



# **Personal Support Worker Program Standard**

*The approved program standard for  
Personal Support Worker program of  
instruction leading to an Ontario College  
Certificate delivered by Ontario Colleges  
of Applied Arts and Technology (MTCU  
funding code 41469)*

**Ministry of Training, Colleges and Universities  
July 2014**

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# I. Introduction

*This document is the Program Standard for the Personal Support Worker program of instruction leading to an Ontario College Certificate delivered by Ontario colleges of applied arts and technology (MTCU funding code 41469).*

## Development of System-Wide Program Standards

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 and Evaluation Unit of the Ministry of Training, Colleges and Universities have responsibility for the development, review and approval of system-wide standards for programs of instruction at Ontario colleges of applied arts and technology.

## Program Standards

Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program 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).

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 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. Individual colleges 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 of 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 curriculum matters 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 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 ensuring that college graduates have the skills required to be successful both upon graduation from the college program and throughout their working and personal lives.

A program standard is developed through a broad consultation process involving a range of stakeholders with a direct interest in the program area, including employers, professional associations, universities, secondary schools and program graduates working in the field, in addition to students, faculty and administrators at the colleges themselves. It represents a consensus of

participating stakeholders on the essential learning that all program graduates should have achieved.

## Updating the Program Standard

The Ministry of Training, Colleges and Universities will undertake regular reviews of the vocational learning outcomes for this program to ensure that the Personal Support Worker Program 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 release, please contact the Ministry of Training, Colleges and Universities at the address or email address noted on the inside cover page.

## II. Vocational Standard

*All graduates of Personal Support Worker programs have achieved the fourteen (14) vocational learning outcomes (VLOs) listed in the following pages, in addition to achieving the essential employability skills (EES) learning outcomes.*

### Preamble

The Personal Support Worker (PSW) program prepares graduates to provide supportive care\* to individuals across the lifespan including clients<sup>1</sup> experiencing cognitive impairment, physical disability and mental health challenges, by assisting them with their activities of daily living\*. Graduates may find entry-level employment in a variety of care settings\* including community, retirement homes, long-term care homes and hospitals.

As valuable members of the interprofessional care/service 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/service plan\*. Graduates use basic assessment and communication skills to identify and document relevant information pertaining to clients' status and report finding to members of the interprofessional care/service team\* and/or responsible person. Graduates are accountable for their own actions in the provision of ethical\*, client-centred\*, client-directed\* and culturally relevant\* care while recognizing the limits of their knowledge and skills that require collaboration with clients, families, supervisors and/or other members of the interprofessional care/service 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 and develop helping relationships\* with clients and their families and assist clients with routine activities of daily living\* and instrumental activities of daily living\* as directed by the plan of care/service plan\*. Graduates promote a safe and comfortable environment for all clients and in particular for clients experiencing responsive behaviours\*, risk for abuse and/or clients requiring 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. Graduates should contact individual colleges for further details.

\*See Glossary

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<sup>1</sup> Client refers to an individual who requires personal care and support services from personal support workers. Clients may come from all ages across the lifespan and may be experiencing one or more physical, cognitive, emotional, spiritual, and/or behavioural challenges. In some care settings, a client may be referred to as a patient or a resident (adapted from ACCC. Canadian Educational Standards for Personal Care Providers, 2012).

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

# 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 community, retirement homes, long-term care homes and/or hospital care settings\* in accordance with all applicable legislation and employer's job description, policies, procedures and guidelines.**
- 2. act responsibly and be accountable for own actions while recognizing the boundaries of knowledge and skills within the personal support worker role that require collaboration with the clients, families, supervisors and/or other members of the interprofessional care/service team\*.**
- 3. participate as a member of the interprofessional care/service team\* and maintain collaborative working relationships in the provision of supportive care\* in community, retirement homes, long-term care homes and/or hospital care settings\*.**
- 4. provide client-centred\* and client-directed\* care that is based on ethical\* principles, sensitive to diverse client and family values, beliefs and needs, and which follows the direction of the plan of care/service plan\*.**
- 5. establish and maintain helping relationships\* with clients and their families reflecting open communication, professional\* boundaries, employer's policies and adhering to confidentiality and privacy legislation.**
- 6. identify relevant client information using basic assessment and communication skills and report and document findings in accordance with the requirements of employer policies and procedures and all applicable legislation.**
- 7. promote and maintain a safe and comfortable environment for clients, their families, self and others including the implementation of infection prevention and control measures and emergency first aid procedures that are in keeping with the plan of care/service plan\*, employer policies and procedures, and all applicable legislation.**
- 8. assist clients across the lifespan with routine activities of daily living\* by applying basic knowledge of growth and development, common alterations in functioning, disease prevention, health**

**promotion and maintenance, rehabilitation and restorative care\*.**

- 9. assist clients with medication\* in keeping with the direction of the plan of care/service plan\* and under the direction and monitoring of a regulated health professional\* or most accountable person\* and in accordance with all applicable legislation and employer's policies.**
- 10. assist with household management tasks\* and instrumental activities of daily living\* in accordance with the plan of care/service plan\* and considering the preferences, comfort and safety of clients, families and significant others.**
- 11. assist clients who are caring for dependent individuals\* considering client and family choices, professional\* boundaries and the direction of the plan of care/service plan\*.**
- 12. identify and report situations of neglect, and potential, alleged or witnessed/actual incidents of abuse, and respond in accordance with all applicable legislation and employer's policies and procedures.**
- 13. assist in the provision of culturally relevant\* palliative and end-of-life care\* to clients experiencing life threatening illness and to their families and significant others, from diagnosis through death and bereavement, and in accordance with clients' choices and the plan of care/service plan\*.**
- 14. use identified approaches and best practices to support positive and safe behaviour in clients experiencing cognitive impairment, mental health challenges and/or responsive behaviours\*.**

*Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, or weighting of significance.*

*\*See Glossary*

## The Vocational Learning Outcomes

1. *The graduate has reliably demonstrated the ability to*

**work within the personal support worker role in community, retirement homes, long-term care homes and/or hospital care settings\* in accordance with all applicable legislation and employer's job description, policies, procedures and guidelines.**

### Elements of the Performance

- i. Identify the role that the personal support worker has in the provision of client centred\* and client-directed\* care.

#### **Performance Objectives**

- a) Identify and discuss the general skills and responsibilities associated with the personal support worker role.
  - b) Discuss the concept of quality improvement as it relates to the personal support worker role.
- ii. Identify and compare roles and responsibilities between unregulated care providers\* and regulated health professionals\*.

#### **Performance Objectives**

- a) 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*.
  - b) 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.
- iii. Perform activities within the guidelines set by job descriptions, personal competence, as well as current and all applicable legislation.

#### **Performance Objectives**

- a) 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*.

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

### **Performance Objectives**

- a) Locate and follow information, policies and guidance related to tasks performed as a personal support worker.
  - b) Perform all tasks, including the performance of any controlled acts\* in specified circumstances by exception<sup>2</sup> and/or delegation<sup>3</sup>, in accordance with all applicable legislation, employer policies and as required following appropriate requirements, guidance and supervision from regulated health professionals\*.
  - c) Identify and discuss the potential risk to clients and implications for the personal support worker related to performing controlled acts beyond one's job description, employer policy and all applicable legislation.
- v. Adapt to variations in tasks and routines between care settings\*, and within role expectations as defined by employers or clients, and within the bounds of personal ability and all applicable legislation.

### **Performance Objectives**

- a) Distinguish the level of care in a variety of care settings\* where personal support workers work (e.g. clients' homes, group homes, long-term care homes, hospitals, retirement homes, community outreach services, support services to assisted living units, as an escort to the clients when traveling, schools, and workplaces).
- b) Discuss the impact of different care settings\* (i.e., community, retirement homes, long-term care homes and hospitals) on the role expectations of a personal support worker.

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<sup>2</sup> Exception – as set out in section 29 of the *Regulated Health Professions Act, 1991 (RHPA)* as well as in regulations under that statute, persons who are not otherwise authorized to perform controlled acts, may perform certain of those controlled acts in some specified circumstances, such as where the person performing the controlled act is assisting a person with his/her routine activities of daily living.

<sup>3</sup> Delegation – the transfer of authority to perform a controlled act\* procedure from a person who is authorized to perform the controlled act procedure (e.g. under the authority of a health profession Act) to a person who is not otherwise authorized to perform that controlled act procedure. Delegation requires teaching and authorization that the person accepting the delegation is competent to safely perform the controlled act procedure (College of Nurses of Ontario (2013), Working with Unregulated Care Providers). Any such delegation must also be in accordance with any applicable regulation made under the relevant health profession-specific Act governing the delegating regulated health profession, where that delegating individual's health regulatory college has made such a regulation. In addition, individual health regulatory colleges may also have policies on the subject of delegation by the members of that college.

- vi. Identify and follow employer's policies and procedures that apply to the personal support worker role.

**Performance Objectives**

- a) Discuss a variety of employer policies and procedures that apply to the personal support worker role while in placement settings.

\*See Glossary

2. *The graduate has reliably demonstrated the ability to.*

**act responsibly and be accountable for own actions while recognizing the boundaries of knowledge and skills within the personal support worker role that require collaboration with the client, family, supervisor and/or other members of the interprofessional care/service team.**

### **Elements of the Performance:**

- i. Act within the personal support worker role as an individual worker and as a member of the interprofessional care/service team.

#### **Performance Objectives**

- a) Assume responsibility for own actions; admit mistakes, take corrective action; and take steps to prevent repetition of a mistake.
  - b) Recognize when appropriate actions and/or approaches exceed one's knowledge, skill and ability and seek appropriate guidance.
- ii. Use problem-solving skills and critical thinking skills both as an individual care provider and as a member of the interprofessional care/service team.

#### **Performance Objectives**

- a) Use a systematic approach to problem-solving skills and critical thinking both as an individual care provider and as a member of a care/service team.
  - b) Select the most appropriate action and/or approach from available and pre-determined options.
- iii. Reflect on one's own practice to identify gaps in personal knowledge and skills and seek opportunities to learn.

#### **Performance Objectives**

- a) Identify gaps in required knowledge and skills and take ownership and responsibility to find resources to address them.
- b) Identify personal strengths and areas to improve, and relate them to the quality of support provided clients.
- c) Refer issues beyond one's role to the appropriate member of the interprofessional care/service team.
- d) Identify personal needs to maintain/enhance one's own skills and knowledge; seek opportunities to meet identified needs.
- e) Take initiative in pursuing lifelong learning.

- iv. Identify when additional training is required, seek appropriate guidance and take the actions necessary to attain the required knowledge and skill.

### **Performance Objectives**

- a) 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.
- v. Exhibit behaviours that contribute to professional\* success, such as reliability, regular attendance, punctuality, efficiency, a neat clean appearance, and attitudes and behaviours that reflect positively upon the role and the employer.

### **Performance Objectives**

- a) Give reasonable notice if changes need to be made in the work schedule as per employer policies and procedures.
- b) Treat the belongings of clients with respect and care.
- c) Complete work as assigned and notify responsible person if unable to do so.
- d) Dress appropriately for safety, the work to be done, the setting in which it is to be done and any employer guidelines.
- vi. Apply time management techniques in day-to-day work.

### **Performance Objectives**

- a) Balance multiple demands within a reasonable time frame.
- b) Set priorities in keeping with safe work practices.
- c) Use organizational skills to enhance work efficiency.
- d) Recognize when duties required exceed time constraints or are too complex for the time provided and work with clients and/or supervisor to resolve the issue.
- vii. Identify and use resources and techniques to manage stress in the personal support worker role.

### **Performance Objectives**

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

\*See Glossary

3. *The graduate has reliably demonstrated the ability to*

**participate as a member of the interprofessional care/service team\* and maintain collaborative working relationships in the provision of supportive care\* within community, retirement homes, long-term care homes and/or hospital care settings\*.**

## Elements of the Performance:

- i. Identify the roles that the interprofessional care/service team\* members, including personal support workers, have in the provision of optimal support and care.

### **Performance Objectives**

- a) Describe the roles and responsibilities of the interprofessional care/service team\* including clients, their families, employers, supervisors and other care/service providers.
- b) Describe the personal support worker role within the interprofessional care/service team\*.
- c) Identify clients and family members as integral to the interprofessional care/service team\*.

- ii. Develop and maintain respectful work relationships with other interprofessional care/service team\* members.

### **Performance Objectives**

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

- iii. Communicate relevant client information to members of the interprofessional care/service team\* in an ongoing and timely manner.

### **Performance Objectives**

- a) Communicate to members of the interprofessional care/service team\*, specifically 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.
- b) Assist the interprofessional care/service team\* by contributing suggestions regarding clients' plan of care/service plan\*

- iv. Work and learn as a participating member of the interprofessional care/service team\*.

**Performance Objectives**

- a) Seek out information and request support and guidance from the supervisor, or other members of the interprofessional care/service team\* where appropriate.
  - b) Work together with others to ensure the best client outcomes.
  - c) Assist and provide help to other members of the interprofessional care/service team\* within one's level of knowledge and skill.
- v. Accept and act upon constructive feedback from clients, families, supervisors, and interprofessional care/service team\* members.

**Performance Objectives**

- a) Differentiate between constructive and destructive feedback.
  - b) Seek out feedback when appropriate to enhance skills and professionalism.
- vi. Assist in promoting the quality, effectiveness and efficiency of care delivered by the interprofessional care/service team\*.

**Performance Objectives**

- a) Assist in the development of clients' plan of care/service plan\*.
- b) Define and describe common quality improvement processes.
- c) Discuss how the personal support worker can contribute to quality improvement processes and workplace wellness.
- d) Identify opportunities to participate in committees and groups within employment settings.

\*See Glossary

4. *The graduate has reliably demonstrated the ability to*

**provide client-centred\* and client-directed\* care that is based on ethical\* principles, sensitive to diverse client and family values, beliefs and needs, and which follows the direction of the plan of care/service plan\*.**

## Elements of the Performance:

- i. Respect clients' right to autonomy, dignity, privacy and confidentiality at all times.

### **Performance Objectives**

- a) Identify and describe personal ethics including justice, honesty, integrity, caring and fairness.
- b) Identify and describe health care ethics including autonomy, privacy, confidentiality, beneficence and nonmaleficence.
- c) Discuss how ethical\* principles are applied in the personal support worker role.
- d) 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.*

- ii. Promote client independence.

### **Performance Objectives**

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

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

### **Performance Objectives**

- a) Identify that clients have a variety of life experiences and methods of meeting needs that are unique to the individual.
- b) Discuss the importance of these needs - physical, emotional, mental, social, recreational, spiritual, intimacy, sexual and cultural, to clients and apply this information as appropriate to their work.
- c) Respect individual rights and preferences, specifically regarding lifestyle diversity.
- d) Encourage the maintenance of clients' relationships with those individuals important to them.
- e) Discuss the importance to clients of any condition or changes in function.
- f) Respect clients' right to privacy, independence and to be treated with dignity regardless of clients' abilities.
- g) Identify what clients enjoy and support clients in maintaining roles and activities of interest.

- iv. Provide care that respects clients' right to make choices, decisions and to direct supportive care\* while maintaining clients' independence.

### **Performance Objectives**

- a) Differentiate between client-centred\* and client-directed\* care.
  - b) Identify all applicable legislation including Human Rights Code; Health Care Consent Act, 1996; Substitute Decisions Act, 1992; and how these rights affect the personal support worker's role.
  - c) Differentiate between the issue of risk-taking and responsibility for safety; clarify issues of concern with support of supervisor.
  - d) Relate clients' right to make choices, take risks and have control over her/his life to individuals' sense of self and dignity.
  - e) Discuss strategies to handle clients' refusal of care or deviation from the established plan of care/service plan\*.
  - f) Identify situations where a substitute decision-maker authorized to make decisions for an incapable client, including a person exercising a power of attorney (POA) for personal care, can make a decision for clients.
  - g) Seek direction from supervisor when dealing with conflicts involving family and substitute decision-makers authorized to make decisions for an incapable client, including a person exercising a power of attorney (POA) for personal care.
  - h) Support clients in communicating their wants and needs to caregivers to facilitate positive change.
- v. Provide supportive care\* to clients and their families which respect their cultural and linguistic practices, spiritual beliefs and sexual orientation.

### **Performance Objectives**

- a) Discuss the impact of one's own values, as well as individual attitudes toward other groups, on one's ability to provide assistance and support to clients.
  - b) Identify the cultural significance of clients' health, ongoing conditions, illness, or impending death, as well as attitudes toward support services and/or health care.
  - c) Identify and respect ways in which clients' cultures may influence communication.
  - d) Identify need for cultural/spiritual information as it relates to clients' needs and consult with supervisor.
  - e) Discuss the impact of personal behaviours that may be seen as discriminatory and take measures to eliminate/modify these behaviours.
- vi. Identify and respect clients' definitions of family structure and the roles and responsibilities of clients, their families and significant others.

### **Performance Objectives**

- a) Identify the role(s) of family and friends, including the significance of their role to clients.
- b) Identify their personal expectations about the role of friends and family and how those expectations can impact work with clients and their families.
- c) Identify factors that might affect clients' and family members' acceptance of support.
- d) Identify common conflicts that may occur between clients, other caregivers and

support workers and identify resources to assist with conflict resolution.

\*See Glossary

5. *The graduate has reliably demonstrated the ability to*

**establish and maintain helping relationships\* with clients and their families reflecting open communication, professional\* boundaries, employer's policies and adhering to confidentiality and privacy legislation.**

### **Elements of the Performance:**

- i. Use basic principles of helping relationships\* when providing care.

#### **Performance Objectives**

- a) Explain the concept of the helping relationship\*.
- b) Identify and describe the characteristics of the helping relationship\*.
- c) Describe the concept of interpersonal relationships and identify how these relationships establish and maintain the client-personal support worker roles.

- ii. Establish and maintain professional\* boundaries within helping relationships\*.

#### **Performance Objectives**

- a) Describe and discuss the importance of professional\* boundaries within helping relationships\*.
- b) Identify and describe behaviours associated with appropriate client-personal support worker and family-personal support worker boundaries.
- c) Ensure that personal activities and needs do not interfere with judgment and performance as a personal support worker.
- d) Refrain from imposing personal problems, lifestyle and opinion onto clients.

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

#### **Performance Objectives**

- a) Identify all applicable legislation regarding privacy and confidentiality as well as 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)* and discuss how clients' rights affect the personal support worker's role.
- b) Describe breaches of confidentiality.

- iv. Use a positive and caring attitude, empathy, respect, and sensitivity to diversity when interacting with clients and their families.

**Performance Objectives**

- a) Identify how verbal and non-verbal communication may be shaped by cultural practices.
- v. Use and adapt communication skills with clients with diverse needs, their families and support systems.

**Performance Objectives**

- a) Identify common barriers to communication and use techniques to minimize their impact in client-personal support worker relationships.
- b) Identify how one's own non-verbal communication may be interpreted by others.
- c) Examine one's own attitudes, beliefs and biases as they impact communication.
- d) Use communication techniques such as identifying clients' perspectives, responding to non-verbal communication, active listening, clarifying and giving clear feedback.
- e) Adapt communication (method, pace, tone, vocabulary) to facilitate understanding.
- f) Identify the influence that communication disorders and sensory deficits have on the clients' abilities to interact with their environment.
- g) Adapt communication to address the needs of clients with altered sensory abilities including vision, hearing, speech and language problems.
- h) Discuss the misuse of power and control in ineffective communication patterns.
- vi. Support clients' verbal and nonverbal communication using assistive devices according to the plan of care/service plan\*.

**Performance Objectives**

- a) Identify and use basic communication aids and techniques to facilitate communication e.g., sign boards, picture boards, communication cards and computer assisted communication technologies.
- vii. Use clear professional vocabulary when communicating with clients and their families and use strategies to ensure comprehension.

**Performance Objectives**

- a) Identify and use basic medical terminology.

- viii. Use interpersonal communication and conflict management skills to prevent and resolve conflicts in care-giving situations.

### **Performance Objectives**

- a) Identify common causes of conflict in the care giving situation.
- b) Identify and discuss approaches for preventing and resolving conflict in care giving situations.

\*See Glossary

6. *The graduate has reliably demonstrated the ability to*

**identify relevant client information using basic assessment and communication skills and report and document findings in accordance with the requirements of employer policies and procedures and all applicable legislation.**

### Elements of the Performance:

- i. Complete regular and ongoing observations and basic assessment of clients' status, noting information relevant to the plan of care/service plan\*.

#### **Performance Objectives**

- a) Observe and report relevant clients' information e.g., changes in clients' status and/or service to appropriate members of the interprofessional team.
- ii. Take and record clients' pulse, respirations, electronic blood pressure, oxygen saturation and oral, axillary or tympanic temperature; comparing to clients' norms and take appropriate action as identified in the plan of care/service plan\*.

#### **Performance Objectives**

- a) Report variations from clients' normal vital signs to supervisor, registered staff or appropriate health team member or responsible person.
- b) Identify potential sources of measurement error in taking vital signs.
- iii. Measure and record height and weight following the plan of care/service plan\* and employer protocols and in accordance with all applicable legislation (e.g. *Long Term Cares Homes Act, 2007*).

#### **Performance Objectives**

- a) Report variations from clients' normal weight to supervisor or registered staff or appropriate health team member or responsible person.

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

### **Performance Objectives**

- a) Identify and use appropriate medical terminology.
- v. Complete checklists, care flow sheets, narrative notes and other forms of record-keeping thoroughly, accurately, promptly, and according to employer policies and procedures.

### **Performance Objectives**

- a) Describe the principles and legal obligations of documentation.
- b) Identify and discuss methods of recording and reporting client care information.
- c) Discuss clients' plan of care/service plan\* as a communication tool.
- vi. Document and communicate client care and changes in clients' condition to appropriate members of the interprofessional care/service team, using communication tools and technologies employed in the workplace environment.

### **Performance Objectives**

- a) Discuss the use of electronic health records and documentation.
- b) Identify and use communication technologies in a variety of care settings\* e.g., computers (tablets), mobile phones, fax machines.
- c) Discuss the use of current assessment instruments and systems used to promote quality care.
- d) Identify and discuss guidelines to protect privacy and confidentiality in documentation.

\*See Glossary

7. *The graduate has reliably demonstrated the ability to*

**promote and maintain a safe and comfortable environment for clients, their families, self and others including the implementation of infection prevention and control measures and emergency first aid procedures that are in keeping with the plan of care/service plan\*, employer policies and procedures, and all applicable legislation.**

## Elements of the Performance:

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

### **Performance Objectives**

- a) Identify and discuss responsibilities related to the *Occupational Health and Safety Act, R.S.O. 1990*.
  - b) Adhere to Workplace Hazardous Materials Information System (WHMIS).
  - c) Locate and adhere to employer's safety policies and procedures including organization's emergency preparedness plan.
  - d) Identify and discuss responsibilities related to the use of restraints in client care settings\*.
- ii. Identify and report to supervisor any safety risks in the environment and take measures to reduce or eliminate them.

### **Performance Objectives**

- a) Identify unsafe situations (risk assessment) in client care settings\* and take steps to prevent injury to clients, the personal support worker and others.
- iii. Implement practices that promote personal safety and the safety of clients and others in the care setting, which may include family members, significant others and other health/service providers.

### **Performance Objectives**

- a) Identify equipment and safety measures related to equipment commonly used in client care settings\*.
- b) Identify potential fire hazards in a client care setting\* and actions to take in event of fire.
- c) Handle and store hazardous products safely.
- d) Implement falls prevention techniques in community, retirement homes, long-term care homes and hospital care settings\*

- iv. Select and use personal protective equipment and infection prevention control measures in the provision of personal care and/or home management services in accordance with employer policies and procedures.

### **Performance Objectives**

- a) Identify the impact and hazards associated with the transmission of acquired infections related to antibiotic resistant organisms.
  - b) Identify steps to minimize transmission of micro-organisms, contamination or cross infection.
  - c) Identify steps to minimize the impact of common public health issues.
  - d) Identify and use routine practices including hand hygiene, personal protective equipment and environmental and administrative controls.
- v. Identify employer's emergency protocols and processes.

### **Performance Objectives**

- a) Know when and how to call for first responders such as paramedics, fire fighters, and police.
- vi. Apply appropriate emergency first aid assistance and report and document any emergency assistance given in accordance with employer policy.

### **Performance Objectives**

- a) Apply appropriate emergency aid measures to conscious or unconscious clients.
  - b) Apply cardiopulmonary resuscitation to infants, children and adults in keeping with Heart and Stroke Foundation standards, unless specific instructions against resuscitation are recorded in the plan of care/service plan\*.
  - c) Maintain First Aid and cardiopulmonary resuscitation (CPR) certifications with a Workplace Safety and Insurance Board (WSIB) approved provider.
- vii. Complete an incident report following an unusual occurrence, near miss or workplace injury, in accordance with employer policy and legislated requirements.

### **Performance Objectives**

- a) 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

8 *The graduate has reliably demonstrated the ability to*

**assist clients across the lifespan with routine activities of daily living\* by applying basic knowledge of growth and development, common alterations in functioning, disease prevention, health promotion and maintenance, rehabilitation and restorative care\*.**

## Elements of the Performance:

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

### **Performance Objectives**

- a) Identify clients' right to make choices in directing their own personal care.
- ii. Respect each client's personal and cultural preferences, pace and space when assisting with routine activities of daily living\*.

### **Performance Objectives**

- a) Report to supervisor if additional time is needed to accommodate clients' needs and preferences.
- iii. Assist clients' with routine activities of daily living\* by applying knowledge of how the body functions, normal aging, changes in function, and responses to common chronic or acute alterations in functioning.

### **Performance Objectives**

- a) Identify the stages of normal growth and development as they relate to the care of clients of diverse ages and abilities.
- b) Identify the basic structure and function of all human body systems.
- c) Identify the human musculoskeletal system including the names and locations of major bones, joints and muscles, age related changes, common diseases and disorders.
- d) Identify the structures and functions of the digestive system, age related changes, common diseases and disorders.
- e) Identify the structures and functions of the urinary system, age related changes, common diseases and disorders.
- f) Identify the structures and functions of the integumentary system, age related changes and common diseases and disorders.
- g) Identify the structures and function of the male and female reproductive systems, age related changes and common diseases and disorders.
- h) Identify the structures and functions of the cardiovascular and respiratory systems, age related changes and common diseases and disorders.
- i) Identify the structures and function of the nervous system, age related changes, common diseases and disorders.

- j) Identify the structures and function of the endocrine system, age related changes and common diseases and disorders.
  - k) Identify the structures and functions of the body senses, age related changes and common diseases and disorders.
- iv. 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**

- a) Identify and discuss basic concepts of risk prevention and reduction, health promotion and maintenance.
  - b) Discuss the basic concepts of convalescence, rehabilitative and restorative care\* and the modalities that may be used, including physical, occupational and speech therapy.
  - c) Discuss the basic concept of respite care and identify where respite services may be provided.
  - d) Identify barriers to clients' functioning (physical, social, emotional or cognitive).
  - e) Recognize factors which can influence the behaviour of clients who require assistance in routine activities of daily living\*.
  - f) Assist clients to maximize their ability and minimize the risk of harm, in keeping with clients' preferences and the plan of care/service plan\*.
- v. Use nutritional support techniques that are specific to clients' needs and condition and in accordance with the plan of care/service plan\* and all applicable legislation (e.g., *Long-Term Care Homes Act, 2007*; *Retirement Homes Act, 2010*).

### **Performance Objectives**

- a) 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.
- b) Assist clients with eating.
- c) Support dining as a social activity and enhance dining atmosphere.
- d) Measure and record daily intake and output if requested to by a physician, nurse or dietician.
- e) Identify enteral feeding methods, equipment, safety measures and signs of therapy complications.
- f) Identify common intravenous sites, equipment, safety measures and signs of therapy complications.

- vi. Provide hygiene and grooming assistance to clients, according to the plan of care/service plan\* 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**

- a) Identify and discuss all applicable legislation (e.g., *Long-Term Care Homes Act, 2007*; *Retirement Homes Act, 2010*) related to grooming and hygiene.
  - b) Complete 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 making an occupied bed.
- vii. Assist with measures to enhance bowel and bladder continence following the plan of care/service plan\* and employer protocols and in accordance with all applicable legislation (e.g., *Long-Term Care Homes Act, 2007*; *Retirement Homes Act, 2010*).

### **Performance Objectives**

- a) Use strategies to support clients' continence and independence regarding toileting.
  - b) Assist clients in using a bedpan and dispose of contents following routine practices.
  - c) Apply an external catheter using appropriate technique.
  - d) Empty urinary drainage bag of permanent catheter using clean technique.
  - e) Perform perineal care for clients with an indwelling catheter observing for signs and symptoms of infection.
  - f) Empty and change an ostomy bag as per plan of care/service plan\*.
  - g) Collect urine and specimens using clean technique.
  - h) Measure and record intake and output.
- viii. Use proper body mechanics, assistive devices and techniques to safely position, transfer, move and ambulate clients in accordance with the plan of care/service plan\*, employer policies and all applicable legislation (e.g., *Long-Term Care Homes Act, 2007*; *Retirement Homes Act, 2010*).

### **Performance Objectives**

- a) Differentiate between weight bearing (partial and full), non-weight bearing, lifting and transferring.
- b) Assist clients with ambulation and active and/or passive range of motion exercises in keeping with clients' wishes and/or the plan of care/service plan\*.
- c) Promote proper positioning and repositioning in bed and chair for comfort and safety of clients.
- d) Assist clients to move from one place to another using the appropriate transfer techniques and equipment.

- e) Provide for clients' and workers' safety using appropriate transfer techniques and equipment.
- f) Identify and report to supervisor a change in client condition which may necessitate a change in their ability-level for transfer and/or a need for reassessment.

\*See Glossary

9      *The graduate has reliably demonstrated the ability to*

**assist clients with medication\* in keeping with the direction of the plan of care/service plan\* and under the direction and monitoring of a regulated health professional\* or most accountable person\* and in accordance with all applicable legislation and employer's policies.**

## Elements of the Performance:

- i. Assist clients with medication\* in compliance with all applicable legislation (e.g., *Regulated Health Professions Act, 1991*; *Long-Term Care Homes Act, 2007*<sup>4</sup>; *Retirement Homes Act, 2010*<sup>5</sup>), agency policies and the role of the personal support worker.

### Performance Objectives

- a) Describe the ongoing role of the regulated health professional\* in the monitoring of the outcomes of drug therapy.
- b) 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 drugs under the *Long-Term Care Homes Act, 2007* and/or the *Retirement Homes Act, 2010*.
- c) Describe the general classifications of medications and the expected outcomes of their use.
- d) Identify and discuss employer policies as a source of guidance related to the personal support worker's ability to assist clients with medication\*.
- e) Identify and use the Institute for Safe Medication Practices. (ISMP) *List of Error-Prone Abbreviations, Symbols and Dose Designations*.

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<sup>4</sup> A personal support worker is not allowed to administer drugs (including natural health products 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 a drug 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>5</sup> A personal support worker, as a staff member of a licensed retirement home, can be permitted to administer a drug (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 drug 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 a drug to a resident where a member of a College, as defined in the *Regulated Health Professions Act, 1991*, supervises the administration of the drug 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 drug

- ii. Follow directions in the plan of care/service plan\* and act in accordance with all applicable legislation in the provision of assistance with oral, ear, eye, nose and topical<sup>6</sup>medications.

### **Performance Objectives**

- a) Read and comprehend drug label information.
  - b) List the “rights” of safe medication assistance practice.
  - c) Perform basic math calculations and conversions.
  - d) Accurately measure oral and topical medications according to directions.
  - e) Exhibit the required dexterity to measure and assist with medications\*.
  - f) Store medications safely according to instructions.
- iii. Observe, record and report assistance provided with medication and clients’ responses in accordance with employer’s policy and procedures and all applicable legislation.

### **Performance Objectives**

- a) Identify changes in clients’ behaviours and/or condition; report changes to the registered staff or most accountable person.
  - b) Document medication assistance using appropriate reporting forms (e.g. medication administration record (MAR), progress note).
- iv. Identify and seek out resources, including supervisor and/or registered staff, to discuss or clarify assistance with medication\*.

### **Performance Objectives**

- a) Describe the role of health professionals related to safe medication administration.

\*See Glossary

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<sup>6</sup> In long-term care homes, a member of the registered nursing staff may permit a personal support worker to administer a topical 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*.

10. *The graduate has reliably demonstrated the ability to*

**assist with household management tasks\* and instrumental activities of daily living\* in accordance with the plan of care/service plan\* and considering the preferences, comfort and safety of clients, families and significant others.**

### Elements of the Performance:

- i. Provide household management services that promote clients' health, independence, safety and comfort .

#### **Performance Objectives**

- a) Identify household services that would assist clients to maintain health, independence, safety and comfort.
- ii. Respect clients' preferences in the provision of household management tasks\* and support the clients' involvement in household activities based on clients' wishes and the direction of the plan of care/service plan\*.

#### **Performance Objectives**

- a) Identify with clients' short and long-term priorities for household management tasks\* and clients' level of involvement in these activities.
- b) Organize (in accordance with clients' priorities and preferences as well as principles of time management) the various tasks of the visit so as to minimize effort and resource use.
- c) Assist clients/families to plan work so as to meet ongoing needs.
- iii. Contribute to the plan of care/service plan\* by communicating clients' needs and preferences to the interprofessional team.

#### **Performance Objectives**

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

- iv. Perform general household tasks (light housekeeping, laundry) and safely operate and care for standard household equipment including kitchen, laundry and vacuuming equipment where directed by the plan of care/service plan\*.

### **Performance Objectives**

- a) Safely operate and care for standard household equipment in a variety of care settings\* including homes and schools.
  - b) Follow the established policies, procedures, and the manufacturer's guidelines relevant to household equipment, appliances and product use and disposal.
- v. Use body mechanics correctly in the provision of household management tasks\*.

### **Performance Objectives**

- a) Identify correct principles of body mechanics.
- vi. Follow routine practices and infection control measures in the provision of household management tasks\*.

### **Performance Objectives**

- a) Select and use routine practices related to environmental controls and minimizing microorganisms in the environment e.g., equipment and work area cleaning, disposal of waste (including sharps) and hand hygiene.
- vii. Assist clients, families and/or significant others to prepare a food-shopping list that respects clients' cultural and dietary preferences or special dietary requirements, and is informed by Canada's Food Guide for Healthy Eating and the plan of care/service plan\*.

### **Performance Objectives**

- a) Discuss a variety of scenarios that address meeting Canada's Food Guide for Healthy Eating considering budget, culture, dietary preferences and special dietary requirements.
- viii. Assist clients and/or families with shopping.

### **Performance Objectives**

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

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

### **Performance Objectives**

- a) Discuss the relationship between a healthy diet and optimal health.
- b) Prepare a nutritious well-balanced menu in accordance with clients' preferences and informing clients regarding Canada's Food Guide to Healthy Eating.
- c) Interpret unit pricing, grade, ingredient and date labels when shopping.
- d) Store and handle food safely.
- e) Follow a recipe and make common substitutions for ingredients.
- f) Serve food so as to be appealing to clients with regard to presentation, temperature and portion size.
- g) Adapt meal preparation techniques to meet identified special dietary needs.
- h) Operate equipment, commonly used in meal preparation, including conventional microwave and/or convection ovens.
- i) Report to supervisor if food is repeatedly unavailable or budget insufficient.

\*See Glossary

11. *The graduate has reliably demonstrated the ability to*

**assist clients who are caring for dependent individuals\* considering client and family choices, professional\* boundaries and the direction of the plan of care/service plan\*.**

### Elements of the Performance:

- i. Identify and respect the individual's definition of family structure and identity.

#### **Performance Objectives**

- a) Identify and describe diverse family structures and dynamics within contemporary families.
  - b) Identify and discuss diverse cultural norms and patterns within contemporary families.
  - c) Identify and discuss traditional and non-traditional healing practices within families.
- ii. Identify and respect the roles, rights and responsibilities of individuals, families and their significant others.

#### **Performance Objectives**

- a) Identify the role(s) of family and friends, including the significance of their role to clients.
  - b) Identify personal expectations about the role of friends and family and take steps to prevent those expectations from negatively affecting work with the clients or the clients' families.
  - c) Identify factors that might affect clients and/or their family member's acceptance of support and respond to those factors in light of the personal support worker role.
  - d) Discuss the personal support worker's role to maintain professional\* boundaries with the family.
- iii. Identify the effect the Personal Support Worker's presence can have on the family and take steps to prevent or minimize any potential negative impact.

#### **Performance Objectives**

- a) Identify processes for resolving conflicts between clients and family members.
- b) Identify conflicts between clients, other caregivers and support workers that may occur and make an attempt to resolve the issue using the appropriate resources.

- iv. Assist clients/families with the provision of child care in accordance with the established plan of care/service plan\*.

**Performance Objectives**

- a) Identify basic child development and normal developmental milestones.
  - b) Identify the role of the personal support worker in the provision of support to the family with children.
  - c) Complete care of children including bathing, diapering and supporting nutrition.
- v. Assist in supporting family members to develop and use skills as appropriate to the setting, such as balancing care giving and rest, as well as child care, in accordance with the plan of care/service plan\*

**Performance Objectives**

- a) Describe common conditions associated with family caregiving including caregiver strain and/or or altered family roles.

\*See Glossary

12. *The graduate has reliably demonstrated the ability to*

**identify and report situations of neglect, and potential, alleged or witnessed/actual incidents of abuse, and respond in accordance with all applicable legislation and employer's policies and procedures.**

### Elements of the Performance:

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

#### **Performance Objectives**

- a) Define abuse and family violence.
  - b) Identify 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.
  - c) Identify factors associated with abuse and family violence.
  - d) Identify the indicators of various forms of abuse.
  - e) Identify and discuss the elderly as a vulnerable population for neglect and abuse.
- ii. Identify actions to be taken when clients are at risk for abuse or neglect, or have been abused or neglected, including any legal obligations for reporting in accordance with all applicable legislation i.e., the *Retirement Homes Act, 2010* and the *Long-Term Care Homes Act, 2007*.

#### **Performance Objectives**

- a) Identify the role of the personal support worker if neglect and/or abuse are suspected.
  - b) Discuss the legal obligation to report where clients are at risk of or alleged to be victims of neglect and/or abuse or where actual neglect and/or abuse are witnessed.
  - c) Discuss the practice of zero tolerance and policies and legislation ensuring compliance.
  - d) Identify appropriate resources and course of action if neglect and/or abuse are suspected.
- iii. Identify situations which may pose a risk of abuse or personal harm to the personal support worker and report observations promptly to supervisors.

#### **Performance Objectives**

- a) Describe the personal support worker's right to a safe working environment free from verbal, emotional and physical violence.
- b) Identify situations where the personal support worker may be at risk for abuse or personal harm.
- c) Discuss workplace bullying, sexual abuse and harassment, reporting mechanisms and policies aimed at promoting a safe work environment including whistle-blowing protection.

- d) 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.
- iv. Identify and report situations involving neglect, potential, alleged or witnessed/actual client, family or caregiver abuse or violence following employer policies and all applicable legislation (e.g., *Long-Term Care Homes Act, 2007*; *Retirement Homes Act, 2010*).

### **Performance Objectives**

- a) Locate and discuss agency policies related to the documentation and reporting of neglect and/or abuse.
- b) Discuss employer practices and policies which promote zero tolerance of neglect and abuse and a violence free environment.

13. *The graduate has reliably demonstrated the ability to*

**assist in the provision of culturally relevant\* palliative and end-of-life care\* to clients experiencing life threatening illness and to their families and significant others, from diagnosis through death and bereavement, and in accordance with clients' choices and the plan of care/service plan\*.**

## Elements of the Performance:

- i. Identify individual reactions to loss and explore grief associated with life threatening illnesses, transitions and dying.

### **Performance Objectives**

- a) Explore personal experiences and responses to loss and grief.
- b) Identify and discuss the diverse meanings of loss and expressions of grief.
- c) Discuss how personal beliefs and attitudes may impact clients' care.
- d) Discuss the impact of life-threatening illnesses and life transitions on clients and their families/significant others and on the personal support worker.
- e) Identify loss and grief processes associated with death and dying.

- ii. Apply principles and practices of palliation to clients experiencing life threatening illness.

### **Performance Objectives**

- a) Define death, dying and grief.
- b) Define and discuss the concept of palliative, hospice and end-of-life care.
- c) Discuss the philosophy, principles and practices associated with palliative care.

- iii. Support clients, their families and significant others with the processes of dying, uncertainty, expected or unexpected loss and preparation for death.

### **Performance Objectives**

- a) Differentiate between sympathy and empathy.
- b) Maintain helping relationships\* and professional\* boundaries.
- c) Discuss the role of advocacy for clients, their families and significant others.
- d) Identify and discuss the personal support workers role when clients die suddenly.
- e) Identify the role of the coroner in situations of sudden and unexpected death.

- iv. Provide clients with opportunities to direct care and maintain relationships with family and significant others.

**Performance Objectives**

- a) Identify and discuss clients' need to maintain choices while experiencing life threatening illness or dying.
  - b) Support the maintenance of family roles.
  - c) Ensure clients' choices are communicated to the interprofessional care/service team.
- v. Observe, document and record clients' signs and expressions of pain and other symptoms in accordance with the plan of care/service plan\*

**Performance Objectives**

- a) Observe and record clients' vital signs according to the direction of the plan of care/service plan\* and using identified communication tools e.g., flow sheets, graphs, etc.
  - b) Use pain scales to record clients' pain responses.
- vi. Provide non-pharmacological comfort management techniques to clients experiencing pain/discomfort as directed by the plan of care/service plan\*.

**Performance Objectives**

- a) Identify a range of non-pharmacological comfort techniques e.g., application of heat and cold, positioning, imagery, meditation/silence, music.
- vii. Report and record clients' responses to comfort management techniques.

**Performance Objectives**

- a) Seek feedback from clients as to what their comfort needs are and their responses to comfort management techniques.
- viii. Identify the rights of clients, family members, substitute decision-makers or powers of attorney (POA) for personal care regarding consent to treatment, advance directives and "do not resuscitate" directives as identified in the plan of care/service plan\*.

**Performance Objectives**

- a) Respect clients' rights related to end of life care, treatment and resuscitation.
- b) Discuss the role of family members and substitute decision-makers in end of life care.

- ix. Support clients' and families' spiritual and cultural practices related to death, dying and the afterlife if appropriate.

### **Performance Objectives**

- a) Identify the physical signs of imminent death and report to supervisor.
- b) Provide supportive care and comfort measures to clients in the last days and hours of life.
- c) Provide care for the body after death according to family direction/ cultural practices, employer policy or as directed by the plan of care/service plan\*.
- d) Provide support to families at the time of clients' death.
- e) Describe behaviours associated with compassion fatigue and identify resources to support caregivers.

\*See Glossary

14 *The graduate has reliably demonstrated the ability to*

**use identified approaches and best practices to support positive and safe behaviour in clients experiencing cognitive impairment, mental health challenges and/or responsive behaviours\*.**

**Elements of the Performance:**

- i. Identify changes in clients' perception, memory, judgement, organization, language, and motor skill that may be associated with cognitive impairment, delirium, dementia and/or intellectual impairment and how these effects may vary with severity of the impairment.

**Performance Objectives**

- a) Identify common misconceptions about cognitive impairment, dementias and intellectual disabilities.
  - b) Describe how cognitive impairment, dementia and/or intellectual disabilities may impact clients' concentration, memory and understanding of information, which may cause significant changes in behaviour, personality, a person's perception of the world and their interactions with others.
  - c) Identify changes in behaviour which may be related to cognitive impairment, delirium, dementia and/or intellectual impairment.
  - d) Identify that impairment may be caused by reversible as well as irreversible conditions.
  - e) Identify factors such as illness, fatigue, stress, sensory overload, pain, fear, frustration and depression which can further affect the functioning clients with cognitive impairment, dementias and intellectual disabilities.
  - f) Discuss the role of the personal support worker in assisting clients experiencing cognitive impairment, dementia and/or an intellectual disability.
- ii. Identify changes in clients' perception, memory, judgement, organization, language, and motor skill that may be associated with mental health illnesses and addictions and how these effects may vary with severity of the impairment.

**Performance Objectives**

- a) Identify the interrelated nature of physical health and wellbeing and mental health and cognitive functioning.
- b) Discuss the stigma associated with mental illness and how it may impact clients' self-perception, functioning and level and quality of care provided.
- c) Identify changes in behaviour which may be related to mental health illnesses and addictions.
- d) Identify the treatment, care, intervention and community resources related to mental health conditions including anxiety and affective disorders.
- e) Discuss the role of the personal support worker in assisting clients experiencing mental illness or substance use/abuse and identify when care and intervention is beyond the role of the personal support worker.

- iii. Identify changes in clients' perception, memory, judgement, organization, language, and motor skill, that may be associated with acquired brain injuries including stroke and how these effects may vary with severity of the impairment.

### **Performance Objectives**

- a) Identify the definitions and corresponding symptoms of acquired brain injury.
  - b) Relate the symptoms of acquired brain injury to the area of the brain injured.
  - c) Identify changes in behaviour which may be related to acquired brain injuries.
  - d) Identify management and rehabilitation services for clients with acquired brain injury.
  - e) Discuss the role of the personal support worker in assisting clients with acquired brain injuries including stroke.
- iv. Use encouragement and stimulation techniques and provide clients with the opportunity to participate in activities in accordance with the plan of care/service plan\*.

### **Performance Objectives**

- a) Identify resources and tools used for stimulation techniques.
  - b) Identify clients' preferences and previous experiences to propose appropriate activities.
- v. Observe and report responses to prescribed approaches and note changes in clients behaviour.

### **Performance Objectives**

- a) Identify what would be a usual or typical response for an individual client.
  - b) Report clients' responses to prescribed approaches to an appropriate member of the interprofessional care/service team.
- vi. Provide for consistency in approach to care giving tasks for clients experiencing cognitive impairment and/or responsive behaviours\*.

### **Performance Objectives**

- a) Describe the benefits to clients in providing consistency in caregivers and in approach to care giving.
- b) Respect routines as described in the plan of care/service plan\*.

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

### **Performance Objectives**

- a) Discuss behaviour as protective and/or responsive from clients' and caregivers' perspectives.
  - b) Identify causes and triggers for responsive behaviour including pace of care, illness, fatigue, sensory overload, pain, fear and frustration and discuss possible solutions.
  - c) Use best practice strategies and person-centred\* approaches to all clients.
  - d) Apply basic principles of crisis prevention as directed by the plan of care/service plan\*.
  - e) Report clients' responses to behavioural strategies to supervisor and share effective strategies with the interprofessional care/service team.
  - f) Identify, report and record clients' behaviours that are a potential risk to the safety of others.
- viii. Identify when unexpected client behaviour requires immediate response as well as a report to supervisor.

### **Performance Objectives**

- a) Identify factors which can increase risk of life or bodily harm in adults.
- b) Recognize possible indicators of suicidal behaviour.
- c) Identify personal views about suicide and examine how these views may affect the service provided to clients.

\*See Glossary

## Glossary

**Routine activities of daily living** - Activities of daily living are usually performed by an individual in the course of a normal day. Examples of routine activities of daily living include eating, bathing/personal hygiene, grooming, dressing, toileting, and mobility. Personal support workers provide assistance to clients in the performance of routine activities of daily living in order to support clients' health and well-being, promote their ability to care for themselves and their families, assist them to enjoy leisure and recreation, and help them to contribute to society and the community. The need for, clients' responses to, and the outcomes of performing these activities have been established over time and therefore, are predictable. In addition, what may be considered a routine activity of daily living in one client situation should not be considered a routine activity of daily living for all client situations. Personal support workers assist clients with their routine activities of living according to the written plan of care/service plan, oral directions, employers' policies, practice guidelines and all applicable legislation. These activities are supervised, directly or indirectly, by a regulated health professional/supervisor and/or they are under the direction of the client (adapted from ACCC Canadian Educational Standards for Personal Care Providers, 2012).

**Instrumental activities of daily living** - Activities related to clients' independent living, involving interactions with the physical and social environment, which may include but are not limited to: preparing food, shopping, and cleaning (adapted from ACCC Canadian Educational Standards for Personal Care Providers, 2012).

**Assist with medication** - Assistance with medication involves the provision of physical assistance to clients in taking their medications. Assistance 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 PSWs can assist clients with their medication in certain settings. For example, personal support workers are not allowed to administer drugs to clients in long-term care home settings. A member of the registered nursing staff in the long-term care home setting may permit a personal support worker to administer a topical where certain prescribed requirements are met. 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*).

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

**Client-centred** - See supportive care.

**Client-directed** - See supportive care.

**Culturally relevant** - See supportive 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 a 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 a 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 a 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.

**Dependent individual** – A person who requires assistance from another family member, significant other or support person to meet their basic daily needs. A dependent individual can be at any stage in the lifespan including infants, children and youths, adults and older and frail elderly.

**End-of-life** - See supportive care.

**Ethical (ethically)** - An individual's fundamental disposition toward what is morally good and right, and the associated action (i.e., 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).

**Helping relationship** – A professional relationship where clients' needs are central to the relationship and the basis for supportive care provided. Helping relationships are client goal-directed and characterized by empathy, trust, respect and professional client-caregiver boundaries.

**Household management tasks** - 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, accompanying clients, shopping, and running errands.

**Interprofessional care/service 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). 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).

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

**Plan of care/service plan** - 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/service plan may be referred to by a variety of names in different agencies or jurisdictions. 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/service plan, for the safe and competent implementation of these plans, for the evaluation of client outcomes, and for revisions to the plan of care/service plan as required. Personal support workers are responsible for competently carrying out assigned supportive care actions as outlined in the plan of care/service plan and according to established policies and procedures. As members of the interprofessional team, personal support workers provide input into the development and ongoing review of the plan of care/service plan.

**Professional** - This includes all aspects of performance: communication, ethics, accountability, responsibility, respect, appearance, 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. (adapted from ACCC Canadian Educational Standards for Personal Care Providers, 2012).

**Responsive behaviours** – 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 (*Long-Term Care Homes Act, 2007 Reg. 79/10*).

**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.

**Restorative care** – 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 his or her 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.).

**Retirement Homes Regulatory Authority (RHRA)** – The Retirement Homes Act, 2010 establishes the Retirement Homes Regulatory Authority (RHRA) to oversee administration of the Act with duties that include: licensing retirement homes, handling complaints about homes and enforcing the standards in the Act. Range of standards/requirements including: Mandatory reporting of resident abuse/harm to RHRA Registrar; Residents Bill of Rights; Emergency/Fire Safety plans and staff training; provisions related to restraints, devices; retirement home standards regarding risk of falls, behaviour management, administration of drugs/medication management; other care service standards e.g. feeding, bathing ambulation, dementia care; and Plan of Care.

**Supportive Care** – Holistic care delivered to the client by the personal support worker which is characterized as client-centred, client-directed and culturally sensitive. In the provision of supportive care as a member of the interprofessional care team and the personal support worker contributes to and is directed by the client's plan of care/service plan and employer's policies and procedures.

**Client-centred** - An approach to supportive care where the client is viewed as a whole person. Client-centred care involves advocacy, empowerment and respect for the client's autonomy, voice, self-determination and participation in decision making (Canadian Nurses Association, Therapeutic Nurse Client Relationship, 2006).

**Client-directed** - An approach to supportive care delivery where clients are considered the brokers of care and receive what they ask for. This involves the clients taking an active role, controlling care delivery not just at the point of care, but in the broader healthcare system (Registered Nurses Association of Ontario, 2006).

**Culturally relevant** - An approach to supportive care delivery that recognizes and values cultural differences and where client and family's cultural beliefs and practices are honoured in care delivery.

**End-of-life** - 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 dying people and their families (adapted from British Columbia, MOH A Provincial Framework for End of Life Care, 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).

### III. Essential Employability Skills

*All graduates of the Personal Support Worker program of instruction must have reliably demonstrated the essential employability skills learning outcomes listed on the following pages, in addition to achieving the vocational learning outcomes.*

#### 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 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;
- 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 that lead to an Ontario College credential.

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

<b>SKILL CATEGORY</b>	<b>DEFINING SKILLS:</b> <b>Skill areas to be demonstrated by graduates:</b>	<b>LEARNING OUTCOMES: The levels of achievement required by graduates.</b> <b>The graduate has reliably demonstrated the ability to:</b>
COMMUNICATION	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking</li> <li>• Listening</li> <li>• Presenting</li> <li>• Visual literacy</li> </ul>	<ol style="list-style-type: none"> <li>1. communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.</li> <li>2. respond to written, spoken or visual messages in a manner that ensures effective communication.</li> </ol>
NUMERACY	<ul style="list-style-type: none"> <li>• Understanding and applying mathematical concepts and reasoning</li> <li>• Analyzing and using numerical data</li> <li>• Conceptualizing</li> </ul>	<ol style="list-style-type: none"> <li>1. execute mathematical operations accurately.</li> </ol>
CRITICAL THINKING & PROBLEM SOLVING	<ul style="list-style-type: none"> <li>• Analyzing</li> <li>• Synthesizing</li> <li>• Evaluating</li> <li>• Decision making</li> <li>• Creative and innovative thinking</li> </ul>	<ol style="list-style-type: none"> <li>1. apply a systematic approach to solve problems.</li> <li>2. use a variety of thinking skills to anticipate and solve problems.</li> </ol>

<b>SKILL CATEGORY</b>	<b>DEFINING SKILLS:</b> <b>Skill areas to be demonstrated by graduates:</b>	<b>LEARNING OUTCOMES: The levels of achievement required by graduates.</b> <b>The graduate has reliably demonstrated the ability to:</b>
INFORMATION MANAGEMENT	<ul style="list-style-type: none"> <li>• Gathering and managing information</li> <li>• Selecting and using appropriate tools and technology for a task or a project</li> <li>• Computer literacy</li> <li>• Internet skills</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>locate, select, organize and document information using appropriate technology and information systems.</i></li> <li>2. <i>analyze, evaluate and apply relevant information from a variety of sources.</i></li> </ol>
INTERPERSONAL	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Relationship management</li> <li>• Conflict resolution</li> <li>• Leadership</li> <li>• Networking</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>show respect for the diverse opinions, values, belief systems and contributions of others.</i></li> <li>2. <i>interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</i></li> </ol>
PERSONAL	<ul style="list-style-type: none"> <li>• Managing self</li> <li>• Managing change and being flexible and adaptable</li> <li>• Engaging in reflective practices</li> <li>• Demonstrating personal responsibility</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>manage the use of time and other resources to complete projects.</i></li> <li>2. <i>take responsibility for one's own actions, decisions and their consequences.</i></li> </ol>

## IV. General Education Requirement

### Requirement

The General Education Requirement for programs of instruction is stipulated in the Credentials Framework (Appendix A in the Minister's Binding Policy Directive Framework for Programs of Instruction).

While the inclusion of General Education is locally determined for programs of instruction leading to either a college certificate or an Ontario College Certificate, it is recommended that graduates of the Ontario College Certificate programs have been engaged in learning that incorporates some breadth beyond the vocational field of study.

In programs of instruction leading to either an Ontario College Diploma or an Ontario College Advanced Diploma, it is required that graduates have been engaged in learning that exposes them to at least one discipline outside their main field of study and increases their awareness of the society and culture in which they live and work. This will typically be accomplished by students taking 3 to 5 courses (or the equivalent) designed discretely and separately from vocational learning opportunities.

This general education learning would normally be delivered using a combination of required and elective processes.

### Purpose

The purpose of General Education in the Ontario college system 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 will be used to provide direction to colleges in the development and identification of courses that are designed to fulfill 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.

## 1. **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.

## 2. **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.

### **3. 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.

### **4. 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.

## **5. 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.