongoing conditions, illness, or impending death, as well as attitudes toward support services and/or health care.
- Identify and respect ways in which **clients'** cultures may influence communication.
- Identify resources for cultural/spiritual information as it relates to **clients'** needs.
- Recognize the impact of personal behaviours that may be seen as discriminatory and take measures to eliminate/modify these behaviours.
- Explore sources of personal and systemic bias and racism.
- Identify personal strategies to address sources of racism and bias.

### **Elements of the performance**

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

### **Performance objectives**

- Identify the role(s) of **family** and friends, including the significance of their role to **clients**.
- Identify **clients'** personal expectations about the role of friends and **family** and how those expectations can impact work with **clients** and their **families**.
- Identify factors that might affect **clients'** and **family** members' acceptance of support.

[See Glossary](#)

## Vocational learning outcome

5. The graduate has reliably demonstrated the ability to:

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.

### Elements of the performance

A. Use basic principles of **therapeutic relationships** when providing care.

#### Performance objectives

- Explain the concept of the **therapeutic relationship** and its importance to build a genuine, trusting, and respectful partnership.
- Identify and describe the characteristics of the **therapeutic relationship**.
- Describe the concept of **therapeutic relationships** and identify how these relationships establish and maintain the **client**-personal support worker roles.

### Elements of the performance

B. Establish and maintain **professional** boundaries within **therapeutic relationships**.

#### Performance objectives

- Describe and discuss the importance of **professional** boundaries within **therapeutic relationships**.
- Describe and discuss behaviours associated with appropriate **client** - personal support worker and **family** - personal support worker boundaries.
- Ensure that the personal support worker's personal activities and needs do not interfere with judgment and performance.
- Refrain from sharing with and imposing personal problems, lifestyle and opinions onto **clients**.

### Elements of the performance

C. Maintain confidentiality and privacy of **clients'** personal information in accordance with all applicable legislation and employer's policies.

#### Performance objectives

- Identify and adhere to all applicable legislation regarding privacy and confidentiality in relation to the following statutes: the [Personal Information Protection and Electronic Documents Act, 2000 Canada](#); and the [Personal](#)

[Health Information Protection Act, 2004 \(PHIPA\)](#).

- Identify and adhere to all applicable legislation regarding individual rights of access in relation to the following statutes: the [Personal Information Protection and Electronic Documents Act, 2000 Canada](#); and the [Personal Health Information Protection Act, 2004 \(PHIPA\)](#).
- Identify how **clients**' privacy rights affect the personal support worker's role and implement into practice.
- Describe and ensure no breaches of confidentiality, as it relates to **client** care.

### Elements of the performance

- D. Provide culturally sensitive care when interacting with **clients** and their **families**.

#### Performance objectives

- Identify and implement culturally sensitive verbal and non-verbal communication.
- Identify how personal support worker's own culture affect verbal and non-verbal communication, and reflect on any potential bias.
- Use a positive and caring attitude, empathy, respect, and sensitivity to diversity when interacting with **clients** and their **families**.

### Elements of the performance

- E. Identify and adapt communication skills to meet a range of unique needs for **clients**, their **families** and support systems.

#### Performance objectives

- Identify common barriers to communication and use techniques to minimize their impact in **client**-personal support worker relationships.
- Identify how one's own non-verbal communication may be interpreted by others.
- Examine one's own attitudes, beliefs and biases as they impact communication.
- Use communication techniques such as identifying **clients**' perspectives, responding to non-verbal communication, active listening, clarifying and giving clear feedback.
- Adapt communication (e.g. method, pace, tone, vocabulary) to facilitate understanding.
- Identify the influence that communication disorders and sensory deficits have on the **clients**' abilities to interact with their environment.
- Adapt communication to address the needs of **clients** with altered sensory abilities including vision, hearing, speech and language problems.
- Discuss how ineffective communication patterns can lead to the misuse of power and control by the care provider.
- Adapt communication when children are involved and utilize supports as needed for effective communication (e.g. interpreters, assistive technology).

### Elements of the performance

- F. Support **clients'** verbal and nonverbal communication using assistive devices according to the plan of care.

#### Performance objectives

- Identify and use basic communication aids and techniques to facilitate communication (e.g., sign boards, picture boards, communication cards and computer assisted communication technologies).
- Identify appropriate community resources to facilitate communication.

### Elements of the performance

- G. Use clear professional vocabulary while communicating with **clients** and members of the **interprofessional team**.

#### Performance objectives

- Use clear professional vocabulary when communicating with other members of the **interprofessional team**.
- Use basic medical terminology when communicating with the **clients** and their **families**.

### Elements of the performance

- H. Use interpersonal communication and conflict management skills to prevent and resolve conflicts in caregiving situations.

#### Performance objectives

- Identify common causes of conflict in the caregiving situation.
- Identify, discuss and implement approaches for preventing and resolving conflict in caregiving situations.
- Implement basic techniques of conflict resolution when dealing with conflicts between **clients**, **family** members, other caregivers and support workers, in addition to identifying appropriate resources.

[See Glossary](#)



## Vocational learning outcome

6. The graduate has reliably demonstrated the ability to:

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.

### Elements of the performance

A. Complete regular and ongoing subjective observations and objective observations, basic assessments and reporting and recording of **clients'** status, noting information relevant to the **plan of care**.

#### Performance objectives

- Review **client's** relevant information e.g., changes in **client's** status and/or the different kinds of services the **client** receives, and report to appropriate members of the **interprofessional team**.

### Elements of the performance

B. Take and record accurately the **client's** pulse and blood pressure, respirations, oxygen saturation and oral, axillary or tympanic temperature; comparing to **client's** baseline vital signs taking appropriate action as identified in the **plan of care**, and report accurately observations to the appropriate personnel as per established policies.

#### Performance objectives

- Record and report variations from **client's** baseline vital signs to supervisor, registered staff or appropriate health team member or responsible person.
- Identify potential sources of measurement error in taking vital sign, e.g., environmental, **client** factors, and assessor's skill factors, and implements corrective action and/or reports accordingly.

### Elements of the performance

C. Measure and record height and weight accurately following the plan of care.

#### Performance objectives

- Record and report variations in **clients'** normal weight to supervisor or appropriate health team member.

## Elements of the performance

- D. Document clearly and concisely using correct spelling, grammar, medical terminology and abbreviations given in the established policies and procedures.

### Performance objectives

- Identify and use appropriate medical terminology, when documenting or communicating with other health professionals, **clients** and client **families**.

## Elements of the performance

- E. Complete documentation (checklists, care flow sheets, narrative notes and other forms of documentation) thoroughly, accurately, promptly, and according to established policies and procedures.

### Performance objectives

- Describe and adhere to the principles and legal obligations of documentation.
- Discuss methods of documenting and reporting the **client's** care information.
- Discuss how the client's **plan of care** can be used as a communication tool.

## Elements of the performance

- F. Document and communicate **client** care and changes in **client's** condition to members of the **interprofessional team**, using communication tools and technologies employed in the workplace environment.

### Performance objectives

- Document according to employee policies and procedures (e.g., electronic and/or paper-based).
- Use a variety of effective communication technologies to collect, transmit and record clinical or **professional** information to ensure the health and safety of clients and continuity of care.
- Discuss and utilize appropriate assessment instruments and systems used to promote quality care.
- Discuss guidelines to protect privacy and confidentiality in documentation.

[See Glossary](#)

## Vocational learning outcome

7. The graduate has reliably demonstrated the ability to:

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.

### Elements of the performance

A. Comply with health, safety, and emergency measures, all applicable legislation and the employer's established safety policies and procedures.

#### Performance objectives

- Discuss and adhere to the [Occupational Health and Safety Act, R.S.O. 1990](#).
- Adhere to [Workplace Hazardous Materials Information System \(WHMIS\)](#).
- Locate and adhere to employer's safety policies and procedures including organization's emergency preparedness plan and food safety training.
- Identify and discuss responsibilities related to the use of least restraints in **client care settings**.

### Elements of the performance

B. Identify and report to supervisor any safety risks in the environment and take measures to reduce or eliminate them.

#### Performance objectives

- Identify unsafe situations through an assessment of risks in **client care settings** and take steps to prevent injury to **clients**, the personal support worker and others.

### Elements of the performance

C. Implement practices that promote safety of the personal support worker, **clients** and others in the **care setting**, which may include **family** members, significant others and other health/service providers.

#### Performance objectives

- Identify, report and document equipment and safety measures taken that related to equipment commonly used in **client care settings**.

- Identify potential fire hazards in a **client care setting**, and report and document actions taken in the event of a fire.
- Handle and store hazardous products safely, following [WHIMIS](#) standards.
- Identify, report and document risk of falls specific to the **care setting** and implement falls prevention techniques accordingly.
- Implement, and explain to the **client**, an individualized infection control plan according to the **client's plan of care** that is adapted to the **client's** particular needs.

### **Elements of the performance**

- D. Select, put on and take off personal protective equipment and follow infection prevention and control measures in the provision of personal care and/or home management services in accordance with policies and procedures including information provided by Public Health Ontario.

### **Performance objectives**

- Identify and discuss the impact and hazards associated with the transmission of acquired infections related to antibiotic resistant organisms
- Identify and follow appropriate steps to minimize cross contamination and cross infection and the transmission of micro-organisms and contaminants.
- Identify and implement steps to minimize the impact of common public health issues.
- Identify and use routine practices including hand hygiene, personal protective equipment and environmental and administrative controls.

### **Elements of the performance**

- E. Identify employer's emergency protocols and processes.

### **Performance objectives**

- Know when and how to call for first responders such as paramedics, fire fighters, and police.

### **Elements of the performance**

- F. Apply appropriate emergency and first aid procedures, and report and document any emergency and first aid given in accordance with employer policies.

### **Performance objectives**

- Provide appropriate emergency and first aid to conscious and unconscious **clients**.

- Apply standards of cardiopulmonary resuscitation to infants, children and adults, unless specific instructions against resuscitation are recorded in the **plan of care**.
- Recognize the importance of maintaining appropriate First Aid and cardiopulmonary resuscitation (CPR) certifications with a Workplace Safety and Insurance Board (WSIB) approved provider.

### **Elements of the performance**

G. Complete an incident/accident report following an unusual occurrence, near miss or workplace injury, in accordance with employer policy and legislated requirements.

### **Performance objectives**

- Participate in the initiation of an incident report by immediate reporting of an unusual occurrence or workplace injury to supervisor or others in accordance with legislated requirements.

[See Glossary](#)

## Vocational learning outcome

8. The graduate has reliably demonstrated the ability to:

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**.

### Elements of the performance

A. Identify and support **clients'** right to make choices in directing their own personal care.

#### Performance objectives

- Assist in supporting the **client's** rights to safety, dignity, autonomy, respect, privacy, and confidentiality in the provision of personal care.

### Elements of the performance

B. Respect each **client's** personal and cultural preferences, level of independence, pace and space when assisting with routine **activities of daily living**.

#### Performance objectives

- Report to supervisor and document, if additional time is needed to accommodate **clients'** needs and preferences.
- Advocate and encourage **clients** to identify their personal and cultural preferences.
- Encourage **clients** to share their level of comfort during the provision of care so adjustments to the personal support worker's approach can be made accordingly.

### Elements of the performance

C. Assist **clients'** with routine **activities of daily living** by applying knowledge of common physical and mental health conditions, psychological concepts, how the body functions, normal aging, changes in function, and responses to common chronic or acute alterations in functioning.

#### Performance objectives

- Identify and apply knowledge of the stages of normal growth and development as they relate to the care of **clients** of diverse ages and abilities, while allowing for varying degrees of illness.

- Identify and apply knowledge of the basic structure and function of all human body systems to the routine activities of daily living, including the human musculoskeletal system, digestive system, urinary system, integumentary system, reproductive system, cardiovascular system, respiratory system, nervous system, endocrine system, sensory system, and their age related changes and common diseases and disorders.

### Elements of the performance

- D. Use concepts of disease prevention, health promotion and maintenance, convalescence and rehabilitation and **restorative care**, to support **clients'** maximum functional independence and comfort.

### Performance objectives

- Identify and discuss basic concepts of disease and risk prevention and reduction, health promotion and maintenance.
- Define and apply the basic concepts of convalescence, rehabilitative and **restorative care** and the modalities that may be used, including physical, occupational, recreational and speech therapy to the care of **clients**.
- Discuss the basic concept of respite care and identify where respite services may be provided.
- Identify barriers to **clients'** functioning (physical, mental, social, emotional or cognitive), and discuss ways to resolve the barriers with the **client** and members of the **interprofessional team**.
- Recognize factors which can influence the behaviour of **clients** who require assistance in routine **activities of daily living**.
- Assist **clients** to maximize their ability and minimize the risk of harm, in keeping with **clients'** preferences and the **plan of care**.

### Elements of the performance

- E. Use nutritional support techniques that are specific to **clients'** needs and conditions and in accordance with the **plan of care** and all applicable legislation (e.g., [Long-Term Care Homes Act, 2007](#); [Retirement Homes Act, 2010](#)).

### Performance objectives

- Identify and discuss all applicable legislation (e.g., [Long-Term Care Homes Act, 2007](#); [Retirement Homes Act, 2010](#)) related to feeding and nutritional support techniques.
- Assist with safe eating practices by recognizing when a **client** has difficulty with chewing or swallowing and incorporating safe feeding techniques.
- Support dining as a social activity and enhance dining atmosphere.
- Measure and record accurately daily intake and output if requested to by a physician, nurse or dietician.

- Identify enteral feeding methods, equipment, safety measures and signs of therapy complications.
- Identify common intravenous sites, equipment, safety measures and signs of therapy complications, and report accordingly.

### Elements of the performance

- F. Provide hygiene and grooming assistance to **clients**, according to the **plan of care** and all applicable legislation (e.g., [Long-Term Care Homes Act, 2007](#); [Retirement Homes Act, 2010](#)) and taking into consideration clients' needs and preferences.

### Performance objectives

- Identify and discuss all applicable legislation (e.g., [Long-Term Care Homes Act, 2007](#); [Retirement Homes Act, 2010](#)) related to grooming and hygiene, and implement into practice.
- Complete perineal and menstrual care, skin care, full or partial bathing (towel, tub, shower, whirlpool, basin, bed), mouth care, and nail care, hair care (grooming and washing), shaving, dressing, undressing, care of hearing aids and dentures, and other aspects of care as outlined in the **client's plan of care** within the scope of the personal support worker role.

### Elements of the performance

- G. Assist with measures to enhance bowel and bladder continence following the **plan of care** and employer protocols and in accordance with all applicable legislation (e.g., [Long-Term Care Homes Act, 2007](#); [Retirement Homes Act, 2010](#)).

### Performance objectives

- Use strategies to support **clients'** continence and independence regarding toileting, e.g. changing an adult brief.
- Assist **clients** in using a bedpan and dispose of contents following routine practices.
- Apply an external catheter using appropriate technique.
- Empty urinary drainage bag of permanent catheter using clean technique.
- Perform perineal care for **clients** with and without an indwelling catheter observing for signs and symptoms of infection.
- Empty and change an ostomy bag as per plan of care.
- Collect urine and specimens using clean technique.
- Measure and record intake and output.

### Elements of the performance

- H. Use proper body mechanics, assistive devices and techniques to safely position, transfer, move and ambulate **clients** in accordance with the **plan of care**, employer



policies and all applicable legislation (e.g., [Long-Term Care Homes Act, 2007](#); [Retirement Homes Act, 2010](#)).

### **Performance objectives**

- Differentiate between weight bearing (partial and full), non-weight bearing, lifting and transferring.
- Assist **clients** with ambulation and active and/or passive range of motion exercises in keeping with **clients'** wishes and/or the **plan of care**.
- Promote proper positioning and repositioning in bed and chair for comfort and safety of **clients**.
- Assist **clients** to move from one place to another using the appropriate transfer techniques and equipment.
- Provide for **clients'** and workers' safety using appropriate transfer techniques and equipment.
- Identify and report to supervisor a change in **clients'** condition which may necessitate a change in their ability-level for transfer and/or a need for reassessment.

[See Glossary](#)

## Vocational learning outcome

9. The graduate has reliably demonstrated the ability to:

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.

## Elements of the performance

A. Assist clients with medication in compliance with all applicable legislation (e.g., [Regulated Health Professions Act, 1991](#); [Long-Term Care Homes Act, 2007](#)<sup>5</sup>; [Retirement Homes Act, 2010](#)<sup>6</sup>), agency policies and the role of the personal support worker.

## Performance objectives

- Describe the ongoing role of the appropriate **regulated health professional** in the monitoring of the outcomes of medication therapy.
- Assist with medications in accordance with all applicable legislation, such as: the performance of controlled acts in accordance with the [Regulated Health Professions Act, 1991](#), restrictions on the administration of medication under the [Long-Term Care Homes Act, 2007](#) and/or the [Retirement Homes Act, 2010](#), and the [Practice Guideline, Working With Unregulated Care Providers, 2013 College of Nurses of Ontario](#).

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<sup>5</sup> A personal support worker is not allowed to administer medication (including natural health products and over the counter medication and medication prescribed by a regulated health professional who has the authority to do so) to residents of long-term care homes. Under s. 131 of O. Reg. 79/10 under the Long-Term Care Homes Act, 2007 only a physician, dentist, registered nurse, registered practical nurse or nursing student (if the nursing student meets prescribed requirements) is allowed to administer medication to residents in long-term care homes. A personal support worker can be permitted by a member of the registered nursing staff of a long-term care home to administer a topical to a resident if prescribed requirements set out in s. 131(4) are met.

<sup>6</sup> A personal support worker, as a staff member of a licensed retirement home, can be permitted to administer medication (prescribed by a regulated health professional who has the authority to do so) to a resident of a retirement home if the administration of the medication is part of the care services provided to the resident. Under s. 29 of O. Reg. 166/11 of the Retirement Homes Act, 2010, the licensee or staff member of a retirement home may administer medication to a resident where a member of a College, as defined in the Regulated Health Professions Act, 1991, supervises the administration of the medication and prescribed requirements set out in s. 29 of O. Reg. 166/11 are met including staff training in the procedures applicable to the administration of the medication.

- Describe the basic classifications of medications, and the expected outcomes of their use.
- Identify and discuss employer policies as a source of guidance related to the personal support worker's ability to assist clients with medication.
- Identify and use the Institute for Safe Medication Practices (ISMP) List of Error-Prone Abbreviations, Symbols and Dose Designations.

### Elements of the performance

- B. Follow directions in the **plan of care** and act in accordance with all applicable legislation when providing assistance with oral, rectal, ear, eye, nose, topical, inhalation and subcutaneous<sup>7&8</sup> medications.

### Performance objectives

- Read, comprehend, and follow medication label information.
- Assist with **medication**, by identifying and adhering to safe medication practices, as indicated in the **client's care plan**.
- Apply the correct techniques, including basic math calculations and conversions, required to prepare accurately and assist with medications.
- Store medications safely, as directed by the appropriate interprofessional team member.

### Elements of the performance

- C. Report and record observations of **client's** responses, as instructed, while providing assistance with medications in accordance with employer's policy and procedures and all applicable legislation.

### Performance objectives

- Identify changes, as instructed, in the **client's** behaviours and/or condition, as a result of medication assistance, and report changes to the registered staff or most accountable person.
- Document medication assistance (e.g. medication administration record (MAR), progress note).

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<sup>7</sup> In long-term care homes, a member of the registered nursing staff may permit a personal support worker to administer a topical medication where prescribed requirements are met, as set out in s. 131(4) of O. Reg. 79/10 under the Long-Term Care Homes Act, 2007.

<sup>8</sup> A personal support worker, as a staff member of a licensed retirement home or in the community under the direction of a health care professional, may be permitted to administer medication where prescribed requirements are met. Regulated Health Professions Act, 1991, and the Practice Guideline, Working With Unregulated Care Providers, 2013 College of Nurses of Ontario.

## Elements of the performance

D. Identify and seek out resources, including supervisor and/or registered staff, to discuss or clarify assistance with medication.

### Performance objectives

- Describe and discuss the roles of other health professionals related to safe medication administration.
- Recognize that medication can have an impact on the **client's** wellbeing, and the obligation and importance to report any changes in the **client's** status.

[See Glossary](#)

## Vocational learning outcome

10. The graduate has reliably demonstrated the ability to:

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.

### Elements of the performance

A. Provide **household management services** that promote **clients'** health, independence, safety and comfort.

#### Performance objectives

- Identify **household management services** that would assist **clients** to maintain health, independence, safety and comfort.
- Report and document faulty equipment and **client's** responses to **household management services**.

### Elements of the performance

B. Respect **client's** preferences in the provision of **household management services** and support the **client's** involvement in household activities based on the **client's** wishes and in accordance with the **plan of care**.

#### Performance objectives

- Identify **clients'** short and long-term goals for **household management services** and **clients'** level of involvement in these activities.
- Use organizational and time management skills when implementing **client-directed** goals and preferences.
- Assist **clients** and their **families** to plan **household management services** to meet ongoing needs.

### Elements of the performance

C. Contribute to the **plan of care** by communicating **clients'** needs and preferences to the **interprofessional team**.

#### Performance objectives

- Provide information to appropriate **interprofessional team** members to develop and/or update the **plan of care** as per employer's policies and procedures.

### Elements of the performance

- D. Perform **household management services** while safely handling standard household equipment where directed by the **plan of care**.

#### Performance objectives

- Safely operate and care for standard household equipment in a variety of **care settings**.
- Follow the manufacturer's guidelines relevant to household equipment, appliances and product use and disposal, and notify the appropriate person if there is a malfunction.
- Follow the employers' policies and procedures, relevant to the use of household equipment, appliances, product use and disposal.

### Elements of the performance

- E. Use correct body mechanics in the provision of **household management services**.

#### Performance objectives

- Identify and apply principles of correct body mechanics.

### Elements of the performance

- F. Follow **standard precautions** and infection prevention and control measures in the provision of **household management services**.

#### Performance objectives

- Select and use **standard precautions** to minimize pathogens in the environment in the safe handling of food, equipment and work area.

### Elements of the performance

- G. Assist **clients, families** and/or significant others to prepare a food-shopping list that respects **clients'** cultural, dietary preferences and requirements, and is informed by Canada's Food Guide and the **plan of care**.

#### Performance objectives

- Discuss a variety of meal plans that take into consideration Canada's Food Guide, clients' budget, culture, dietary preferences and special dietary requirements.

## Elements of the performance

H. Assist **clients** and/or **families** with shopping.

### Performance objectives

- Assist **clients** with shopping without taking excess control, including respect for **clients'** preferences with regard to time and location.
- Shop for **clients**, in accordance with their wishes and particular requirements.
- Handle money for **clients** as part of the **plan of care** safely, **ethically** and in keeping with employer guidelines, and maintaining records of all transactions.

## Elements of the performance

I. Prepare meals in accordance with the **plan of care** considering **clients'** directions, cultural practices, preferences, food allergies or sensitivities, storage and cooking facilities.

### Performance objectives

- Discuss the importance of a healthy diet to one's optimal health.
- Prepare a nutritious well-balanced menu in accordance with **clients'** preferences and informing **clients** regarding Canada's Food Guide.
- Interpret unit pricing, grade, ingredient and date labels when shopping.
- Store and handle food safely following national food handling regulations, or other appropriate regulations.
- Follow a recipe and make common substitutions for ingredients.
- Serve food so as to be appealing to **clients** with regard to presentation, temperature and portion size.
- Adapt meal preparation techniques to meet identified special dietary needs.
- Operate safely equipment, commonly used in meal preparation, including conventional microwave and/or convection ovens.
- Report to supervisor if food is unavailable or budget insufficient.

[See Glossary](#)

## Vocational learning outcome

11. The graduate has reliably demonstrated the ability to:

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

### Elements of the performance

A. Identify and respect the individual's definition of **family** structure and identity.

#### Performance objectives

- Identify and describe diverse **family** structures and dynamics within contemporary **families**.
- Identify and discuss diverse cultural norms and patterns within contemporary **families**.
- Identify and discuss traditional and non-traditional healing practices within **families**.

### Elements of the performance

B. Identify and respect the roles, rights and responsibilities of individuals, **families** and their significant others.

#### Performance objectives

- Identify the role(s) of **family** and friends, including the significance of their role to **clients**.
- Reflect on personal biases about the role of friends and **family** and take steps to prevent those biases from negatively impacting work with the **clients** or the **clients' families**.
- Reflect on factors that might affect clients\* and/or their **family** member's acceptance of support and respond to those factors within the personal support worker role.
- Reflect on and work within the personal support worker's role to maintain **professional** boundaries with the **client** and **family**.

### Elements of the performance

C. Identify the effect the personal support worker's presence can have on **families**, take steps to prevent or minimize any potential negative impact, and report this issue to the **interprofessional team**.



### Performance objectives

- Identify conflicts between **clients**, other **family** members and support workers that may occur, make an attempt to resolve the issue by using appropriate resources, and report to the **interprofessional team**.
- Identify and respond appropriately to the potential emotional impact on the **client** of the personal support worker's presence and duties within the **client's** environment, and report this situation to the **interprofessional team**.

### Elements of the performance

- D. Assist **clients** and their **families** with the provision of child care in accordance with the established **plan of care**.

### Performance objectives

- Identify and support basic child development and normal developmental milestones.
- Identify the role of the personal support worker in the provision of support to the **family** with children.
- Complete care of children including assisting with **IADLs** and **ADLs**.

### Elements of the performance

- E. Assist **family** members as they follow strategies to balance care giving and rest, in accordance with the **plan of care**.

### Performance objectives

- Describe common challenges associated with **family** caregiving including caregiver strain and/or altered **family** roles, and apply this knowledge to interactions with **family** members.

[See Glossary](#)

## Vocational learning outcome

12. The graduate has reliably demonstrated the ability to:

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.

### Elements of the performance

A. Identify **clients** at risk for and/or experiencing neglect, physical, verbal, emotional, psychological, sexual, and/or financial **abuse** and report observations promptly to supervisor.

#### Performance objectives

- Define **abuse** and **family** violence.
- Discuss and comprehend the concept of **abuse** as an issue of power and control which can apply to infants, children, spouses/partners and older adults, persons with disabilities, individuals with mental illnesses, cognitive impairment and their caregivers.
- Identify factors associated with **abuse** and **family** violence and report observations promptly to supervisor.
- Identify the indicators of various forms of abuse and report observations promptly to supervisor.

### Elements of the performance

B. Identify actions to be taken when **clients** are at risk for **abuse** or **neglect**, or have been **abused** or **neglected**, including any legal obligations for reporting in accordance with all applicable legislation (e.g., the [Retirement Homes Act, 2010](#) and the [Long-Term Care Homes Act, 2007](#)).

#### Performance objectives

- Identify the role of the personal support worker if **neglect** and/or **abuse** are alleged or suspected, including the requirement to report to one's supervisor and to provide thorough documentation.
- Discuss and comprehend the legal obligation to report where **clients** are at risk of, or alleged or suspected to be victims of **neglect** and/or **abuse**, or where **neglect** and/or **abuse** are witnessed.
- Discuss the practice of zero tolerance, the policies and legislation ensuring compliance, and whistle blowing protection that is provided for those making the reports.
- Identify appropriate resources and course of action if **neglect** and/or **abuse** are

suspected in all of the settings where personal support workers are employed.

### Elements of the performance

- C. Identify risks of **abuse** or personal harm to the personal support worker and report observations promptly to supervisors.

### Performance objectives

- Identify relevant legislative provisions and requirements concerning safe working environments, such as: provisions of the [Occupational Health and Safety Act, R.S.O. 1990](#) related to a safe and harassment free working environment; provisions of O. Reg. 386/99 under the [Home Care and Community Services Act, 1994](#) that address the requirement for safe working environments in connection with the eligibility criteria for homemaking services, personal support services and professional services; etc.
- Describe the personal support worker's right to a safe working environment free from verbal, emotional and physical violence.
- Identify situations where the personal support worker may be at risk for **abuse** or personal harm, including situations where the client refuses treatment, as identified in the [Health Care Consent Act, 1996](#).
- Discuss and comprehend workplace bullying, sexual **abuse** and harassment, reporting mechanisms and policies aimed at promoting a safe work environment including whistle-blowing protection, in accordance with applicable legislation.
- Discuss the implications and appropriateness of work refusal, its impact on the **client**, and the steps required in accordance with the [Occupational Health and Safety Act, R.S.O. 1990](#).

### Elements of the performance

- D. Identify and report situations of **neglect** and **abuse** (potential, alleged, suspected or witnessed) involving **client**, **family** or caregiver following all applicable legislation (e.g., [Long-Term Care Homes Act, 2007](#); [Retirement Homes Act, 2010](#)) and employer policies.

### Performance objectives

- Locate and adhere to agency policies related to the documentation and reporting of **neglect** and/or **abuse**.
- Adhere to legislation and employer practices and policies which promote zero tolerance of **neglect** and **abuse** and a violence free environment.

[See Glossary](#)

## Vocational learning outcome

13. The graduate has reliably demonstrated the ability to:

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**.

### Elements of the performance

A. Identify and apply terms, principles and practices related to a **palliative approach to care**, **palliative care**, hospice care, and **end-of-life care**.

#### Performance objectives

- Discuss the role of the **interprofessional team** and the team's individual members in **palliative care** delivery
- Describe common patterns of decline associated with dying.
- Define and discuss the principles, practices and benefits of a **palliative approach to care**, **palliative care**, hospice care, and **end-of-life care**.

### Elements of the performance

B. Identify grief as a natural, adaptive, individual response to loss and identify strategies to support **clients** and **families** in their grieving.

#### Performance objectives

- Reflect on personal attitudes and experiences related to loss, grief, dying and death.
- Discuss how personal beliefs and attitudes can impact **clients'** care.
- Describe grief as an expected, natural, adaptive, whole person response to loss that is experienced uniquely by each person.
- Discuss grief as occurring from time of diagnosis through death and bereavement.
- Identify and discuss the impact of historical trauma and other factors that increase the risk of complicated grief.
- Discuss the impact of **life-limiting/life-threatening illnesses** (e.g. Cancer, Chronic Obstructive Pulmonary Disease (COPD), Multiple Sclerosis (MS), Dementia, Alzheimer's) and the associated patterns of decline and dying on **clients**, their **families** and on the personal support worker.
- Reflect on the many dimensions and feelings associated with grief and dying.

## Elements of the performance

- C. Support **clients** and their **families** with the process of dying and preparation for death, within the personal support worker role.

### Performance objectives

- Develop and maintain supportive and **therapeutic relationships**, by connecting, communicating, and establishing **professional** boundaries.
- Provide emotional support by considering every person as worthy of respect, by connecting, listening, offering empathy, asking open-ended questions and being compassionate.
- Identify strategies to advocate for **clients**, and their **families** in collaboration with the **interprofessional team** and within the role of the personal support worker.
- Identify and discuss the personal support worker's role when **clients** die suddenly.
- Identify the role of the coroner in situations of sudden and unexpected death.

## Elements of the performance

- D. Provide **clients** with opportunities to direct their own care and to maintain their relationships with their **families**.

### Performance objectives

- Identify **clients'** needs and right to maintain choices while living with **life-limiting/life-threatening illnesses**.
- Identify **clients'** and **family** needs by observing, listening, asking questions, seeking to understand the unique perspectives of the **client** and **family**.
- Support **family** relationships, help maintain roles, and support desire/plans for rituals and cultural practices.
- Support the **clients** who wish to express their wishes and concerns, ask questions and discuss their goals of care with the most appropriate health care professional.
- Respond to **clients'** inquiries about Medical Assistance In Dying (MAID) in accordance with legislation and employer policies, and respect **client's** rights.

## Elements of the performance

- E. Observe, record and report **clients'** signs and expressions of pain and other symptoms in accordance with their **plan of care**.

### Performance objectives

- Observe, record and report on **clients'** level of ambulation, activity, self-care, intake, and level of consciousness in accordance with the **plan of care** and using standardized tools and identified communication tools (e.g., flow sheets, graphs, SBAR etc.).
- Identify common symptoms experienced by the dying person.
- Use standardized tools to help gather information, record and report **clients'** condition, pain, difficulty with breathing, and other symptoms.

### Elements of the performance

- F. Provide non-pharmacological comfort measures to **clients** experiencing symptoms as directed by the **plan of care**.

#### Performance objectives

- Identify and provide a range of non-pharmacological comfort measures e.g., application of heat and cold, positioning, imagery, meditation/silence, and music to help decrease discomfort.
- Seek input from **clients** for their comfort needs and preferences for comfort measures.

### Elements of the performance

- G. Report and record **clients'** responses to comfort measures.

#### Performance objectives

- Seek and record feedback from **clients** as to their responses to comfort measures and communicate concerns to the team immediately when symptoms are not settling.

### Elements of the performance

- H. Identify the rights of **clients**, **family** members, substitute decision-makers or powers of attorney for personal care (POAPC) in relation to **Advance Care Planning, Goals of Care Discussions** and consent to treatment in alignment with relevant legislation and policies.

#### Performance objectives

- Supports individual and **family** choices pertaining to **end-of-life care** in alignment with the Health Care Consent Act, and Substitute Decisions Act.
- b) Discuss the role of **family\*** members and substitute decision-makers in **end-of-life care\***.

- c) Identify applicable legislation that relates to substitute decision-makers or powers of attorney (POA) for personal care regarding consent to treatment (e.g. [Health Care Consent Act, 1996](#), and [Substitute Decisions Act, 1992](#)).
- Discuss the ethical issues that may arise (example, issues that arise with the progression of the illness, treatment choices or differing **family** or caregiver opinions) and brings them to the attention of the **interprofessional team** if they are beyond the scope of the personal support worker.

### Elements of the performance

- I. Support **clients'** and **families'** in the last days and hours, including support and respect for spiritual and cultural practices related to dying, death and the afterlife, if appropriate.

#### Performance objectives

- Identify and report to the **interprofessional team** the physical changes experienced in the last days and hours and signs of imminent death.
- Support **clients** and their **families** by being present, and providing care and comfort measures during the last days and hours of life.
- Provide care for the body after death according to **family** direction/cultural practices, employer policy or as directed by the **plan of care**.
- Provide support to **families** at the time of **clients'** death and following.
- Provide opportunities for the person and their **family** to exercise religious, cultural and spiritual rituals, customs, rites and beliefs throughout the person's illness trajectory and through bereavement.

### Elements of the performance

- J. Integrate self-care practices into daily routines.

#### Performance objectives

- Explore the rationale for self-care practices, especially when caring for **clients**, who are dying, and their **family** members.
- Describe emotions, thoughts and behaviours associated with compassion fatigue.
- Identify self-care strategies that prevent compassion fatigue.
- Develop a self-care plan to support health and wellness.

### Elements of the performance

- K. Provide **culturally safe palliative care** for Indigenous people and people from minority and underserved populations throughout the person's illness trajectory and

through bereavement.

### **Performance objectives**

- Discuss cultural humility, cultural sensitivity, cultural awareness and cultural competence in providing **culturally safe palliative care**.
- Incorporate First Nations, Inuit and Metis community specific protocols and practices into the provision of **palliative care**.

[See Glossary](#)



## Vocational learning outcome

14. The graduate has reliably demonstrated the ability to:

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**.

### Elements of the performance

A. Identify signs of change in **clients'** perception, memory, judgement, organization, language, and motor skills that may be associated with mental health challenges and illnesses and challenges and how these effects may vary with severity of the impairment.

#### Performance objectives

- Discuss the challenges related to stress, coping and mental health challenges and illnesses.
- Discuss the impact of social media on mental health across the lifespan.
- Discuss the stigma associated with mental illness and how it may impact **clients'** self-perception, functioning and level and quality of care provided.
- Observe and identify changes in behaviour which may be related to mental health challenges and illnesses, and follow the **plan of care**, and, if appropriate, advocate for revisions.
- Identify care, intervention and community resources related to mental health conditions including anxiety and affective disorders.
- Support **recovery**-oriented approaches through which **clients** regain control, meaning and purpose in their lives.
- Discuss misconceptions and stigma associated with mental illness and how it may impact **clients'**, their **families'** and personal support workers' perception and functioning.
- Discuss the role of the personal support worker in assisting **clients** experiencing mental health challenges and illnesses and identify when care and intervention is beyond the role of the personal support worker.
- Discuss the impacts of trauma and colonization for Indigenous peoples and communities today, and recognize the relationships between trauma, addictions and mental health issues.

### Elements of the performance

B. Identify signs of change in **clients'** perception, memory, judgement, organization, language, and motor skills that may be associated with cognitive and intellectual impairments, delirium, and/or dementia and how these effects may vary with severity of the impairment.

## Performance objectives

- Describe how the symptoms and/or presentation of cognitive and intellectual impairments, delirium and/or dementia may impact **clients'** behaviour, personality, self-perception of the world and their interactions with others.
- Observe and identify changes in behaviour related to cognitive and intellectual impairments, delirium and/or dementia, and advocate for revisions to the **plan of care** during discussions with the **interprofessional team**.
- Identify impairments caused by reversible (treatable) conditions and irreversible (cannot be reversed and have no prevention or cure) conditions.
- Identify factors such as illness, fatigue, stress, sensory overload, pain, fear, frustration and depression which can further affect the functioning of **clients** with cognitive and intellectual impairments, delirium and/or dementia.
- Discuss the role of the personal support worker in assisting **clients** experiencing cognitive and intellectual impairments, delirium and/or dementia, and identify when care and intervention is beyond the role of the personal support worker.

## Elements of the performance

- C. Identify signs of change in **clients'** perception, memory, judgement, organization, language, and motor skills, that may be associated with acquired brain injuries including strokes and how these effects may vary with severity of the impairment.

## Performance objectives

- Identify the definitions and corresponding symptoms of acquired brain injury, including strokes.
- Relate the symptoms of acquired brain injury to the function and area of the brain injured.
- Identify signs of change in behaviour which may be related to acquired brain injuries, including strokes.
- Identify management and rehabilitation services for **clients** with acquired brain injury, including strokes.
- Discuss the role of the personal support worker in assisting **clients** with acquired brain injuries including strokes, and identify when care and intervention is beyond the role of the personal support worker.

## Elements of the performance

- D. Use encouragement and stimulation techniques and provide **clients** with the opportunity to participate in activities in accordance with the **plan of care**.

## Performance objectives

- Identify resources and tools used for stimulation techniques.
- Identify **clients'** preferences and previous experiences to

propose appropriate activities.

### Elements of the performance

- E. Observe and report responses to prescribed approaches and note changes in **clients'** behaviour.

#### Performance objectives

- Identify what would be a usual or typical response for individual **clients**.
- b) Report **clients'** responses to prescribed approaches to an appropriate member of the **interprofessional team**.

### Elements of the performance

- F. Provide consistency in approach to caregiving tasks for **clients** experiencing cognitive and intellectual impairments, mental health challenges and illnesses, and/or responsive behaviours.

#### Performance objectives

- Describe the benefits to **clients** in providing consistency in caregivers and in approach to caregiving.
- Respect routines as described in the **plan of care**.

### Elements of the performance

- G. Use basic behavioural strategies to mitigate and/or de-escalate **clients'** responsive behaviours as directed by the **plan of care** and in accordance with all applicable legislation (e.g., [Long-Term Care Homes Act, 2007](#); [Retirement Homes Act, 2010](#)).

#### Performance objectives

- Discuss protective and/or responsive behaviours from the **clients'** and caregivers' perspectives.
- Identify causes and triggers for responsive behaviours including pace of care, illness, fatigue, sensory overload, pain, fear and frustration, and discuss possible solutions.
- Use best practice strategies and **person-centred** approaches for all **clients**, (e.g. Gentle Persuasive Approaches).
- Apply basic principles of crisis prevention as directed by the **plan of care**.
- Report **clients'** responses to behavioural strategies to supervisor and share effective strategies with the **interprofessional team**.
- Identify, report and record **clients'** behaviours that are a potential risk to the safety of others.

## Elements of the performance

- H. Identify changes in **client's** behaviour, perception, memory, judgement, organization, language, and motor skills that may be associated with addictions to substances, gambling or other behaviours.

### Performance objectives

- Discuss the challenges related to stress, coping and substance use.
- Identify changes in behaviour which may be related to substance use and addiction.
- Identify resources, supports and strategies that can be used with **clients**, who are using or addicted to substances.
- Discuss strategies related to overdose management and prevention within the role of the personal support worker.
- Recognize and support the care, intervention and treatment plans of individuals with substance use and addiction behaviours
- Observe and report the **client** responses to the strategies identified in the **plan of care** to the appropriate supervisor.
- Discuss the role of the personal support worker in supporting individuals using substances or who are experiencing addictions, and identify when support and intervention is beyond the role of the personal support worker.
- Identify, report and record **clients'** behaviours that are a potential risk to the safety of others.

## Elements of the performance

- I. Identify the role that the personal support worker has in the provision of **client-centre care** of an individual exhibiting suicidal ideation and behaviour.

### Performance objectives

- Discuss the challenges related to stress, coping and suicidal behaviour.
- Identify factors which can cause suicidal behaviour or self-harm across the life span.
- Describe warning signs and behaviours that might suggest someone is at risk of suicide or of self-harm.
- Identify personal views of personal support workers about suicide and examine how these views may affect support provided to **clients**.
- Recognize possible indicators of suicidal ideations or behaviours, and inform the **interprofessional team**.
- Contact community supports and compile resources for individuals who are exhibiting suicidal behaviour, as indicated in the **plan of care**.
- Observe **clients'** responses to behavioural strategies and share further strategies with the **interprofessional team**.

- Identify, report and record **clients'** behaviours, who are experiencing suicidal ideation, including behaviours that are a potential risk to the safety of others.

### **Elements of the performance**

- J. Identify when unexpected **client** behaviour, such as suicidal ideation, requires immediate response, as well as a report to supervisor.

### **Performance objectives**

- Identify factors which can increase risk of life or bodily harm in adults.
- Recognize possible indicators of suicidal behaviour.
- Identify the personal support worker's own views about suicide and examine how these views may affect the service provided to **clients**.

[See Glossary](#)

# Glossary

**Abuse:** In relation to a client, “abuse” means physical, sexual, emotional, verbal or financial abuse, as defined in the regulations in each case; (“mauvais traitement”).

*(adapted from Subsection 2 (1) of the [Long-Term Care Homes Act, 2007](#))*

Note: See the definition for Neglect later in this list.

**Activities of daily living (ADLs):** Self-care activities people perform daily to remain independent and to function in society. Support workers help with daily activities such as eating, bathing, grooming, dressing, toileting (elimination) and mobility, and encourage client to take as much time as required to maintain their own ADLs in order to maximize their strength and their own independence to the greatest extent possible.

*(adapted from Sorrentino, Sheila A., et al. Mosby's Canadian textbook for the support worker. Toronto, ON: Elsevier Canada, 2018. 4th Edition p. 4).*

**Advance Care Planning (ACP):** In Ontario, advance care planning is an iterative process that involves the mentally capable patient: Identifying their future Substitute Decision Maker by either Confirming their satisfaction with their default/automatic Substitute Decision Maker in the Substitute Decision Maker hierarchy list in the Health Care Consent Act; OR Choosing someone else to act as Substitute Decision Maker by preparing a Power of Attorney for Personal Care (a formal written document). Sharing their wishes, values, and beliefs through conversations with the SDM and others that clarify their wishes, values and beliefs, and more generally, how they would like to be cared for in the event of incapacity to give or refuse consent. Rather than being a single event, advance care planning is ongoing and dynamic, with the potential for personal preferences to change over time as health status changes. It may be initiated at any point in the health care process, and may involve individuals who are currently healthy.

*(Ontario Palliative Care Network. Key Palliative Care Concepts and Terms [Internet]. Toronto (ON): The Network; 2017 [update 2017; cited 2018 November 2]. Available from:*

*[https://www.ontariopalliativecarenetwork.ca/sites/opcn/files/KEY\\_PALLIATIVE\\_CARE\\_CONCEPTS\\_AND\\_TERMS.pdf](https://www.ontariopalliativecarenetwork.ca/sites/opcn/files/KEY_PALLIATIVE_CARE_CONCEPTS_AND_TERMS.pdf) [Retrieved Nov. 4, 2020]).*

**Assist with medication:** Assistance with medication involves the provision of physical assistance to clients in taking their medications. Assistance should include following "the rights of assisting with medication" (see below) and may include such activities as opening the container for the individual, providing a glass of water to drink while taking the medication, and/or placing the medication pack in a client's hand. However, some specific legislative schemes may also potentially affect the circumstances and manner in which personal support workers can assist clients with their medication in certain settings. For example, personal support workers are not allowed to administer medication to clients in long-term care home settings. A member of the registered nursing staff in the long-term care home setting may delegate a personal support worker to administer a topical medication after a thorough completion of the delegation

process. Where assistance with medication involves the performance of a controlled act\*, such assistance must be carried out in accordance with the [Regulated Health Professions Act, 1991](#).

*(adapted from the ACCC Canadian Educational Standards for Personal Care Providers, 2012 and Long-Term Care Homes Act, 2007).*

"The rights of assisting with medications" - To help clients take medications accurately and safely, knowing and following the procedures and checks to ensure the "rights" of assisting with medications is essential. The rights include: the right person receives the right medication, in the right dose, by the right route, at the right time, on the right day, for the right reason and with the right expiry date. The right documentation must also be completed. These are called the 9 rights of assisting with medication as listed in:

*Sorrentino, Sheila A., et al. Mosby's Canadian textbook for the support worker. Toronto, ON: Elsevier Canada, 2018. 4th Edition p. 997.*

**Care settings:** The environments where personal support workers provide supportive care to clients and their families. Settings include, but are not limited to private homes, assisted living and supportive housing residences, group homes, schools, community recreation centres, community health care centres, respite and hospice centres and adult day programs, retirement homes, long-term care homes, and hospitals.

*(adapted from Sorrentino, Sheila A., et al. Mosby's Canadian textbook for the support worker. Toronto, ON: Elsevier Canada, 2018. 4th Edition. The definition of community (p.36, 45-46) and facility (37-40) settings may provide a helpful classification of care settings.)*

**Client:** Individual, family or group or community with whom the health care provider is engaged in a supportive role.

*(adapted from the Therapeutic Nurse-Client Relationship, Revised 2006, p. 4, Retrieved October 27, 2020 from [https://www.cno.org/globalassets/docs/prac/41033\\_therapeutic.pdf](https://www.cno.org/globalassets/docs/prac/41033_therapeutic.pdf))*

## **Client-centred care**

*See the definition under "Person-Centred Care".*

**Controlled Acts:** As set out in the [Regulated Health Professions Act, 1991](#) (RHPA), are specified acts considered to be potentially harmful if performed by unqualified individuals. The RHPA provides that no person shall perform a controlled act as set out in the RHPA in the course of providing health care services to an individual unless, a) the person is a member authorized by the health profession Act to perform the controlled act; or b) the performance of the controlled act has been delegated to the person by a member authorized by the health profession Act. In addition, the RHPA statutory scheme also provides for specified exceptions to the general prohibition on the performance of controlled acts by individuals who are not authorized by the health

profession Act to perform the controlled act, or to whom the performance of the controlled act has been delegated. For example, the RHPA provides that persons who are not otherwise authorized to perform controlled acts, may perform certain controlled acts in certain specified circumstances, such as when assisting the person with his/her routine activities of daily living.

**Culturally safe care:** An outcome based on respectful engagement that recognizes and strives to address the health care system's inherent power imbalances. It results in an environment free of racism and discrimination, where people feel safe when receiving health care.

(First Nations Health Authority, Policy Statement on Cultural Safety and Humility, 2018 as referenced in the CNO Entry to Practice Competencies for Registered Nurses, 2019. Retrieved May 26, 2021 from <https://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf>).

**Dementia:** There are two types of dementia as indicated below:

**Reversible or Treatable form of Dementia:** Dementia may be treated and sometimes may be reversed. Causes include: metabolic problems, Brain injury, Brain Tumour, Alcohol, Nutritional Deficiencies, infections, poisoning.

**Irreversible Dementia:** Dementia that cannot be reversed and have no prevention or cure. As a result, the client's brain function will decline over time. There are 2 types of irreversible dementias: primary and secondary dementias.

Primary Dementia does not result from any other disease and it includes: Alzheimer's Diseases, Vascular Dementia, Fronto - Temporal Dementia, Dementia with Lewy Bodies.

Secondary Dementia results from the physical effects of a disease process, from ingestion of damaging substances or from injury. It includes: Parkinson's Disease, Creutzfeldt- Jakob Disease, Normal Pressure Hydrocephalus, Substance - Induced Persisting Dementias, Wernicke- Korsakoff Syndrome, AIDS, Huntington's Disease, MS, Syphilis.

*(Sorrentino, Sheila A., et al. Mosby's Canadian textbook for the support worker. Toronto, ON: Elsevier Canada, 2018. 4th Edition Pgs.: 808 – 814).*

**End-of-life Care:** An approach to supportive care delivery where, regardless of the care setting, integrated clinical and support services are provided to ensure the best quality of living for people who are dying, and for their families.

*(adapted from British Columbia, MOH A Provincial Framework for End of Life Care, 2006).*

**Ethical (ethically):** An individual's fundamental disposition toward what is morally good and right, and the associated action (e.g., the action an individual recognizes or



believes to be the best outcome in a particular situation). Principles of ethics in health care include justice, autonomy, beneficence, and non-maleficence.

*(adapted from ACCC Canadian Educational Standards for Personal Care Providers, 2012).*

**Family:** A family is whoever the person identifies as their family. This could include their biological family, significant others, and others associated with their support system, conditional on whom the person identifies.

**Goals of Care Discussion:** A discussion between a patient (or his/her Substitute Decision Maker if the patient lacks capacity) and healthcare provider(s) addresses the patient's goals for his or her care in the context of healthcare consent and decision-making in advanced illness.

The purpose of these discussions is to outline the patient's values, beliefs, wishes, perception of quality of life and what he or she characterizes as meaningful and important. Other elements include the patient's understanding of current health conditions, prognosis, and likely course of events if his or her goals of care are applied to potential treatment decisions. The goals of care discussion provides the foundation for decision-making and will often include the development of (and obtaining informed consent to) a plan of treatment.

*(Ontario Palliative Care Network. Key Palliative Care Concepts and Terms [Internet]. Toronto) (ON): The Network; 2017 [update 2017; cited 2018 November 2]. Retrieved November 6, 2020 from*

[https://www.ontariopalliativecarenetwork.ca/sites/opcn/files/KEY\\_PALLIATIVE\\_CARE\\_CONCEPTS\\_AND\\_TERMS.pdf](https://www.ontariopalliativecarenetwork.ca/sites/opcn/files/KEY_PALLIATIVE_CARE_CONCEPTS_AND_TERMS.pdf).

**Holistic health care:** A state of well-being in all dimensions of one's life and caring for all dimensions of the person; physical, emotional, social, spiritual and cognitive.

*(Sorrentino, Sheila A., et al. Mosby's Canadian textbook for the support worker. Toronto, ON: Elsevier Canada, 2018. 4th Edition p. 49).*

**Household management services:** The activities required to support clients and their families within their homes. These services include light housekeeping activities such as cleaning, vacuuming, dusting, laundry, making beds, meal and snack preparation, shopping, running errands and accompanying clients, as determined by the plan of care.

**Instrumental activities of daily living (IADLs):** The complex and necessary skills needed to successfully live independently. These IADLs may include assisting the client with handling finances, assisting with management of medications, arranging transportation, shopping, preparing meals, assisting with using a telephone or other communication devices, and doing housework and basic home maintenance.

*(Sorrentino, Sheila A., et al. Mosby's Canadian textbook for the support worker. Toronto, ON: Elsevier Canada, 2018. 4th Edition p. 4).*

**Interprofessional team:** Individuals who by working together provide personal and supportive care, and/or home management services to clients to promote optimal levels of health and well-being. The team may consist of different configurations of the client, regulated health professionals and other professionals, unregulated care providers, and other caregivers (including the client's family and/or responsible person). Within the team, the client remains its centre and client-directed care its focus.

*(adapted from ACCC Canadian Educational Standards for Personal Care Providers, 2012).*

Note: *Interprofessional team is also known in some health care settings as interdisciplinary team or health care team.*

**Life-limiting illnesses:** A type of illness for which there is no cure and death is inevitable, either in childhood or early adulthood.

*(adapted from the ICPCN <http://www.icpcn.org/faq/> (Retrieved April 23, 2020).*

**Life-threatening illnesses:** A type of illness where there is a possibility of a cure or remission, failure of which will lead to death. Cancer is an example of a life-threatening condition.

*(adapted from the ICPCN <http://www.icpcn.org/faq/> (Retrieved April 23, 2020).*

**Most accountable person:** The individual most able to assist a client with competent medication management and/or care in accordance with the plan of care and agency policy; may be the client, client's family member or significant other member of the client's support system.

*(adapted from O. Reg. 79/10, s. 5.)*

**Neglect:** The failure to provide a client with the treatment, care, services or assistance required for health, safety or well-being, and includes inaction or a pattern of inaction that jeopardizes the health, safety or well-being of others. *(adapted from O. Reg. 79/10, s. 5.)*

Note: *See the definition for Abuse earlier in this Glossary.*

**Palliative Approach to Care:** An approach to care that uses palliative care principles (e.g., dignity, hope, comfort, quality of life, relief of suffering) with people facing chronic, life-limiting conditions at all stages, not just at the end of life. It reinforces personal autonomy, the right for persons to be actively involved in their own care and a greater sense of control for individuals and families.

*[from the Joint Position Statement – The palliative approach to care and the role of the nurse, Canadian Nurses Association (CNA), the Canadian Hospice Palliative Care Association (CHPCA) and the Canadian Hospice Palliative Care Nurses Group (CHPC-NG), June 2015] Retrieved March 22, 2021, from [https://www.cna-aiic.ca/~media/cna/page-content/pdf-en/the-palliative-approach-to-care-and-the-role-of-the-nurse\\_e.pdf](https://www.cna-aiic.ca/~media/cna/page-content/pdf-en/the-palliative-approach-to-care-and-the-role-of-the-nurse_e.pdf).*

**Palliative care:** A type of care aimed at relieving suffering and improving the quality of life for persons who are living with, or dying from, advanced illness or are bereaved. Palliative care is a special kind of health care for individuals and families who are living with a life-limiting illness that is usually at an advanced stage. The goal of palliative care is to provide comfort and dignity for the person living with the illness as well as the best quality of life for both this person and their family.

*(adapted from Hospice Palliative Care Ontario, 2018).*

**Person-centred care:** An approach to supportive care where the person is viewed as a whole person. Person-centred care involves advocacy, empowerment and respect for each person's autonomy, voice, self-determination and participation in decision making.

*(adapted from Client Centred Care. (rev. suppl.) Toronto, Canada: Registered Nurses' Association of Ontario (2006)*

*Note: For this document, "person-centred care" also includes "client-centred care".*

**Person-directed care:** An approach to supportive care delivery where clients are considered the brokers of care and receive what they ask for. This involves the client taking an active role, controlling care delivery not just at the point of care, but in the broader healthcare system.

*(adapted from Registered Nurses Association of Ontario, 2006).*

*Note: For this document, "person-directed care" also includes "client-directed care".*

**Plan of care:** A client-centred plan of action that is based on client needs as assessed by the appropriate health care and/or service provider. The plan of care may be referred to by a variety of names in different agencies or jurisdictions, e.g. care plan, service plan. Client consent is necessary in order for the health care or service provider to provide treatment, care or services. Regulated health professionals and/or supervisors are accountable for the development of the plan of care, for the safe and competent implementation of these plans, for the evaluation of client outcomes, and for revisions to the plan of care, as required. Personal support workers are responsible for competently carrying out assigned supportive care actions as outlined in the plan of care and according to established policies and procedures. As members of the interdisciplinary team, personal support workers provide input into the development and ongoing review of the plan of care.

**Professional:** This includes all aspects of performance: communication, ethics, accountability, responsibility, respect, appearance (clean, modest and well fitted uniforms), utilization of knowledge and problem solving, and giving and receiving feedback in a positive manner. While personal support workers are not defined as regulated health care professionals, they are expected to behave in a professional manner. This means that they will conform to the technical, social, and ethical standards expected of an individual within the health care field, and would pursue ongoing growth and development activities.

*(adapted from ACCC Canadian Educational Standards for Personal Care Providers, 2012).*

**Recovery:** The personal process that people with mental illness go through in gaining control, meaning and purpose in their lives. Recovery involves different things for different people. For some, recovery means the complete absence of the symptoms of mental illness. For others, recovery means living a full life in the community while learning to live with ongoing symptoms. The goal of many mental health services and treatments is now recovery.

*(Retrieved Nov. 4, 2020 from <https://toronto.cmha.ca/mental-health-2/your-mental-health/recovery/#:~:text=Mental%20Health%20%C2%BB%20Recovery-.Recovery,the%20symptoms%20of%20mental%20illness>).*

**Regulated health professionals:** Those individuals who are members of a health regulatory college and who hold a valid certificate of registration from that college, as set out under the [Regulated Health Professions Act,\(RHPA\) 1991](#), and any accompanying health profession specific Acts (as listed in Schedule I of the RHPA). Regulated Health Professionals (as a function of the RHPA and their respective health profession-specific Acts) have specified profession-specific scopes of practice, professional designations and are able to practise using certain restricted titles. They are also typically authorized to perform certain specified controlled acts as set out in the profession's own health profession-specific Act. Regulated health professionals included in the RHPA that the personal support worker may interact with include but are not limited to; chiropodists, chiropractors, dentists, denturists, dietitians, occupational therapists, optometrists, massage therapists, pharmacists, psychologists, physicians, physiotherapists, registered nurses and registered practical nurses and respiratory therapists.

**Responsive behaviours:** Personal expressions or behaviours that often indicate an unmet need in a person whether cognitive, physical, emotional, social, environmental or other, or a response to circumstances within the social or physical environment that may be frustrating, frightening or confusing to a person. Such behaviours cannot always be controlled, e.g. if the client has dementia. In such cases the behaviour is a direct response to the illness, where the client may not be aware of their actions.

*(adapted from the Long-Term Care Homes Act, 2007 Reg. 79/10).*

**Restorative care:** A type of care that is focused on the goal of maintaining or improving clients' functional or cognitive capacities in all aspects of daily living, to the extent of the client's abilities in order to promote and maximize independence. Restorative care is integrated into the care that is provided to clients and provided on an ongoing basis. Restorative care is planned, implemented and evaluated by nursing personnel with the assistance of personal support workers and other service providers, as needed. Restorative care can include therapy services. Therapy services require specific expertise and must be delivered by appropriate regulated health professionals (e.g., physiotherapists) or care staff working with appropriate education and training under the direction of the regulated health professional, in accordance with all applicable legislation (e.g., [Long-Term Care Homes Act, 2007](#), [Regulated Health Professions Act, 1991](#), Health Profession-Specific Acts, etc.).

**Standard Precautions:** Precautions that aim to prevent the spread of infection from blood, body fluids, secretions, excretions, non-intact skin, and mucous membranes, and include the following: hand hygiene, gloves, masks and eye protection, gowns, care of equipment and linen, and environmental control. These standard precautions are also known as routine practices or standard practices.

*Sorrentino, Sheila A., et al. Mosby's Canadian textbook for the support worker. Toronto, ON: Elsevier Canada, 2018. 4th Edition p. 444-446.*

**Supportive Care:** Holistic health care delivered to the client by the personal support worker which is characterized as person-centred, person-directed and culturally sensitive. In the provision of supportive care as a member of the interprofessional team and the personal support worker contributes to and is directed by the client's plan of care and employer policies and procedures. In some health care settings, "client-centred" is used in place of "person-centred".

**Therapeutic relationship:** The therapeutic relationship is grounded in an interpersonal process that occurs between the personal support worker and the client(s). Therapeutic relationship is a purposeful, goal directed relationship that is directed at advancing the best interest and outcome of the client.

*(Adapted from the RNAO best practice guidelines, 2006).*

**Unregulated care providers:** Care providers or assistant personnel who provide personal care, health services and home management activities. Unregulated care providers are not licensed or registered members of a health regulatory college/body do not have a legislated scope of practice, protected title or a set of professional standards for practice. Personal support workers are unregulated care providers.

*(adapted from the Canadian Nurses Association, 2008).*

# Essential employability skills

All graduates of the Personal Support Worker program of instruction must have reliably demonstrated the essential employability skills learning outcomes listed below, in addition to achieving the [vocational learning outcomes](#) and meeting the [general education requirement](#).

## Context

Essential Employability Skills (EES) are skills that, regardless of a student's program or discipline, are critical for success in the workplace, in day-to-day living and for lifelong learning.

The teaching and attainment of these EES for students in, and graduates from, Ontario's Colleges of Applied Arts and Technology, Private Career Colleges and District School Boards are anchored in a set of three fundamental assumptions:

- these skills are important for every adult to function successfully in society today;
- our colleges are well equipped and well positioned to prepare graduates with these skills; and
- these skills are equally valuable for all graduates, regardless of the level of their credential, whether they pursue a career path, or they pursue further education.

## Skill categories

To capture these skills, the following six categories define the essential areas where graduates must demonstrate skills and knowledge.

- Communication
- Numeracy
- Critical thinking & problem solving
- Information management
- Interpersonal
- Personal

# Application and implementation

In each of the six skill categories, there are a number of defining skills, or sub skills, identified to further articulate the requisite skills identified in the main skill categories. The following chart illustrates the relationship between the skill categories, the defining skills within the categories and learning outcomes to be achieved by graduates from all postsecondary programs of instruction.

EES may be embedded in General Education or vocational courses, or developed through discrete courses. However these skills are developed, all graduates must be able to reliably demonstrate the essential skills required in each of the six categories.

## **Skill category: communication**

### **Defining skills**

Skill areas to be demonstrated by graduates:

- reading
- writing
- speaking
- listening
- presenting
- visual literacy

### **Learning outcomes**

The graduate has reliably demonstrated the ability to:

1. communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.
2. respond to written, spoken or visual messages in a manner that ensures effective communication.

## **Skill category: numeracy**

### **Defining skills**

Skill areas to be demonstrated by graduates:

- understanding and applying mathematical concepts and reasoning
- analyzing and using numerical data
- conceptualizing

### **Learning outcomes**

The graduate has reliably demonstrated the ability to:

1. execute mathematical operations accurately

### **Skill category: critical thinking and problem solving**

#### **Defining skills**

Skill areas to be demonstrated by graduates:

- analyzing
- synthesizing
- evaluating
- decision making
- creative and innovative thinking

### **Learning outcomes**

The graduate has reliably demonstrated the ability to:

1. apply a systematic approach to solve problems.
2. use a variety of thinking skills to anticipate and solve problems.

### **Skill category: information management**

#### **Defining skills**

Skill areas to be demonstrated by graduates:

- Gathering and managing information
- Selecting and using appropriate tools and technology for a task or a project
- Computer literacy
- Internet skills

### **Learning outcomes**

The graduate has reliably demonstrated the ability to:

1. locate, select, organize and document information using appropriate technology and information systems.
2. analyze, evaluate and apply relevant information from a variety of sources.



## **Skill category: interpersonal**

### **Defining skills**

Skill areas to be demonstrated by graduates:

- Teamwork
- Relationship management
- Conflict resolution
- Leadership
- Networking

### **Learning outcomes**

The graduate has reliably demonstrated the ability to:

1. show respect for the diverse opinions, values, belief systems and contributions of others.
2. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

## **Skill category: personal**

### **Defining skills**

Skill areas to be demonstrated by graduates:

- Managing self
- Managing change and being flexible and adaptable
- Engaging in reflective practices
- Demonstrating personal responsibility

### **Learning outcomes**

The graduate has reliably demonstrated the ability to:

1. manage the use of time and other resources to complete projects.
2. take responsibility for one's own actions, decisions and their consequences.

# General education requirement

## Requirement

Within the Minister's Binding Policy Directive (2009), it is stated on Page 14 that General Education Requirements at the certificate level are "locally determined, however it is desirable that graduates at this level will have been engaged in learning that incorporates some breadth beyond the vocational field of study, especially in programs of Instruction intended to lead to further postsecondary study in a related field".

Given this statement, education providers may include some breadth beyond the vocational field, e.g. themes of arts in society, civic life, social and cultural understanding, personal understating, and science and technology.

## Purpose

The purpose of General Education in the curriculum is to contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; who are able to establish meaning through this consciousness; and who, as a result, are able to contribute thoughtfully, creatively and positively to the society in which they live and work.

General Education strengthens students' essential employability skills, such as critical analysis, problem solving and communication, in the context of an exploration of topics with broad-based personal and/or societal importance.

## Themes

The themes listed below may be used to provide direction to the education providers in the development and identification of courses that relate to the General Education Requirement for programs of instructions.

Each theme provides a statement of Rationale and offers suggestions related to more specific topic areas that could be explored within each area. These suggestions are neither prescriptive nor exhaustive. They are included to provide guidance regarding the nature and scope of content that would be judged as meeting the intent and overall goals of General Education.

### **Arts in society:**

Rationale:

The capacity of a person to recognize and evaluate artistic and creative achievements

is useful in many aspects of his/her life. Since artistic expression is a fundamentally human activity, which both reflects and anticipates developments in the larger culture, its study will enhance the student's cultural and self-awareness.

Content:

Courses in this area should provide students with an understanding of the importance of visual and creative arts in human affairs, of the artist's and writer's perceptions of the world and the means by which those perceptions are translated into the language of literature and artistic expression. They will also provide an appreciation of the aesthetic values used in examining works of art and possibly, a direct experience in expressing perceptions in an artistic medium.

### **Civic Life:**

Rationale:

In order for individuals to live responsibly and to reach their potential as individuals and as citizens of society, they need to understand the patterns of human relationships that underlie the orderly interactions of a society's various structural units. Informed people will have knowledge of the meaning of civic life in relation to diverse communities at the local, national and global level and an awareness of international issues and the effects of these on Canada, as well as Canada's place in the international community.

Content:

Courses in this area should provide students with an understanding of the meaning of freedoms, rights and participation in community and public life, in addition to a working knowledge of the structure and function of various levels of government (municipal, provincial, national) in a Canadian and/or in an international context. They may also provide an historical understanding of major political issues affecting relations between the various levels of government in Canada and their constituents.

### **Social and cultural understanding:**

Rationale:

Knowledge of the patterns and precedents of the past provide the means for a person to gain an awareness of his or her place in contemporary culture and society. In addition to this awareness, students will acquire a sense of the main currents of their culture and that of other cultures over an extended period of time in order to link personal history to the broader study of culture.

Content:

Courses in this area are those that deal broadly with major social and cultural themes.

These courses may also stress the nature and validity of historical evidence and the variety of historical interpretation of events. Courses will provide the students with a view and understanding of the impact of cultural, social, ethnic or linguistic characteristics.

### **Personal understanding:**

Rationale:

Educated people are equipped for life-long understanding and development of themselves as integrated physiological and psychological entities. They are aware of the ideal need to be fully functioning persons: mentally, physically, emotionally, socially, spiritually and vocationally.

Content:

Courses in this area will focus on understanding the individual: his or her evolution; situation; relationship with others; place in the environment and universe; achievements and problems; and his or her meaning and purpose. They will also allow students the opportunity to study institutionalized human social behaviour in a systematic way. Courses fulfilling this requirement may be oriented to the study of the individual within a variety of contexts.

### **Science and technology:**

Rationale:

Matter and energy are universal concepts in science, forming a basis for understanding the interactions that occur in living and non-living systems in our universe. Study in this area provides an understanding of the behaviour of matter that provides a foundation for further scientific study and the creation of broader understanding about natural phenomena.

Similarly, the various applications and developments in the area of technology have an increasing impact on all aspects of human endeavour and have numerous social, economic and philosophical implications. For example, the operation of computers to process data at high speed has invoked an interaction between machines and the

human mind that is unique in human history. This and other technological developments have a powerful impact on how we deal with many of the complex questions in our society.

Content:

Courses in this area should stress scientific inquiry and deal with basic or fundamental questions of science rather than applied ones. They may be formulated from traditional basic courses in such areas of study as biology, chemistry, physics, astronomy, geology or agriculture. As well, courses related to understanding the role and functions of computers (e.g., data management and information processing) and assorted computer-related technologies should be offered in a non-applied manner to provide students with an opportunity to explore the impact of these concepts and practices on their lives.

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978-1-4868-5458-5 PDF