

**Fanshawe College Personal Support Worker Clinical Professional
Practice Resource Hub**

Fanshawe College Personal Support Worker Clinical Professional Practice Resource Hub

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FANSHAWE COLLEGE PRESSBOOKS
LONDON, ON, CA



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Thank you to the creators of the [Fanshawe College Early Childhood Education Field Practicum HUB](#), who had a significant influence on the creation of this OER.



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Collaborators

This project was a collaboration between the author and the team in the OER Design Studio at Fanshawe. The following staff and students were involved in the creation of this project:

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- Jason Benoit & Marcellous Henry, *Developers*
- Shauna Roch, *Project Lead & Quality Assurance*
- Wilson Poulter, *Copyright*

Alicia Davies, RN, BScN, BA, MScN, *editor*

About This Book

Author's Note

As the Coordinator of the Personal Support Worker (PSW) program at Fanshawe College, I am deeply passionate about the vital role PSW's play in our healthcare system. Their work is rooted in compassion, dignity, and connection—and it is my privilege to support the next generation of PSW's as they prepare to make a meaningful difference in the lives of others.

This Open Educational Resource was born from a desire to create something that supports our Personal Support Worker students, Faculty teams, Clinical Instructors, Clinical Advisors, PSW Preceptors, and Community/Agency partners. Inspired by the [Early Childhood Education Field Practicum Hub OER](#), this resource is designed to be a practical, student-centred guide for PSW Clinical Professional Practice experiences. It reflects Fanshawe's commitment to excellence in care and education, and to fostering strong, collaborative relationships.

At the heart of this work is a belief in the power of education to elevate care. By equipping our students with the tools, guidance, and support they need, we empower them to provide the highest quality care to clients—care that is respectful, maintains dignity, and is rooted in empathy.

There is an urgent need for more PSW's in our healthcare field, and I believe that by investing in thoughtful, accessible resources like this one, we can help meet that need while nurturing a culture of learning and compassion. Thank you for being part of this journey.

To anyone reading or adopting this OER—thank you. Your interest and engagement mean so much. If you have any questions, feedback, or would simply like to connect, please don't hesitate to reach out by email. I'd love to hear from you.

I want to extend my heartfelt gratitude to the incredible team who helped the vision for this book become a reality: Catherine, Rosalyn, Koen, Wilson, & Shauna.

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Warmly,



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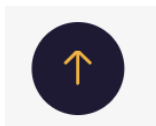
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CHAPTER 1: GETTING STARTED: INTRODUCTION TO THE PERSONAL SUPPORT WORKER (PSW) PROGRAM

Chapter Overview

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[1.1 Overview of the PSW Program at Fanshawe College](#)

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1.0 Learning Objectives

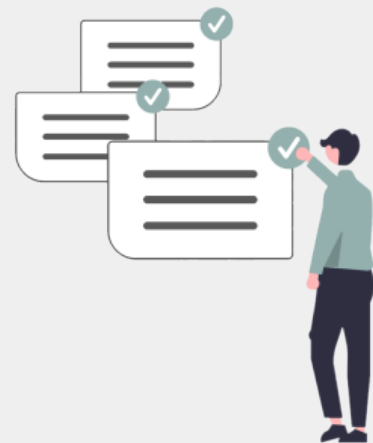


Welcome to the PSW Clinical Professional Practice Resource Hub. This chapter will provide an overview of this Open Education Resource (OER). Welcome to our students continuing their journey to become a Personal Support Worker (PSW), and welcome to our Clinical Instructors, Clinical Advisors, and PSW Preceptors who will be guiding our students on this path.

Learning Objectives

This chapter will help PSW students, PSW Clinical Instructors, PSW Clinical Advisors, and PSW Preceptors to:

- Describe the key components of the Personal Support Worker (PSW) program at Fanshawe College, including its structure, delivery formats, and clinical placement progression.
- Explain the role, skills, and professional expectations of the PSW student, including the importance of compassion, communication, and client-centred care.
- Identify career opportunities and professional pathways available to PSW graduates, including clinical settings and voluntary registration options in Ontario.



1.1 Overview of the PSW Program at Fanshawe College

The Personal Support Worker program at Fanshawe College combines theory and lab based learning, with practical experience in the healthcare field. Being a Personal Support Worker takes compassion, empathy, a caring heart, and most of all a commitment to client-centred care. The profession requires a unique blend of strong interpersonal skills, open communication techniques, and a strong skill set to support clients with Activities of Daily Living (ADL's). PSW's make a tremendous impact on the health and well-being of clients.

After completing required theoretical and lab courses, students will proceed to Clinical Professional Practice courses. While students are in the clinical and community setting completing their Professional Practice hours, they will learn the importance of being a healthcare professional while integrating knowledge from the curriculum, lab practice, and theoretical courses.

Fanshawe College's Personal Support Worker certificate graduates will be able to seek employment in the healthcare field after completion of the program and will be qualified for many exciting career opportunities, such as working in Long-Term Care Homes, Retirement Homes, Community Practice Settings, Hospitals, Hospices, Private Practice, or Entrepreneurship, to name a few.

Fanshawe College offers the PSW certificate program at the London Campus and all Regional Campuses, including Woodstock-Oxford, Simcoe/Norfolk, St. Thomas/Elgin, and Huron/Bruce. The Program is delivered in a blended format, with most learning taking place in person. Both weekday and weekend cohort options are available.



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some table items.*



- [Personal Support Worker Program – Full Time Week Days](#)
- [Personal Support Worker Program- Full Time Weekend](#)



Watch PSWs are in high demand! at <https://youtu.be/3ZCoE4rm2Mw?si=Pn6u8U6fMewdMKpX>

1.2 Overview of the PSW Program Clinical Professional Practice Courses

The Clinical Professional Practice Placement Model and progression for the PSW certificate program provides a similar course delivery at all Fanshawe College campuses.

There are three Clinical Placement opportunities, requiring a predetermined number of hours for each course.

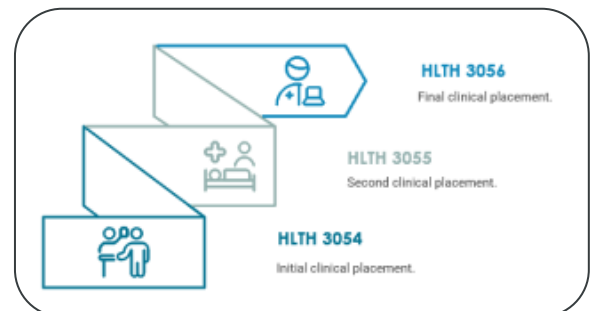


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HLTH 3054 PSW Clinical Professional Practice

This clinical placement course enables students to apply all of the skills and concepts learned in the PSW theory preparation and lab practice courses by providing care for residents in a Long-Term Care setting. Students are introduced to the role and responsibilities of the Personal Support Worker (PSW), by focusing on client-centred care and professional communication with clients and the interprofessional healthcare team. Through ongoing experience and practice, students will integrate their knowledge to provide safe, competent care to a growing number of clients.

Students must maintain confidentiality, follow safety protocols, be organized, use client-centred professional communication, and document while providing care for clients in a Long-Term Care setting. PSW students may experience day and afternoon shifts during their HLTH 3054 Clinical Professional Practice Placement to develop a well-rounded understanding of the PSW role, routines, and responsibilities. Throughout this course, students are expected to demonstrate reliability and accountability by adhering to the policies, guidelines, and regulations set by Fanshawe College and the Clinical Professional Practice agency.

[Chapter 7](#) will provide further course expectations.

HLTH 3055 PSW Consolidation Professional Practice

This clinical placement course enables students to work independently and as part of the interprofessional healthcare team while enhancing problem-solving and critical thinking within the role of the PSW. Students will be expected to demonstrate all acquired skills consistently and competently.

Students must maintain confidentiality, follow safety protocols, be organized, use client-centred professional communication, and document while providing care for clients in a Long-Term Care setting. PSW students will be experiencing different shifts during their HLTH 3055 Consolidation Professional Practice Placement to develop a well-rounded understanding of the PSW role, routines, and responsibilities. Throughout this course, students are expected to demonstrate reliability and accountability by adhering to the policies, guidelines, and regulations set by Fanshawe College and the Clinical Professional Practice agency.

[Chapter 8](#) will provide further course expectations.

HLTH 3056 PSW Community Professional Practice

This clinical placement course enables students to work independently and as part of the interprofessional healthcare team in caring for clients and families at various stages of the life cycle in a Community setting. Students will be expected to demonstrate all acquired skills consistently and competently.

Students must maintain confidentiality, follow safety protocols, be organized, use client-centred professional communication, and document while providing care for clients in a Community setting. PSW students will be experiencing different shifts during their HLTH 3056 Community Professional Practice Placement to develop a well-rounded understanding of the PSW role, routines, and responsibilities. Throughout this course, students are expected to demonstrate reliability and accountability by adhering to the policies, guidelines, and regulations set by Fanshawe College and the Community Professional Practice agency.

[Chapter 9](#) will provide further course expectations.

1.3 Welcome to the PSW Clinical Professional Practice Open Education Resource Hub

Welcome to the Personal Support Worker (PSW) Clinical Professional Practice Open Education Resource (OER). This OER serves as a central hub for PSW students, Community Partners, Agencies, Clinical Instructors, Clinical Advisors, and PSW Preceptors, offering guidance, support, and resources for the PSW Professional Practice Placement courses.

PSW Students



The OER will guide students during the PSW program by providing an overview of the PSW program, Pre-Placement preparation requirements, Professional Practice Placement expectations, and navigating forms required for completion.

Clinical Instructors & Clinical Advisors



The OER will support Fanshawe College Faculty, Clinical Instructors, and Clinical Advisors to foster a cohesive and collaborative environment with Clinical and Community Partners and facilitate PSW students during their Professional Practice Placement courses.

PSW Preceptors in Long-Term Care & Community Settings



The OER will support PSW Preceptors in Long-Term Care and Community Settings to guide, facilitate, and support PSW students during their Professional Practice Placement courses.

PSW Program Coordinator & Placement Coordinator



The OER will offer guidance for organizing Clinical and Community Professional Practice Placements for PSW students, and provide support with Pre-Placement Requirements, Clinical Professional Practice Forms, Evaluations, and the Prior Learning Assessment and Recognition (PLAR) process.

CHAPTER 2: PSW CLINICAL ROLES & RESPONSIBILITIES

Chapter Overview

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[2.2 Fanshawe PSW Student Expectations](#)

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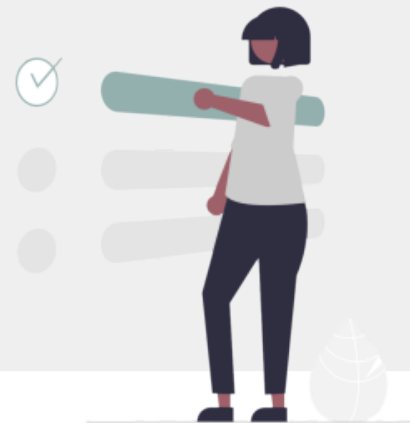
2.0 Learning Objectives



Learning Objectives

This chapter will help PSW students, PSW Clinical Instructors, Clinical Advisors, and PSW Preceptors to:

- Define their roles and responsibilities.
- Identify what to expect during the Clinical Professional Practice Placement.
- Use Clinical Professional Practice Terminology.



2.1 PSW Clinical Professional Practice Roles & Responsibilities

The Clinical Professional Practice Placement experiences are an integral part of the Personal Support Worker program.

It provides PSW students with the opportunity to apply theory and lab practice skills to real-world healthcare settings. In addition, the Professional Practice courses support students with mentorship, resources and additional practice time to learn and develop skills for the future to become a **compassionate, client-centred** Personal Support Worker.

The **Clinical Professional Practice Placement** is a collaborative experience that includes a partnership between healthcare agency staff and preceptors, Fanshawe College Clinical Instructors, Clinical Advisors, PSW Program and Placement Coordinators, and PSW students. The Clinical Professional Practice Partnership aims to achieve collaboration, support, guidance, and provide an opportunity for a successful Clinical Professional Practice Placement.



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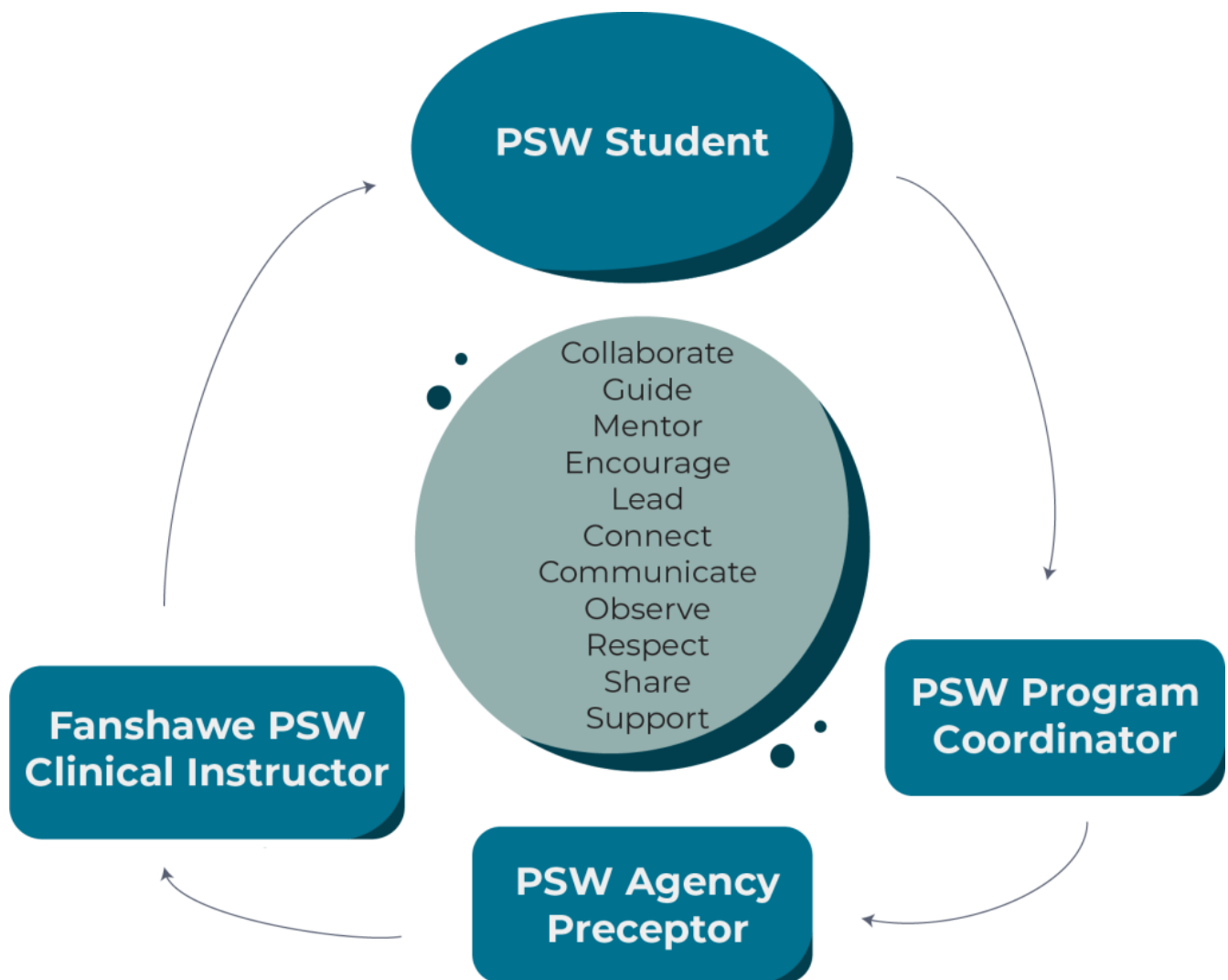


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Image Description

The image depicts a circular relationship between four entities: a “PSW Student,” a “PSW Program Coordinator,” a “PSW Agency Preceptor,” and a “Fanshawe PSW Clinical Instructor.” At the centre of the triangle is a large circle containing various action words that describe the nature of interactions and roles shared among the three entities. The words in the central circle are Collaborate, Guide, Mentor, Encourage, Lead, Connect, Communicate, Observe, Respect, Share, and Support.

2.2 Fanshawe PSW Student Expectations

PSW Student Role



Throughout the Professional Practice Placements, you will apply the skills and concepts learned in the PSW theory and lab practice courses and provide care for residents in a Long-Term Care (HLTH 3054, HLTH 3055) and Community (HLTH 3056) setting. You will be introduced to the role and responsibilities of the PSW, focus on client-centred care, use professional communication and work with the interprofessional healthcare team. You will be supported and guided by a Clinical Instructor (HLTH 3054) and by a Clinical Advisor and Agency PSW Preceptor (HLTH 3055 and HLTH 3056). Throughout your Professional Practice courses, you will continue to broaden the knowledge and skills required to be a Personal Support Worker.

PSW Student Expectations

- ✓ Complete the PSW Clinical Professional Practice Pre-Placement Requirements in Level 1 of the program ([Chapter 4](#)).
- ✓ Complete all required theory and lab courses in Level 1 of the PSW program prior to progressing to Level 2.
- ✓ Attend Professional Practice Placement Orientation on campus to review Professional Practice Placement expectations & meet with Fanshawe College Clinical Instructors/Advisors.
- ✓ Complete Clinical Agency onboarding modules and training as assigned before the start of placement.
- ✓ Attend Placement Orientation at the agency (Day 1).
- ✓ Adhere to all Clinical Placement agency policies, practices, and procedures.
- ✓ Share OER link & Clinical Professional Practice Documents with Clinical Instructor, Clinical Advisor and PSW Preceptor.



- ✓ Collaborate effectively with the Clinical Instructor, Clinical Advisor, PSW Preceptor, and Agency staff members.
- ✓ Complete the required [reflective practice assignments](#) and [activities](#) from the course curriculum.
- ✓ Attend all Clinical Professional Practice Placement shifts as scheduled and complete **all** required hours.
- ✓ Arrive at the Professional Practice Placement on time and be prepared: clinical placement uniform on, shoes on, lunch placed in pre-assigned areas.
- ✓ Participate in all required skills and tasks as required (as per Clinical Instructor/agency guidelines).
- ✓ Be receptive to ongoing assessment, and review progress with the Clinical Instructor, Clinical Advisor, and/or PSW Preceptor.
- ✓ Demonstrate initiative and responsibility in learning and demonstrating skills.
- ✓ Demonstrate curiosity and a willingness to learn from Clinical Instructors, Clinical Advisors, and PSW Preceptors.
- ✓ Accept, discuss, and reflect on constructive feedback.
- ✓ Have a positive and collaborative approach to learning.
- ✓ Practice professionalism and ethical behaviour.
- ✓ Maintain privacy and confidentiality at ALL times.
- ✓ Adhere to [Fanshawe College's Code of Conduct Policy A130](#) and PSW Program policies, standards, and guidelines.
- ✓ Comply with uniform requirements set out by Fanshawe College and the agency, including your Fanshawe College PSW crest, name tag, and closed-toed running shoes.
- ✓ Demonstrate course learning outcomes and Professional Practice Domain requirements for each of the following Professional Practice Placements: HLTH 3054, HLTH 3055, and HLTH 3056.
- ✓ Be respectful of all agency staff, healthcare team members, leaders, Clinical Instructors, Clinical Advisors, and residents.



Always remember that the agency is the residents' home. Being in their home is a privilege, and we must conduct ourselves with care and respect.

2.3 Fanshawe PSW Clinical Instructor Role

Fanshawe PSW Clinical Instructor Role



A Fanshawe College PSW Faculty member assigned to a group of PSW students to deliver, facilitate, support, teach, and evaluate the PSW students' Professional Practice Clinical Placement experience. This role will bridge the gap for students between theoretical knowledge and application to a healthcare setting. Clinical Instructors will facilitate students' progress and prepare them to meet Professional Practice Competencies and skills as Personal Support Workers. The Clinical Instructor will oversee students in a Long-Term Care Setting (HLTH 3054, first student placement).

Clinical Instructor Expectations

- ✓ Attend PSW team meetings led by the PSW Program Coordinator.
- ✓ Become familiar with the Professional Practice setting by initiating introductions and requesting a tour of the Professional Practice Placement setting (prior to the course start).
- ✓ Attend agency orientation with students.
- ✓ Attend the student Clinical Orientation on campus at the beginning of Level 2.
- ✓ Connect with PSW students throughout the shift and communicate expectations for the Clinical Professional Practice Placement.
- ✓ Seek out professional development opportunities to enhance knowledge of the PSW role and strengthen understanding of teaching and learning.
- ✓ Facilitate and engage students in the Fanshawe College OER: Personal Support Worker Clinical Professional Practice Course Resource hub, additional learning, and resources.
- ✓ Guide students in becoming confident in completing the Domains of Practice Competencies evaluations in the PSW Professional Practice Placement Curriculum.
- ✓ Communicate expectations for the PSW Professional Practice Placement.



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- ✓ Be available to answer questions and teach/guide the PSW students in practice and skills.
- ✓ Review, evaluate, and grade all Clinical Professional Practice requirements in partnership with the PSW agency mentors/preceptors.
- ✓ Review the PSW Clinical Professional Practice curriculum (found in the course content section in the [FanshaweOnline Learning Management System](#)).
- ✓ Review and apply Fanshawe College and Agency policies, procedures, and PSW skills in the clinical setting.
- ✓ Demonstrate clinical and instructional knowledge in providing client care, expectations of clinical practice and the role of the PSW.
- ✓ Exhibit an approachable and receptive demeanour to students' learning needs, and provide continuous support.
- ✓ Be a positive role model displaying enthusiasm, positivity, caring attributes, and portraying a passion for the profession of Personal Support Workers.
- ✓ Collaborate with students, agency mentors, agency staff, agency administrators and coordinators, Fanshawe College Placement Coordinator, and the PSW Program Coordinator.
- ✓ Follow proper procedures when ill, there is an agency outbreak, or inclement weather, and be responsible for creating a student contact plan.
- ✓ Support student success by initiating a [Collaborative Success Plan \(Appendix D\)](#) and notifying the PSW Program Coordinator of students who do not meet the Professional Practice Domains and Competencies.
- ✓ Enter final grades in the [Fanshawe College Learning Management System](#) and [WebAdvisor](#).
- ✓ Maintain up-to-date registration with the College of Nurses of Ontario.
- ✓ Maintain up-to-date mask fit testing, immunizations, and CPR/First-Aid certifications.
- ✓ Complete learning modules required by Fanshawe College (e-learning) and the Professional Practice agency.

For further exploration of the Clinical Instructor role, review [Sherri Melrose Publications: A Virtual Memory Box – Chapter 11](#).

2.4 Fanshawe PSW Clinical Advisor Role

Fanshawe PSW Clinical Advisor Role



A Fanshawe College PSW Faculty member assigned to PSW students to facilitate, support, and evaluate the PSW students' Professional Practice Placement: Consolidation and Community. This role will bridge the gap for students between theoretical knowledge, prior clinical placement experience, and lab practice to a healthcare setting. In Collaboration with the PSW Preceptor, Clinical Advisors will facilitate students' progress and prepare them to meet Professional Practice Competencies and skills as Personal Support Workers. The Clinical Advisor will oversee individual students in a Long-Term Care and Community setting (HLTH 3055 and HLTH 3056, second and third student placement).

Clinical Advisor Expectations

- ✓ Attend PSW team meetings led by the PSW Program Coordinator.
- ✓ Become familiar with the Professional Practice setting by initiating introductions and requesting a tour of the Professional Practice Placement setting (prior to the course start).
- ✓ Attend agency orientation with students.
- ✓ Attend the student Clinical Orientation on campus at the beginning of Level 2.
- ✓ Connect with the PSW student at a minimum of two to three times per week (placement visit) and communicate expectations for the Consolidation/Community Professional Practice Placement.
- ✓ Seek out professional development opportunities to enhance knowledge of the PSW role and to strengthen understanding of teaching and learning.
- ✓ Facilitate and engage students in the Fanshawe College OER: Personal Support Worker Clinical Professional Practice Course Resource hub, additional learning, and resources.
- ✓ Guide students in becoming confident in completing the Domains of Practice Competencies evaluations in the PSW Professional Practice Placement Curriculum.
- ✓ Communicate expectations for the PSW Professional Practice Placement.



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- ✓ Be available to answer questions and teach/guide the PSW students in practice and skills.
- ✓ Review, evaluate, and grade all Professional Practice requirements in partnership with the PSW Preceptors.
- ✓ Review the PSW Consolidation/Community Professional Practice curriculum (found in the course content section in the [FanshaweOnline Learning Management System](#)).
- ✓ Review and apply Fanshawe College and Agency policies, procedures, and PSW skills in the placement setting.
- ✓ Demonstrate clinical and instructional knowledge in providing client care, expectations of clinical practice and the role of the PSW.
- ✓ Exhibit an approachable and receptive demeanour to students' learning needs, and provide continuous support.
- ✓ Be a positive role model displaying enthusiasm, caring attributes, and portraying a passion for the profession of Personal Support Workers.
- ✓ Collaborate with students, PSW Preceptors, agency staff, agency administrators and coordinators, Fanshawe College Placement Coordinator, and the PSW Program Coordinator.
- ✓ Follow proper procedures when ill, there is an agency outbreak, or inclement weather, and be responsible for creating a student contact plan.
- ✓ Support student success by initiating a [Collaborative Success Plan \(Appendix D\)](#) and notifying the PSW Program Coordinator of students who do not meet the Professional Practice Domains and Competencies.
- ✓ Enter final grades in the [Fanshawe College Learning Management System](#) and [WebAdvisor](#).
- ✓ Maintain up-to-date registration with the College of Nurses of Ontario.
- ✓ Maintain up-to-date with mask fit testing, immunizations, and CPR/First Aid certifications.
- ✓ Complete learning modules required by Fanshawe College (e-learning) and the Professional Practice agency.

2.5 PSW Agency Preceptor Role

PSW Preceptor



A PSW who partners with a PSW student to facilitate, support, and evaluate the student's Professional Practice Placement. Incorporating the student's learning goals, the Preceptor shares, provides resources, guides, and uses their knowledge, skills, and experience to enhance a PSW student's practice, knowledge, and confidence in caring for clients.

Role Expectations

- ✓ Build inclusive, empowering, and student-centred relationships.
- ✓ Engage in conversations to provide support, guidance, and feedback.
- ✓ Provide safety and trust by demonstrating a nonjudgmental and supportive approach.
- ✓ Be available, attentive, patient, committed, and present.
- ✓ Create a welcoming learning environment.
- ✓ Collaborate with the student to develop learning goals.
- ✓ Provide a responsible and ethical professional practice.
- ✓ Engage and provide assistance with the PSW student's learning, experiences, communication, and skills.
- ✓ Review the Clinical Professional Practice Domains ([Review Chapter 5.2](#)) and [Chapter 8.2 PSW Clinical Professional Practice Expectations and Requirements](#) to ensure familiarity with student placement expectations.
- ✓ Review PSW Professional Practice Placement Evaluations and Forms.
- ✓ Communicate expectations, including the role of the PSW at the agency, in providing client care, documentation standards, and agency policies and procedures.
- ✓ Work in a respectful, inclusive, and collaborative partnership with the student and the Fanshawe College Clinical Advisor.
- ✓ Provide thoughtful, reflective, and constructive feedback.



Image by [Cedric Fauntleroy](#), [Pexels License](#).

- ✓ Demonstrate knowledge and expertise as a Personal Support Worker, including role in the setting and skills.
- ✓ Connect and be present with the PSW student frequently, and communicate expectations for the Clinical Professional Practice Placement.
- ✓ Seek out professional development opportunities to enhance knowledge of the role of the PSW and to strengthen understanding of teaching and learning.
- ✓ Review this OER to gain an understanding of student Professional Practice Placement expectations and Domains of Practice required for graduation.
- ✓ Guide the student in completion of the Domains of Practice Competencies in the PSW Professional Practice Placement Curriculum.
- ✓ Review, evaluate, and complete all Clinical Professional Practice requirements and Evaluations of Domains for Practice Competencies in partnership with the PSW student's Clinical Advisor.
- ✓ Be available to answer questions and teach/guide the PSW student in practice and skills.
- ✓ Bring forth clinical and instructional knowledge of providing client care.
- ✓ Provide an approachable and receptive demeanour to students' learning needs and provide continuous support.
- ✓ Be a positive role model displaying caring attributes, and portraying an enthusiastic and passionate display of the PSW profession.
- ✓ Follow proper procedures when ill in accordance with the agency policy, if there is an agency outbreak, and notify the student and/or unit of the student's shift to arrange for an alternate preceptor for the day (if able).

For further exploration of the Clinical Preceptor Role:

Review [Chapter 8.4 PSW Preceptor Professional Practice Expectations](#)

Review the Canadian Medical Association's writing on [Mentorship in Health Care](#)

CHAPTER 3: PARTNERSHIP, PRECEPTORSHIP, & SUPPORT

Chapter Overview

[3.0 Learning Outcomes](#)

[3.1 Clinical Professional Practice Partnership Guide](#)

[3.2 PSW Student, Instructor, Advisor & Preceptor Relationship](#)

[3.3 Communication and Feedback in Clinical Professional Practice](#)

[3.4 Additional Resources](#)



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3.0 Learning Objectives



Learning Objectives

By the end of this chapter, the PSW student, Clinical Instructor, Clinical Advisor, and PSW Preceptor will:

- Identify the PSW Student-Instructor/Advisor-Preceptor Model.
- Explore the role of the Clinical Instructor and Preceptor in supporting students throughout the PSW Clinical Professional Practice courses.
- Use professional communication skills.
- Identify support resources.





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The delicate balance of mentoring someone is not creating them in your image, but allowing them to develop themselves. – [Steven Spielberg](#)

As essential healthcare team members, Personal Support Workers (PSW's) often draw on resources and best practices from other healthcare disciplines. They frequently adopt concepts and materials, particularly from the Nursing field, to enhance and guide their practice. In particular, many similarities are present when reviewing preceptorship models.

The two definitions, preceptorship and mentorship, are sometimes used interchangeably in healthcare resources and practices. For the OER, the PSW's role in supporting the student individually will be referred to as a **preceptor**.

What is Preceptorship?

A preceptor is a formal relationship between two people where one provides guidance and

What is Mentorship?

A mentor is a person who has the experience and knowledge to guide and support the

support as the other adjusts to and performs a new role. The experienced person leads the relationship to promote the learning and development of the student (RNAO, 2017).



Illustration by Pablo Stanley, [Humaaans](#), used under the [Blush License](#).

development of a person who has the potential but less experience (mentee). This relationship is usually long-term, mutually beneficial, and voluntary (RNAO, 2017).



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3.1 Clinical Professional Practice Partnership Guide

Core Values

Collaborate

To work jointly with others—students, instructors, preceptors, and coordinators—to achieve shared client care and education goals.

Support

To provide guidance, encouragement, and resources that help students succeed academically and professionally.

Reflect

To thoughtfully consider experiences and feedback to improve personal and professional growth.

Advocate

To actively support and speak up for the needs and rights of clients and students within the healthcare system.

Communicate

To share information clearly and effectively among all care and education team members.

Educate

To provide knowledge, training, and mentorship that fosters student learning and client well-being.

Client Centred-Care

To prioritize clients' needs, preferences, and values in all aspects of care delivery.

Role Definitions

PSW Student

A learner enrolled in the Personal Support Worker program who is developing the knowledge, skills, and attitudes necessary to provide personal care and home management services to clients in both community and residential-care settings.

PSW Agency Preceptor

A healthcare professional (PSW) at a clinical placement site who supervises, mentors, and evaluates PSW students during their hands-on training. Preceptors help bridge the gap between classroom learning and practical application, ensuring students meet professional standards in client care.

PSW Program Coordinator

An academic leader oversees the PSW program's curriculum, student progression, and alignment with provincial standards. The coordinator ensures quality education, supports faculty and students, and liaises with clinical partners to maintain supportive student placements.

Fanshawe College Clinical Instructor & Clinical Advisor

A faculty member who accompanies/oversees students during clinical placements, providing direct and/or indirect supervision, feedback, and evaluation. They ensure students apply theoretical knowledge safely and effectively in clinical settings and liaise between the college and the clinical site.

3.2 PSW Student, Instructor, Advisor, & Preceptor Relationship

A partnership in the Clinical Professional Practice setting is between the student and a Clinical Instructor, the student and the Clinical Advisor, and the student and the PSW Preceptor.

A preceptorship is a partnership defined over a short period to facilitate students' learning goals and focus on building on previously learned knowledge and skills. The aim is for the Preceptor to act as a role model to guide and mentor the student in their learning. This focus is essential for safe, competent, and ethical practice (RNAO, 2017).





Let's Review: Preceptorship in Action – Long-Term Care Setting

Keira is an experienced Personal Support Worker (PSW) at a Long-Term Care agency. She has taken on the Preceptor role for Karinpreet, a PSW student beginning her second clinical placement (Consolidation). Having mentored students before, Keira knows the value of starting with a clear and supportive conversation.

Before Karinpreet's first shift, Keira invites her to meet for coffee in a quiet space to ensure confidentiality.

Keira begins by reviewing the placement curriculum, the core competencies Karinpreet has been working on in her program, and the competency requirements for the Clinical Consolidation experience. Karinpreet shares her learning goals, including building confidence in assisting with mobility and improving her communication with the residents who have dementia.

With a better understanding of Karinpreet's strengths and areas for growth, Keira outlines a plan for the first week. They agree that Karinpreet will begin by shadowing and assisting Keira during morning care routines, gradually taking on more responsibility as she becomes comfortable. Keira emphasizes the importance of checking in before trying new tasks and encourages Karinpreet to ask questions freely.

They also agree to set aside 10 minutes at the end of each shift to reflect on what went well, what was challenging, and what Karinpreet would like to focus on next.

By the end of their coffee, a foundation of trust and mutual respect has been formed. Karinpreet feels reassured by Keira's warmth and clarity, and Keira is reminded of the vital role she plays in shaping the next generation of compassionate caregivers.



Image created by ChatGPT, details below.

The Initial Introduction

The below chart can be used (and further completed) by the PSW Instructor/Preceptor in preparation of partnering with a PSW student. Review [Appendix B: Sample of Weekly Schedule of Student Learning](#) for further ideas.

Introduction: Preceptor, Student

Coffee: Private setting, support, approachability

Expectations: Clinical course review & expectations, competencies

Ongoing Relationship: Check-ins, reviews, encouragement, feedback, communication



Introduction – supportive & informative	Ongoing Guidance & Feedback	Midterm Progress Update	Final Evaluation
Discuss learning objectives and review clinical professional practice domains and competencies	Observe student performance with resident care, provide constructive feedback as needed		
Discuss method of feedback and evaluation			
Discuss client assignment			
Student complete “Let me get to know you” reflection			
Exchange contact information			
Establish a trusting and open communication style for the student to express concerns and ask questions			
Tour the facility, review client assignments, discuss the progression of a “typical” clinical shift.			
Introduce the concept of Post-Conference and student expectations			

OpenAI. (2025, June 9). ChatGPT. [Large language model]. <https://chat.openai.com/chat>

Prompt: Create an image of the above case scenario.

3.3 Communication and Feedback in Clinical Professional Practice

Effective communication is the cornerstone of a successful clinical placement. For Personal Support Worker (PSW) students, the clinical healthcare environment is where theory meets practice. As a Clinical Instructor, Clinical Advisor, PSW Preceptor, your ability to communicate, provide constructive feedback, and foster a supportive learning atmosphere is vital in shaping a student's confidence and competence.

Foundations of Effective Communication

Build Rapport Early

- Begin with a warm, welcoming conversation.
- Learn about the student's goals, strengths, and areas for growth,
- Share your own experiences to create a sense of mutual respect and trust.

Use Clear, Respectful Language

- Avoid jargon or overly technical terms unless teaching them.
- Speak in a calm, encouraging tone.
- Use active listening techniques: nodding, paraphrasing, and asking clarifying questions.

Encourage Open Dialogue

- Create a safe space for students to ask questions.
- Normalize uncertainty – remind students that learning is a process.
- Use Phrases like:
 - *“What are you curious about today?”*
 - *“Let’s talk through that together.”*

Communication Strategies for Challenging Situations

When a Student Makes a Mistake

- Stay calm and nonjudgmental.
- Use the “Pause and Reflect” approach:
 - *“Let’s take a moment to think about what happened and how we can approach it differently next time.”*

When a Student is Struggling

- Check in privately and empathetically.
- Offer specific, manageable steps to help them regain confidence.
 - *“I’ve noticed you seem unsure – how can I support you?”*

When Giving Real-Time Guidance

Use the “See One, Do One, Reflect” Model:

1. Demonstrate the task
2. Guide the student through it.
3. Reflect together on what went well and what could improve.

Giving and Receiving Feedback

The Feedback Sandwich

- Start with a strength: *“You did a great job staying calm with the resident.”*
- Offer a growth point: *“Next time, maintain eye contact to help build trust.”*
- End with encouragement: *“You’re improving – keep it up!”*,

Make Feedback Timely and Specific

- Give feedback as close to the event as possible.
- Focus on behaviours, not personal traits.
- Use “I” statements:
 - *“I noticed you hesitated during the transfer. Let’s review the steps together.”*

Invite Student Reflection

Ask:

- *“What do you think went well?”*
- *“What would you do differently next time?”*

Daily Check-ins and Debriefs

End-of-Shift Reflections

Set aside 5-10 minutes to discuss:

- What went well today?
- What was challenging?
- What would you like to focus on tomorrow?

Weekly Progress Reviews

- Review learning goals together.
- Adjust responsibilities based on the student's comfort and skill level.
- Celebrate progress – big or small!

[See A Clinical Decision Tree in 3.4 Additional Resources](#)

Conclusion

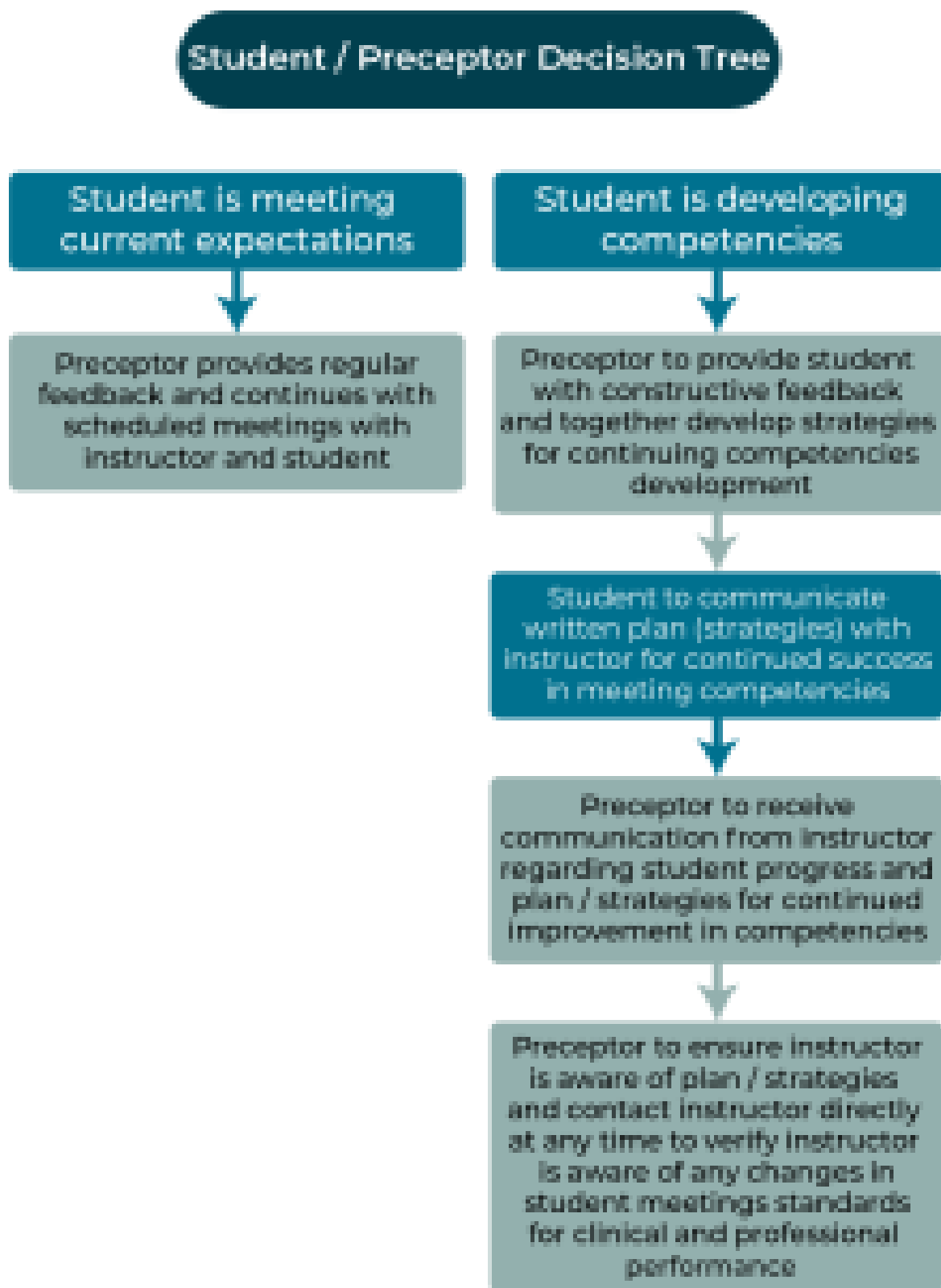
As a Clinical Instructor, Clinical Advisor, PSW Preceptor, your communication and feedback skills are powerful tools in shaping a student's clinical experience. By fostering open dialogue, offering timely and constructive feedback, and creating a supportive learning environment, you help build the next generation of compassionate, competent PSW's.



Reflective Questions Activity

1. How do you build rapport with your PSW students at the beginning of their placement?
2. Describe a time when you had to give constructive feedback to a student. How did you approach it?
3. What strategies do you use to encourage open dialogue with your students?
4. Reflect on a challenging communication situation with a student. What did you learn from it?
5. How do you ensure that your feedback is timely and specific?
6. Describe your approach to end-of-shift reflections with your students.
7. What techniques do you use to help students reflect on their performance?
8. Reflect on a successful mentoring experience. What made it effective?

3.4 Additional Resources



"Decision Tree" by the [Faculty of Nursing, University of Alberta](#), reproduced with permission. Recoloured by Koen Liddiard. Click to enlarge.

Student/Preceptor Decision Tree

Student is meeting current expectations

Preceptor provides regular feedback and continues with scheduled meetings with the instructor and the student

Student is developing competencies

Preceptor to provide the student with constructive feedback and together develop strategies for continuing competencies development.

Student to communicate written plan (strategies) with instructor for continued success in meeting competencies.

Preceptor to receive communication from instructor regarding student progress and plan/strategies for continued improvement in competencies.

Preceptor to ensure instructor is aware of plan/strategies and contact instructor directly at any time to verify instructor is aware of any changes in student meeting standards for clinical and professional performance.

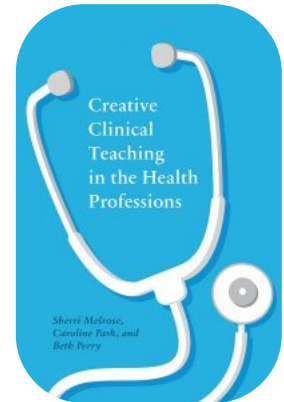


See [Appendix D](#) For Collaborative Success Plan



Clinical Instructor/Advisor/Preceptor Resource:

Read [Creative Clinical Teaching in the Health Professions](#) by Sherri Melrose, Caroline Park, and Beth Perry.



CHAPTER 4: PREPARING FOR CLINICAL PROFESSIONAL PRACTICE PLACEMENTS

Chapter Overview

[4.0 Learning Objectives](#)

[4.1 Clinical Pre-Placement Process](#)

[4.2 Clinical Pre-Placement Steps](#)

[4.3 Preparing for the Clinical Professional Practice Placement](#)



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4.0 Learning Objectives



Learning Objectives

By the end of this chapter, PSW students will:

- Develop effective organization and preparation strategies for clinical placement.
- Review the necessary documentation and pre-placement requirements.
- Complete the Clinical Professional Practice Pre-Placement requirements before attending clinical placement in Long-Term Care and Community settings.



Preparing for clinical placement is critical in bridging the gap between classroom learning and being ready for healthcare practice. This chapter will guide students through the pre-placement process to ensure they are prepared to enter the clinical setting by Level 2 of the PSW program.

Students will also review essential organization and agency requirements to prepare them for success in their clinical environments, including Long-Term Care and Community settings. Learners will review key documentation and requirements, including policies, procedures, and expectations set by both Fanshawe College and clinical partners.

4.1 Clinical Pre-Placement Process

Personal Support Worker (PSW) students at Fanshawe College must complete Clinical Pre-Placement Requirements to be eligible to attend clinical placements in Long-Term Care and Community settings. These requirements are managed and tracked through [Synergy Gateway](#), an online platform used by the college to streamline the verification process.

Why is there a clinical pre-placement process?

Your future career in the healthcare field and being a Personal Support Worker requires you to meet specific health and safety standards before you can begin your first clinical placement. Why?

- This protects you, your placement agency co-workers, and the individuals you will care for during placement.
- To meet regulations set out by Ontario law.
- To meet the placement agency's requirements before joining their organization.

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How does this impact you?

The Clinical Professional Practice Placement courses are a mandatory component of the PSW program. If you do not complete your pre-placement requirements, you cannot attend your placement. You will not graduate from the PSW program if you do not complete your clinical placements.

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What you need to know...

Before you start your clinical placement, you have to meet all of the pre-placement requirements.

You will not be assigned a placement if you do not complete the requirements. If you do not attend a placement, you will not graduate.

Clinical Placement Requirements

The Placement Coordinator will email information about the placement clearance process or you can find the information on the [Fanshawe College Pre-Clearance Requirements website](#). You are highly encouraged to begin the Pre-Placement Clearance process as soon as you have been accepted into the program.

- Immunizations, including the COVID-19 and flu vaccine
- Mask Fit Testing
- Standard First Aid and CPR BLS
- Non-Violent Crisis Intervention Training
- Vulnerable Sector Check (PVSC)
- Required Forms
 - Professional Practice Health Form
 - Placement Agreement Form
 - WSIB Declaration
 - WHAS (Workplace Health and Safety)
 - Confidentiality

Refer to [Section 4.2](#) for further details.



Photo by [CDC, Unsplash License](#)

Learn more about Synergy Gateway



Please review Synergy Gateway, the platform you will be using to upload your pre-placement documents. It is important to navigate the site and ensure you can log in with your credentials before uploading the required documents. It is recommended to log in at the beginning of Level 1 of your program and begin your pre-placement process as soon as possible. Head to the following site for further information about Synergy Gateway: [Synergy Gateway FAQ](#).

4.2 Clinical Pre-Placement Steps

1

Complete Required Training & Print Pre-Placement Forms

Complete the Following Training Online:

1. [WHMIS](#) Training
2. [WHAS Workplace Health & Safety](#) Training
3. [Non-Violent Crisis Intervention](#) Training

Print & Sign the required Pre-Placement Forms as provided by the Fanshawe College PSW Program [Pre-Placement website](#).

1. Professional Practice Health Form.
2. Placement Agreement Form.
3. WSIB Declaration of Understanding.
4. Confidentiality Form.
5. WHMIS Certificate (*after the online course is completed*).
6. WHAS Workplace Health and Safety Certificate (*after the online course is completed*).
7. Non-Violent Crisis Intervention Training (*after the online course is completed*).
8. **International students ONLY:** International Declaration form.

These forms can be found on the [Fanshawe College Pre-Clearance Requirements website](#) and/or will be provided by your Pre-Placement Coordinator.

Save/Print the [Clinical Pre-Placement Checklist](#) for all the steps required in the pre-placement process and the required documentation links.

2

Immunizations

Provide proof of current Immunizations. Review your printed Professional Practice Health Form.

Section A: Medical Requirements must be completed by your Health Care Provider. Students are able to use the medical services provided by the [Fowler Kennedy Clinic](#) located at the Fanshawe College London Campus. Immunizations must be current for students to attend their Professional Practice Placements.

This process can take up to three months to complete and will require some planning. **Arrange to have a medical professional complete the Professional Practice Health Form as soon as possible when you are accepted into the program, verifying all current immunizations.** Please ensure you have a copy of your immunization record and blood test results for your pre-placement clearance.

3

Book an Appointment

Book an appointment with your Health Care Provider/Medical Professional. You may require multiple appointments before Section A of the Professional Practice Health Form is complete. You will need to bring your printed Professional Practice Health Form to your appointment.

Note: Request to have your blood work drawn during your initial appointment with your Health Care Provider. Please request a copy of your bloodwork results as this will be required to upload to Synergy.

4

Police Vulnerable Sector Check

This requirement must be renewed every 6 months per the healthcare agency's requirements. Check the [Ontario Provincial Police website](#) to search where you live and how to complete the VSC application.

Police Vulnerable Sector Checks can take up to 6 weeks to process; therefore, do not delay your application.

Note: Agencies will not accept students with a criminal record. Students denied placement due to this screening may complete the program's academic components. They will not, however, meet the requirements for graduation. Contact your Program Coordinator to discuss exceptions and concerns.



You will receive a PVCS request letter from your Pre-Placement Coordinator to upload with your PVSC application.



Your Police Vulnerable Sector Check will need to be current **WITHIN** the last **6 months**; you may need to repeat the screening more than once during the program.

5

Sign up for a Standard First Aid/CPR Course

Make sure to sign up for and complete a Standard First Aid and Cardiopulmonary Resuscitation (CPR) training with the company of your choosing. Ensure this is a **CPR-BLS Certificate**.

You will **not** pass your Pre-Placement clearance if the Standard First Aid and CPR- BLS course is **not** completed, and therefore will not be able to start your Clinical Professional Practice Placement.

6

Mask-Fit Test

Students in the PSW program will require a mask fit test (N95 fit check), which can be completed at your preferred location. Email your Pre-Placement Coordinator for local recommendations. The mask fit testing is required to be completed every two years. You will need to be clean-shaven and should not eat, drink, or chew gum for at least 20 minutes before your test.

7

Health and Safety Certificates

Personal Support Worker students, in accordance with the Ministry of Labour, will be required to complete the Health and Safety Training.

Complete the following training:

✓ [Workplace Health and Safety Training in 4 Steps](#)

✓ [WHMIS](#)

✓ [Non-Violent Crisis Intervention Training](#)

Create an Account by clicking on Sign Up through the above link

Complete Part 1 “Initial Crisis Intervention Training – Fanshawe College”

Complete Part 2 “Crisis Intervention Training – Physical Techniques Online – Fanshawe College”

Once the final test for Part 1 and Part 2 is successfully completed, you can download and print your certificate, which you will upload to Synergy

8

Upload Your Documents

Upload **ALL** of your documents to [Synergy Verified](#).

Upload your documents to Synergy Verified as you complete them. For example, once you complete your CPR-BLS/First Aid Certificate, upload your certificate to Synergy Gateway. This ensures your certificate does not get lost and completes the step in the pre-clearance process.

Ensure that your Professional Practice Health Form has been **FULLY** completed prior to uploading. You may require multiple appointments before Section A of the Professional Practice Health Form is complete.

Log in to [Synergy Gateway](#)

In your web browser (Chrome recommended), go to [Verified](#)

- Synergy has emailed you a username and password (check your school email for subject line: “Your Access to the Synergy Gateway Website” received from email address: “helpdesk@synergygateway.com”
 - Please do not respond to this email, as it will not be sent to anyone. It is a no-reply email.
 - You may need to check your junk folder.
- You will be required to use your school email address and password combination sent by Verified by Synergy Gateway to log in.
- Enter your username and password. Click “Login”.

9

Synergy Appointment

Once you have completed all of your medical and non-medical requirements in the Pre-Placement

Process, and have uploaded ALL required documentation to Synergy, you can BOOK your SYNERGY Appointment by clicking here: [Synergy Verified Login](#).

Your login and password were sent to your Fanshawe email address.

Please book your Synergy appointment as soon as you are able. It is advised to book an appointment at least a month prior to your placement start date in case any additional uploads/appointments are required.

10

Additional Questions

For more information, contact your [Pre-Placement Coordinator](#).



Students are responsible for uploading all required documentation to Synergy by the deadlines and must monitor the platform for status updates or requests for further information. Failure to meet these requirements on time will prevent participation in clinical placement.



Due Dates

Plan ahead and review your Synergy Clearance Requirement. Completing all of the above requirements may take several months in some cases. It is the student's responsibility to ensure ALL requirements are complete. Keep all original documents in a safe place for future reference. If you have any questions or require assistance, you can email your [Pre-Placement Coordinator](#).

December for Level 2 Winter starts
April for Level 2 Spring starts
August for Level 2 Fall starts

4.3 Preparing for the Clinical Professional Practice Placement

The foundation for a meaningful and safe learning experience requires students to be organized and well prepared. As a Personal Support Worker (PSW) student, your placement is vital to apply classroom knowledge to real-world healthcare settings, build professional relationships, and develop your skills in providing compassionate, client-centred care.

Preparing Yourself

Placement can be both exciting and challenging. Prepare yourself mentally by setting realistic goals, practicing self-care, and seeking peer, faculty, and/or Clinical Instructor support. Confidence comes from preparation—knowing what to expect and being ready to learn will help you make the most of this experience.

By staying organized, completing your requirements on time, and entering placement with a proactive mindset, you will be well-positioned to grow professionally, contribute meaningfully to the healthcare team, and provide safe, knowledgeable, client-centred care.

Name Tag & PSW Crest

All uniforms must have the [Fanshawe College PSW crest](#) securely attached to the outermost portion of a uniform's left sleeve. Crests cannot be attached to uniforms by staples or pins.

Fanshawe College identification name tags should always be visible, worn on the left side of the uniform, and high enough to prevent client injury when administering care. They must be worn for all lab practice classes and at the clinical agency.

For a comprehensive list of requirements for each Clinical Professional Practice Placement refer to:

[Section 7.2 HLTH 3054 PSW Clinical Professional Practice Expectations & Requirements](#)

[Section 8.2 HLTH 3055 PSW Consolidation Professional Practice Expectations & Requirements](#)

[Section 9.2 HLTH 3056 PSW Community Professional Practice Expectations & Requirements](#)



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Transportation

Students are expected to arrange transportation and parking to and from their clinical placement at their own expense. Know the location of your placement and plan your commute. Consider travel time, weather conditions, and public transit schedules. If you rely on others for transportation, have a backup plan in case of unexpected delays. Also, consider how your placement schedule fits your other commitments and plan. Child care, work, and personal days are unacceptable excuses for missing placement.

Curriculum Package

Bring your curriculum package to your clinical placement. If you have lost this, you can print the package found in your Fanshawe Online Clinical courses.

- Review the Clinical Curriculum Package & Program Manual
- Review this OER

Pre-placement Clearance Paperwork



Bring a copy of ALL of your pre-placement clearance paperwork, including:

- Professional Practice Health Form (signed and completed by Healthcare Provider)
Including proof of COVID-19 and Flu Vaccine
- Standard First Aid/CPR- BLS certificate
- Bloodwork Results
- Police Vulnerable Sector Screening
- Mask Fit Testing Result
- Non-Violent Crisis Intervention Training Certificate

See [4.1 Clinical Pre-Placement Process](#) for a review of the pre-placement requirements.

Supplies

Ensure you have all necessary supplies ready before your first day. This may include:

- ✓ Watch with a second hand – to clip to your uniform.
- ✓ A small notebook and pen for on-site note-taking.
- ✓ Bring your lunch as you will not be able to leave the site during your lunchtime.
- ✓ Student ID.
- ✓ Shoes for placement. You may not wear your outdoor shoes when providing client care at the agency.

Note: Do NOT bring your cell phone to your Clinical Professional Practice client care areas.



Image by ChatGPT, details below

Embarking on a Clinical Professional Practice Placement marks an important step in your healthcare education journey—where theory meets practice, and learning becomes lived experience. While this transition offers exciting opportunities to further build on your classroom learning and your professional identity, it also brings emotional, mental, and physical demands that require thoughtful preparation.

[Preparing for Clinical Placement: A Student Guide to Success & Self-Care \[PDF\]](#) is designed to support you through this next phase of your education. From cultivating resilience and setting realistic expectations to prioritizing self-care and building a strong support network, this guide equips you with practical strategies to assist you both personally and professionally during your clinical placement.

OpenAI. (2025, 9 June). ChatGPT. [Large language model]. <https://chat.openai.com/chat>

Prompt: Create an image of a personal support worker in scrubs with a watch with a second hand clipped to the uniform.

CHAPTER 5: INTRODUCTION TO CLINICAL SKILLS & DOMAINS OF PRACTICE COMPETENCIES

Chapter Overview

[5.0 Learning Objectives](#)

[5.1 Silex & Job Skills for the Future](#)

[5.2 Clinical Professional Practice Domains of Practice Competencies](#)

[5.3 Clinical Skills Resources](#)

[5.4 Additional Resources](#)



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5.0 Learning Objectives



Learning Objectives

By the end of this chapter, PSW students, faculty, Clinical Instructors, Clinical Advisors, and PSW Preceptors will:

- Identify the key job skills for the future outlined by Fanshawe College.
- Summarize the core competencies and clinical skills required of PSW students across various healthcare settings.
- Examine and differentiate the Domains of Practice Competencies relevant to the role of the PSW.



5.1 SiLEX & Job Skills for the Future

SILEx

Each Fanshawe student engages in at least one meaningful experiential learning opportunity during their studies, underscoring the essential role hands-on learning plays in their educational experience.

Overall, there are five unique types of **Signature Innovative Learning Experiences (SILEx)**.

Within the Personal Support Worker program curriculum, the SILEx is Live Client Interactions. Students interact with external partners and clients, to demonstrate application from the classroom to real-life settings. Live client interactions may be in the form of participating in a classroom setting with a standardized (simulated) client, for example, demonstrating caring for a resident who has had a stroke. Within both the classroom and clinical setting, feedback is provided from a faculty member and/or the Clinical Instructor.



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Exercise: SILEx

Match the SILEx type to the correct definition.

Words:

- Global Projects
- Entrepreneurship
- Multi-disciplinary Projects
- Live Client Interactions
- Applied Research

Statements:

Demonstrate research skills through an applied research project with an external partner.

Demonstrate learning related to entrepreneurship, small business development/management or intrapreneurship

Work with a Canadian or international organization to address a global problem or opportunity.

Interact with external partners to demonstrate learning in a vocational area.

Collaborate with students from other programs to demonstrate learning in a vocational area.

Answers:

Applied Research: Demonstrate research skills through an applied research project with an external partner.

Entrepreneurship: Demonstrate learning related to entrepreneurship, small business development/management or intrapreneurship

Global Projects: Work with a Canadian or international organization to address a global problem or opportunity.

Live Client Interactions: Interact with external partners to demonstrate learning in a vocational area.

Multi-disciplinary Projects: Collaborate with students from other programs to demonstrate learning in a vocational area.

Job Skills for the Future

Fanshawe College has identified 7 Job Skills for the Future that all programs in the college embed into their curriculum. These Job Skills are generic to all industries.

Competence in these job skills is regarded as required for those seeking to build successful careers. All of the 7 Job Skills for the Future are woven into different curricula at Fanshawe College. It is important that students can identify these skills in themselves and share how they have demonstrated competence in these skills when meeting with potential employers.



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Exercise: Job Skills

Common job interview questions may go something like this:

- Tell me about a time when you had to learn something new. What was the situation, what did you do, and how did it turn out?
- Tell me about a time when you were working with someone as part of a team, and they were not doing their share of the work. What was the situation, what did you do, and how did it turn out?
- Tell me about a time when you had a complex problem to solve that meant you were going to have to miss a deadline. What was the situation, what did you do, and how did it turn out?



Watch Job Skills for the Future at <https://www.youtube.com/watch?v=IdphiFIPEeM>

Every Fanshawe program emphasizes a minimum of three skills that are a priority for the success of its graduates.



Exercise

Match the Job Skills for the Future type to the correct definition.

Words:

- Novel and adaptive thinking
- Complex problem solving
- Self-directed learning
- Global citizenship
- Resilience
- Social intelligence
- Implementation Skills

Statements:

Find innovative, creative, and unconventional relationships between things or concepts.

Succeed through adversity.

Build and nurture mutually beneficial relationships.

Identify and achieve personal learning goals.

Create an awareness of the wider world and our place in it.

Find solutions to real-world problems.

Manage projects to achieve key milestones and outcomes.

Answers:

Novel and adaptive thinking: Find innovative, creative, and unconventional relationships between things or concepts.

Resilience: Succeed through adversity.

Social intelligence: Build and nurture mutually beneficial relationships.

Self-directed learning: Identify and achieve personal learning goals.

Global citizenship: Create an awareness of the wider world and our place in it.

Complex problem solving: Find solutions to real-world problems.

Implementation Skills: Manage projects to achieve key milestones and outcomes.



To read more about each of the job skills for the future, please see [Appendix A](#).

The Personal Support Worker (PSW) program integrates foundational theory with immersive, hands-on training to ensure graduates are fully prepared for the workforce. Through a blend of classroom instruction and real-world clinical placements, students acquire the practical skills and compassionate approach essential for delivering quality care as a PSW.

[“The 7 Job Skills for the Future – Introduction”](#) from [Fanshawe SOAR](#) by Kristen Cavanagh is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#), except where otherwise noted.

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5.2 Clinical Professional Practice Domains of Practice Competencies

Clinical Professional Practice is a cornerstone of education and professional development for Personal Support Workers (PSW's). Domains of Practice Competencies are essential for PSW students because they provide a structured and standardized framework for evaluating the diverse skills required in the profession. These domains ensure that students are assessed consistently across skill-based, interpersonal, and ethical dimensions, promoting a high standard of care. By clearly outlining expectations, they guide both learning and professional development, helping students understand where to focus their efforts. Additionally, these competencies align with Standards of Practice ([Personal Support Worker Standard](#)), and ethical frameworks, ensuring that graduates are well-prepared to meet the demands of real-world healthcare environments and deliver safe, client-centred care.

The Clinical Professional Practice Courses are very important for the PSW student for several reasons:

Confidence Building

Repeated exposure to healthcare environments builds confidence in handling diverse client needs, and ethical dilemmas.

Hands-On Skill Development

Clinical Placements allow PSW students to apply theoretical knowledge in real-world healthcare settings, helping them strengthen essential skills like personal care, mobility assistance, and communication with clients and the interprofessional healthcare teams.

Professional Socialization

Students learn workplace norms, interprofessional collaboration, and the expectations of healthcare environments, building on what they have learned in classroom settings.

Critical Thinking and Adaptability

Clinical practice challenges PSW students to make decisions in dynamic situations, fostering problem-solving and adaptability—key traits in Long-Term and Community Care.

Feedback and Growth

Supervised practice provides opportunities for constructive feedback, allowing students to refine their techniques and professional behaviour.

In the Fanshawe College PSW program, the Domains of Practice are placed into five main categories:

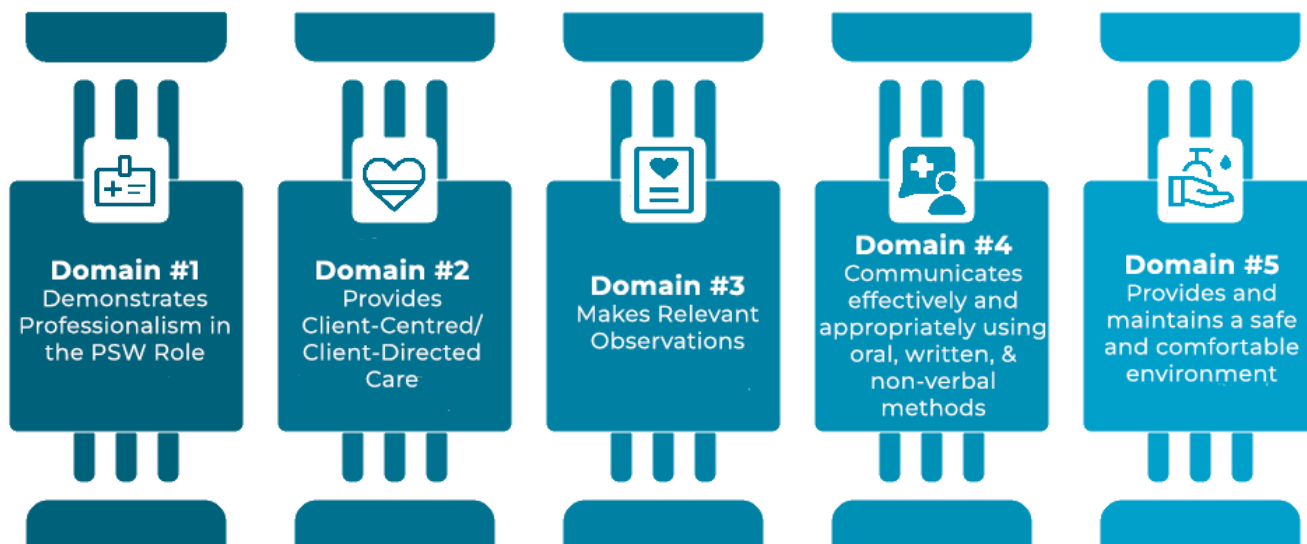


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Image Description

The five domains

- Domain #1: Demonstrates Professionalism in the PSW Role
- Domain #2: Provides Client-Centred/Client-Directed Care
- Domain #3: Makes Relevant Observations
- Domain #4: Communicates effectively and appropriately using oral, written and non-verbal methods
- Domain #5: Provides and maintains a safe and comfortable environment

Please review the HLTH 3054 Curriculum posted within the Fanshawe Online Learning Management System for a further description of each domain and the formal midterm and final evaluation documents.

Domain #1. Demonstrates professionalism in the PSW role

Appearance

- Practices good personal hygiene and follows Fanshawe PSW Dress code (full uniform, name tag, PSW crest, shoes, hair off the collar).
- Cosmetics and jewellery as per the Fanshawe PSW Program manual's dress code.
- Hair is clean and away from the face and off the collar.

- Breath and clothing free from food/beverage or cigarette odours- avoids strong scents such as perfume/cologne.
- Refrain from chewing gum at all times

Attitude

- Demonstrates honesty and integrity in all aspects of care and communication.
- Is courteous at all times.
- Cooperates with other students, staff and instructors.
- Accepts constructive feedback.
- Refrain from discussing personal problems at work.
- Applies knowledge of basic coping skills to adapt to work-related change and stress.
- Exhibits willingness to work with care, demonstrates understanding of the roles and responsibilities differences between regulated health professionals and unregulated healthcare providers.
- Recognizes when tasks are too complex or require more time to be completed safely and requests assistance.

Behaviour

- Follows through on feedback – accepts responsibility for own actions – works within PSW role.
- Follows the policies and procedures of Fanshawe College and the agency.
- Maintains client and workplace confidentiality, whether verbally, in writing, or electronically.
- Performs PSW role in an ethical manner.
- Performs client care in a reasonable and timely manner.
- No use of cell phones at any time while at the agency, except during assigned break times.
- Refrain from posting any references to clients, agency, assignments, or staff/ peers/ instructors on any social media applications.
- Refrain from taking photographs in any form, at any time.
- Uses problem-solving and critical thinking techniques in a professional manner while providing care.

Reliability

- Attendance (100%).
- Phone both the agency and the instructor appropriately to report any absences or

lateness.

- Hand in assignments on time and in a satisfactory manner.

Domain #2. Provides client-centred/client-directed care

- Provides safe and competent care to clients.
- Uses basic problem-solving skills effectively when providing personal care.
- Uses time management skills effectively to organize own client assignments.
- Carries out assigned care in a caring manner, following the client's care plan.
- Uses basic principles of hygiene and grooming correctly and safely when assisting clients.
- Positions, lifts, transfers, moves, and ambulates clients by using proper assistive equipment and supplies, and based on the client's care plan.
- Provides care which respects the cultural, religious and spiritual beliefs of the client and their families.
- Demonstrates respect for decisions made by clients about health, safety, well-being and lifestyle.
- Demonstrates respect for the client's personal preferences, space and pace.
- Establishes caring relationships with residents/clients.
- Respects boundaries of resident/client relationships.
- Refrain from posting any references to clients, agency, assignments, or staff/ peers/ instructors on any social media applications.
- Uses proper problem-solving and critical thinking while providing client-centred care.
- Provides care following the client's care plan and after completion of appropriate data collection.
- Seeks information about the assigned client in order to provide client-centred care at all times.

Domain #3. Makes relevant observations

- Acts within the PSW role when making observations about clients.
- Follows checklists, written guidelines and/or oral directions when observing clients.
- Recognizes and reports changes in the client's usual condition to the appropriate person.
- Seeks out information and guidance as required from the clinical instructor when making observations.
- Applies basic knowledge when making observations.
- Identifies when contact precautions should be initiated and reported.
- Makes relevant observations and completes the Data Collection Tool correctly.
- Refrain from taking photographs in any form, at any time.
- Uses proper problem-solving and critical thinking when observing client behaviours.

Domain #4. Communicates effectively and appropriately using oral, written and non-verbal methods

- Submits all written assignments on time.
- Demonstrates honesty and integrity in all aspects of communication.
- Uses principles of helping relationships when providing care.
- Uses a positive and caring attitude, displaying empathy and respect and sensitivity to diversity when interacting with clients and families.
- Uses communication skills and language appropriate to the client's needs and situation.
- Recognizes the influence that sensory difficulties and communication disorders have on the client's ability to interact with their environment and provides care accordingly.
- Supports clients' verbal and nonverbal communication.
- Ensures that all written communication is legible, written in ink, and without spelling and grammar errors.
- Speaks and writes clearly using correct terminology and abbreviations in all communication and assignments.
- Uses effective communication skills when reporting to staff and clinical instructors.

- Reports to appropriate staff when leaving the unit for any reason and again upon return to the unit.
- Completes all client documentation accurately and promptly according to agency policy.
- Follows all written and oral directions accurately and promptly.
- Identifies when contact precautions should be initiated and reported.
- Follows both Fanshawe College and the clinical agency's policies regarding all forms of communications.
- Refrain from posting any references to clients, agency, assignments, or staff/ peers/ instructors on any social media applications.
- Refrain from taking photographs in any form, at any time.
- Uses proper problem-solving and critical thinking techniques when communicating with a client who has communication difficulties.

Domain #5. Provides and maintains a safe and comfortable environment

- Implement practices that provide personal safety and the safety of clients and others at all times.
- Use transfer techniques and mechanical lifts according to both Fanshawe and agency policy at all times.
- Use proper self-protective equipment (PPE) when providing personal care. Identify when contact precautions should be initiated and reported.
- Know and comply with health and safety and the employer's policies and procedures to ensure client and personal safety at all times.
- Recognize and report safety risks in the environment.
- Support clients' right to a safe, non-abusive and non-threatening environment.
- Use safe feeding techniques that are specific to the client's needs according to the care plan.
- Use body mechanics correctly and safely.
- Use standard precautions and infection control measures correctly.
- Uses proper problem-solving and critical thinking techniques in order to ensure the



client's safety and comfort.

Domain Information © Fanshawe College, PSW Curriculum.

5.3 Clinical Skills Resources

Throughout the Clinical Professional Practice Placements, PSW students will continue to expand on the clinical skills they have obtained in the classroom and lab setting. Students will become more aware of and participate in the application of many of these skills throughout the PSW program. These will be evaluated and are included the PSW student expectations provided in the Domains of Practice Competencies.

Essential Skills For Personal Support Workers

Emotional and
personal support



Infection Control



Documentation and
reporting



Taking Vital
Signs



Feeding And
Nutrition



Household And
Environmental Support



Mobility Assistance



Toileting And
Elimination Support



Skin Care
And Pressure
Ulcer Prevention



Assisting with personal hygiene



"Essential Skills for Personal Support Workers" by Koen Liddiard, [CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/)

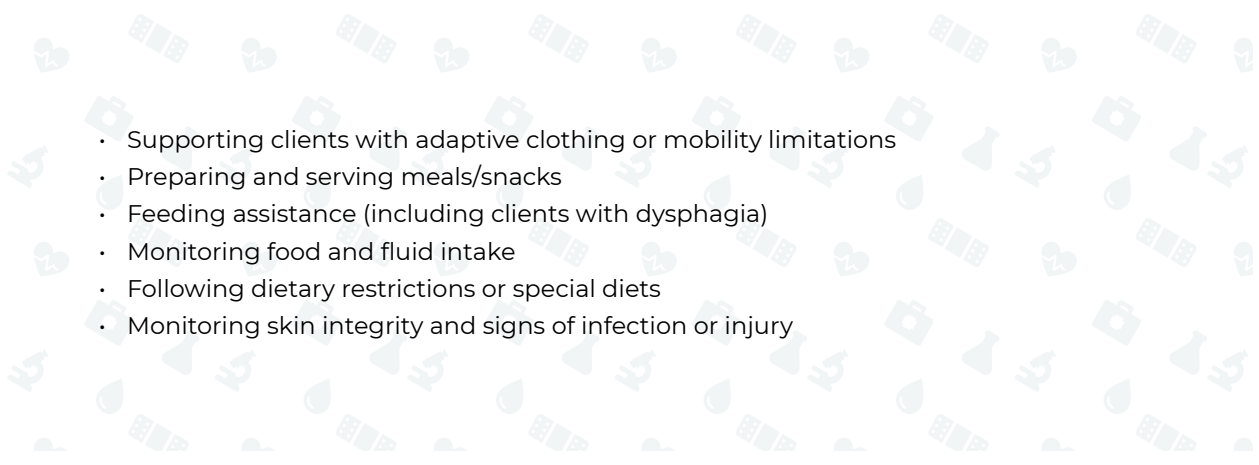
PSW Clinical Skills

Documentation and Communication Skills

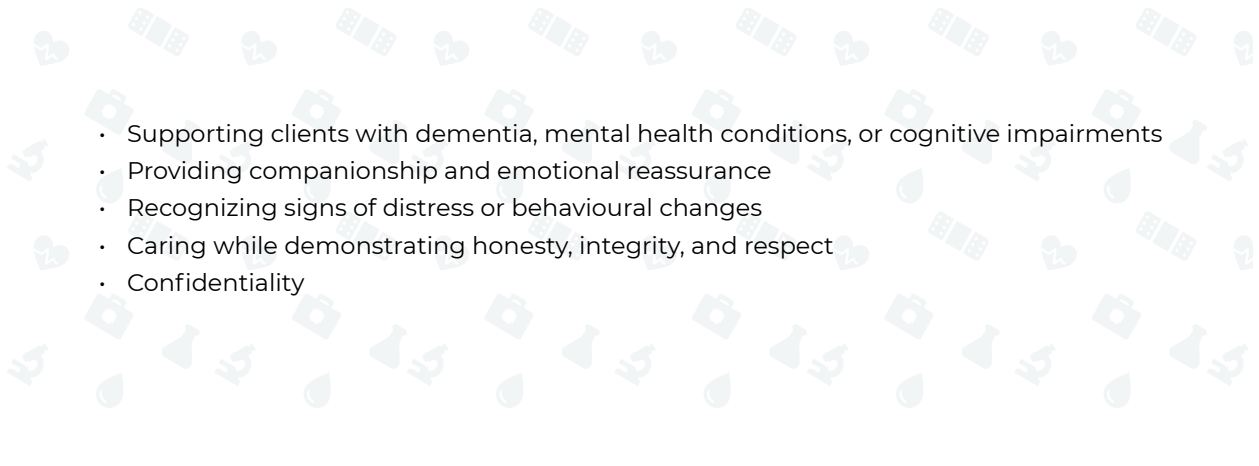
- Active Listening and clear verbal communication
- Basic writing for documentation and reporting
- Understanding non-verbal cues and adapting communication styles
- Demonstrating honesty and integrity in all aspects of communication

Clinical Skills

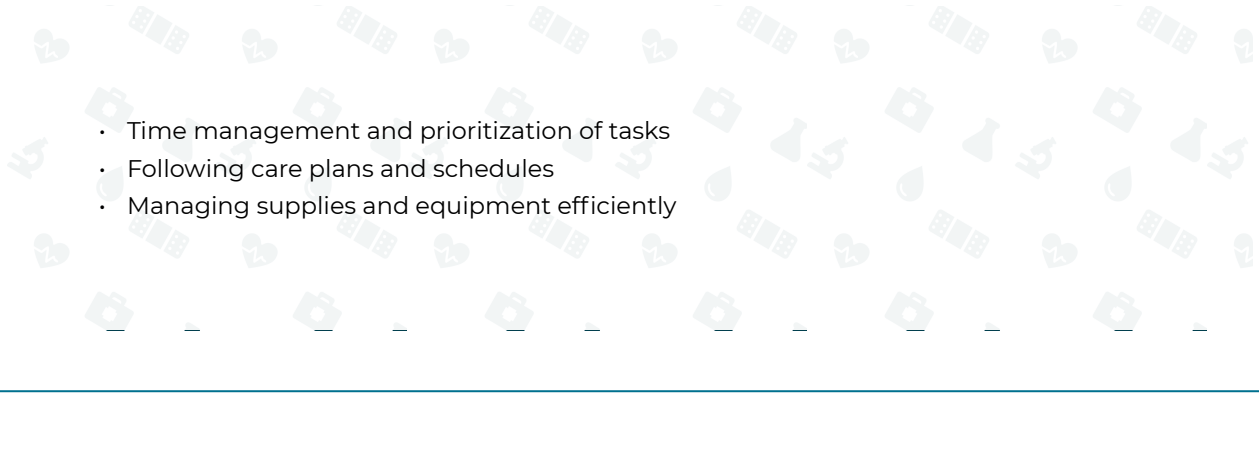
- Assisting with personal hygiene, mobility, and nutrition
- Assisting with walking and transferring (bed to chair, etc.)
- Using mobility aids (walkers, canes, wheelchairs)
- Repositioning in bed or chair to prevent pressure sores
- Monitoring vital signs (e.g., temperature, pulse, respiration)
- Using assistive devices and mechanical lifts safely
- Infection prevention and control practices
- Feeding a client
- Bathing a client: bed bath, tub bath, shower, and hair washing
- Perineal care and incontinence care
- Oral hygiene (brushing teeth, denture care)
- Nail care (filing, cleaning, no cutting unless trained and permitted)
- Shaving (electric shaver only)
- Positions, lifts, transfers, moves, and ambulates clients by using proper assistive equipment and supplies, and based on the client's care plan
- Assisting with toileting (commode, bedpan, urinal, changing incontinence products, catheter care – monitor and empty drainage bags)
- Helping clients choose appropriate clothing
- Assisting with putting on and removing clothes

- 
- Supporting clients with adaptive clothing or mobility limitations
 - Preparing and serving meals/snacks
 - Feeding assistance (including clients with dysphagia)
 - Monitoring food and fluid intake
 - Following dietary restrictions or special diets
 - Monitoring skin integrity and signs of infection or injury

Cognitive and Emotional Support

- 
- Supporting clients with dementia, mental health conditions, or cognitive impairments
 - Providing companionship and emotional reassurance
 - Recognizing signs of distress or behavioural changes
 - Caring while demonstrating honesty, integrity, and respect
 - Confidentiality

Organizational Skills

- 
- Time management and prioritization of tasks
 - Following care plans and schedules
 - Managing supplies and equipment efficiently

Emergency Response

- First aid and CPR BLS
- Recognizing and responding appropriately to medical emergencies
- Observing and reporting changes in physical or mental condition

Infection Control & Safety

- Practicing proper hand hygiene and PPE use
- Cleaning and disinfecting equipment and surfaces
- Following standard and transmission-based precautions
- Ensuring a safe environment (fall prevention, hazard awareness)



Activity: Essential Skills

1. Taking Vital Signs

- Blood pressure
- Pulse
- Respirations
- Temperature

2. Assisting with Personal Hygiene

- Bathing (bed, tub, or shower)
- Oral care (including dentures)
- Perineal care
- Grooming and dressing

3. Mobility Assistance

- Safe transferring (bed to chair, wheelchair, etc.)
- Use of mechanical lifts (e.g., Hoyer lift)
- Ambulation support
- Range of motion exercises

4. Feeding and Nutrition

- Assisting with meals
- Feeding clients with swallowing difficulties
- Monitoring intake and output
- Following dietary restrictions

5. Toileting and Elimination Support

- Assisting with bedpans, urinals, and commodes
- Changing incontinence products
- Catheter care (non-sterile)
- Monitoring bowel movements

6. Skin Care and Pressure Ulcer Prevention

- Repositioning clients
- Applying barrier creams
- Observing and reporting skin changes

7. Household and Environmental Support

- Making beds (occupied and unoccupied)
- Light housekeeping

- Laundry and tidying client spaces

8. Documentation and Reporting

- Recording care activities
- Reporting changes in client condition
- Communicating with the care team

9. Infection Control

- Hand hygiene
- Use of personal protective equipment (PPE)
- Cleaning and disinfecting equipment

10. Emotional and Social Support

- Providing companionship
- Supporting mental well-being
- Respecting cultural and spiritual needs



Watch the Mosby's Clinical Skills Videos at <https://www.kanopy.com/en/product/290719?vp=fanshawec>

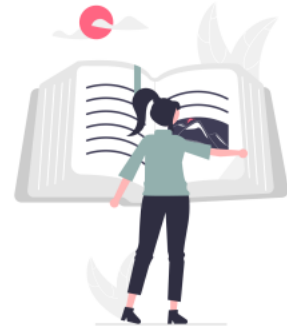
You will need to login with your Fanshawe Credentials to access this resource.

5.4 Additional Resources



[Vital Sign Measurement Across the Lifespan -2nd Canadian Edition](#)

[Sorrentino's Canadian Textbook for the Support Worker \(5th ed\)](#)



CHAPTER 6: REFLECTIVE PRACTICE & CONTINUOUS LEARNING

Chapter Overview

[6.0 Learning Objectives](#)

[6.1 Reflective Practice](#)

[6.2 How do I Reflect?](#)

[6.3 Clinical Professional Practice Reflective Practice Activities](#)

[6.4 Clinical Professional Practice Post-Conference](#)



*Image by [Tessy Agbonome](#), [Pexels License](#).
Mods: Removed stethoscope and lab coat.*

6.0 Learning Objectives



Learning Objectives

By the end of this chapter, PSW students, instructors, and preceptors will:

- Explain the principles and purpose of reflective practice.
- Demonstrate the use of reflective practice techniques to support ongoing learning.
- Assess personal strengths and areas for improvement in relation to clinical professional practice.
- List the required course learning reflective practice requirements and course activity requirements.



6.1 Reflective Practice



Photo by Klaske Rheubottom, [CC BY-NC-SA 4.0](#)



***R**eflective practice is the ability to reflect on one's actions so as to engage in a process of continuous learning. – Donald Schon*

Reflective practice involves thoughtfully examining one's actions, decisions, and experiences. Even though it is a short definition, it is part of a much larger process. Reflective practice is a way to learn from real-life experiences and acquire a new understanding and appreciation of situations that you may be presented with.

How often do you find yourself reviewing the events of the day? Whether it might be an interaction you had with a friend, or in a placement setting, how you interacted with a client, or a staff member. We often look back on our day and review these questions in our minds. Do you often think about the decision that influenced these interactions, and then how you felt about these decisions? Often, this process, **reflection**, happens without us even knowing (The Open University, n.d.).

Reflection will help you explain, unify, review, and develop a meaning from your experiences. It involves examining our views, our thinking, our beliefs, and our values to rethink our practice. For many, this may not be a comfortable skill at first and may take some practice. However, through reflective practice activities, you will uncover your own perspectives, ideals and how you can improve in the future in your clinical practice.

The following video will help you review the process of reflection and reflective writing.

Watch the video Reflective Writing at <https://www.youtube.com/watch?v=QoI67VeE3ds>



After viewing this video and reviewing some of the definitions of reflective practice, take a few minutes to think about what reflective practice means to you. There is no right or wrong answer to this question. The answer will depend on many factors that may have influenced you, your background, and how you perceive certain situations and circumstances.

What Does Reflective Practice Mean to You?

As a Personal Support Worker student, you will engage in reflective practice. The activity of reflective practice will support your ongoing development and will help you evaluate your skills, experiences, and reflect on what went well and what you may want to change for your next placement day and/or in your future clinical practice.



Image by Koen Liddiard, [CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/)

Reflective Practice

- New skills gained.
- Areas to improve on or develop.
- Challenging our assumptions and seeing things from a new perspective.
- Looking at the bigger picture.
- Learning from what we have done and looking forward.
- Increase confidence.
- Improved awareness of certain situations.
- Creativity and trying new things.
- Evaluating different perspectives.
- New knowledge gained.
- Appreciation of practice.
- Positive learner outcomes.

6.2 How do I Reflect?



Reflection Point

Think back to a time when reflecting on an experience helped you see things differently or change how you responded.

Use the questions below to guide your thinking and explore how your perspective or actions shifted as a result.

In the above activity, you reflected. There is no right or wrong way to reflect, and what might work for someone else may not work for you. It can be an organized process through writing, or it can be in the moment, when you can. It is best if you can reflect regularly to work through your thoughts and feelings.

Image Description

- What happened?
- What did I learn?
- How did I feel about the experience when it was happening?
- What do I need to improve on?
- What meaning did this experience have for me?
- What are my goals for next time?



Image by Koen Liddiard, [CC BY-NC-SA 4.0](#). Click to enlarge.

Dig Deeper



Want to read more about Reflective Practice? Check out these resources for more information:

- [Reflective Practice in Health Care and How to Reflect Effectively](#) from the International Journal of Surgery gives you a clear overview and a helpful example to follow.
- Cambridge University's International Education program provides this helpful article, [Getting Started with Reflective Practice](#), on the fundamentals of reflective practice.

6.3 Clinical Professional Practice Reflective Practice Activities

In the first week of your Clinical Professional Practice Placement, you will have the opportunity to share a bit about yourself with your Clinical Instructor.

This is your opportunity to communicate what you would like your instructor to know about you—your background, interests, and how you feel about starting your Clinical Professional Practice Placement and working with clients in a healthcare setting. You are welcome to share as much or as little as you feel comfortable with. Everything you share will remain confidential.

Here are some of the questions you may want to begin to think about:

Let Me Get to Know YOU

- What are your perceptions about this clinical experience?
- What do you think you will learn from this experience?
- What strengths do you bring that will make this a beneficial learning experience?
- What areas do you need to improve upon? (Reflect on your Lab classes)
- What goals do you want to achieve in this Clinical Professional Practice Placement?

- Sometimes I wish I were more ...
- I feel that my communication skills are ...
- I would like the instructor to help me by ...
- My other commitments this semester are (work, family, etc) ...
- Other things I would like the instructor to know are ...

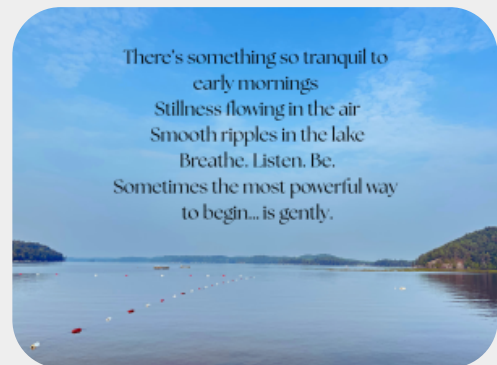


Photo by Klaske Rheubottom, [CC BY-NC-SA 4.0](#)

Downloads



- [Introduction Activity \[Word\]](#)
- [Introduction Activity \[PDF\]](#)

During your Clinical Professional Practice Placement, you will participate in weekly reflective practice activities. While it might seem challenging at first, you likely reflect more often than you realize.

In your reflective practice activities, you will think about a situation/experience that occurred during your Clinical Professional Practice Placement and how the situation/experience affected you. You will then analyze this experience and your learning and reflect on how you will use this knowledge moving forward.

Reflective practice is not just about describing what happened—it is about meaningfully thinking about what happened and asking why it mattered.

Building time for reflection during your Clinical Professional Practice helps deepen your learning and is an important part of both your placement and your ongoing professional growth.

It is important to build in time for reflection during your Clinical Professional Practice Placements, not only as it is part of your curriculum expectations, but to begin a practice in which you learn to take time to reflect throughout your day, your placement experience, and elicit this as a common practice.

Reflective Writing **IS**:

- Written in the first person.
- Analytical.
- Free flowing.
- Subjective.
- A tool to challenge assumptions.
- A time investment.

Reflective Writing **IS NOT**:

- Written in the third person.
- Descriptive.
- What you think you should write.
- Objective.
- A tool to ignore assumptions.
- A waste of time

Reflective Practice Review Activity

During your Clinical Professional Practice, you will frequently participate in Reflective Practice and Reflective Writing.

As your weekly learning objectives, you will reflect on an event/observation/situation using the following questions:

- What happened?
- How did I feel about the experience when it was happening?
- What meaning did this experience have for me?
- What do I need to improve on?
- What are my goals for next time?
- Give it a try. Can you think of an event or situation from your past in which you felt nervous?



You can download the following document and answer the questions with your thoughts and reflection.

Downloads



- [Reflective Practice Review Activity \[Word\]](#)
- [Reflective Practice Review Activity \[PDF\]](#)

“[Reflective Writing](#)” in [Reflective Practice Toolkit](#) by the [University of Cambridge](#) is licensed under the [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International Licence](#). Modifications: Used section *What is reflective writing?* reworded with additional content for PSW context; added exercises.

6.4 Clinical Professional Practice Post-Conference



Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around. – Leo F. Buscaglia

Clinical Professional Practice Post-Conference is a time embedded into the Clinical Professional Practice Placement shift during which students can reflect, discuss, share, and learn. During this meeting time, students may discuss events of the shift, learn about a certain topic relevant to the practice and skills of a PSW, or teach one another about topics that they have researched (VickyRN, n.d.). This time together is crucial for student development and offers a safe space to reflect on experiences, think critically and integrate theory (what they have learned in their prior courses) with practice. This time together as a group will facilitate a deeper understanding of client care and provide the students time to discuss amongst one another what could have been done differently. Post-conferences are meaningful for students and promote a positive and supportive learning environment in which students can debrief, discuss and develop critical thinking skills (VickyRN, n.d.).

In the following section, you will be able to review some of the Post-conference activities and questions to guide your Reflective Practice.

Questions:

- Identify & describe communication difficulties that your client has (i.e. sensory deficits, mental status, difficulty speaking).
- Describe the environment where your communication took place.
 - Did it enhance or hinder communication?
- How did you begin speaking to your client, and what did you say (opening statement)?
- What non-verbal communication observations did you make about your client? (mood, gestures, facial expressions, etc.)
- Did your client's verbal and non-verbal messages match?
- Give an example of how you used:
 - Empathy:
 - Respect:
- How did your client respond to how you began to speak to them (your opening statement)?
- Give an example of how you might begin to speak to the client next time (a new opening statement).
- Identify the measures that you took to:
 - Enhance communication
 - Show your interest in the client
 - Your desire to listen.
- Evaluate your feelings after this communication reflection exercise:
 - Did you feel self-conscious?
 - Did you forget what you were going to say?
 - Did you find it difficult to speak to an older person?
 - Can you recall three main facts that the client shared with you during this interaction?
- Reflecting on your verbal performance, did you use any expressions or patterns of speech that the client may not have understood (such as "like", "totally", slang, etc)?
- How is communication with an older client different from that with someone your age (such as pitch of your voice, speed of communication, etc.)?
- Using the information that you have obtained from this reflective exercise, identify two or three ways that you could enhance your next communication experience.



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Clinical Professional Practice Activity: Feeding a Client

Assessment

List 4 things you need to know about your client before assisting him/her to meet his/her nutritional needs.

What care did you provide to your client after assisting with feeding?

State 3 environmental factors that may affect a client's appetite.

Planning

How did you prepare your client for feeding?

What care did you provide to your client after feeding him or her?.

Describe what you did to promote comfort and ease during feeding.

a) for yourself

b) for your client

Implementation

Give 3 methods you could use to encourage client participation during feeding.

Evaluation

State the importance of monitoring a client's food intake.

What is your responsibility when your client refuses to eat?

Documentation

How do PSW's record a client's intake at the agency where you are completing your clinical placement?

Clinical Professional Practice Activity: Bathing & Showering a Client

Assessment

What information about your client is important prior to assisting with a tub bath or shower in relation to:

- a. mental status
- b. physical condition
- c. ability to participate
- d. personal preferences

Planning

List 4 safety considerations that you must consider when assisting a client with a tub bath or shower:

1. _____
2. _____
3. _____
4. _____

Implementation

While bathing or providing personal care to a client, identify 4 body areas that should be observed for possible problems.

Evaluation

After assisting with the client's tub bath or shower, answer the following:

- a. What tasks was the client able to complete independently?
- b. Did you observe any concerns? (e.g. abrasions, odours, etc.)
- c. How were you able to reduce your client's fears about this procedure?

Did you forget anything (i.e. equipment) prior to or during the procedure?

Documentation

How and where did you document bathing your client?



Always ensure you know:

- *Where* to document client care
- *How* to document client care
- *What* to document in relation to the client care provided

Would anything at this time have to be reported to the PSW (assigned staff member) or to the nurse in charge?

Clinical Professional Practice Activity: Evening Care

If you have the opportunity to complete an afternoon/evening shift, you may be able to partake in this activity

Observation

- List the MAIN COMPONENTS of routine afternoon/evening care for your client.
- Describe any limitations your client has in completing their own afternoon/evening care

Elimination/Peri-Care

- How does evening care differ in terms of meeting your client's elimination needs in comparison to morning care?
- State the specific measures you used with this client in order to prevent the spread of microorganisms.

Safety and Comfort Needs

- Based on a review of the client's care plan and your observations, identify the measures that you must employ in order to maintain the safety of your client overnight.
- Identify the specific comfort measures you employed when providing h.s. care.
- Did your client have any specific preferences during evening care? What were they? (e.g. socks, which side to lie on, etc.)

Evaluation of Evening Care

- Did you encounter any difficulties while providing evening care?
- What could you do to make this easier next time?
- What measures did you use to encourage client participation?

CHAPTER 7: HLTH 3054 PSW CLINICAL PROFESSIONAL PRACTICE: LONG TERM CARE

Chapter Overview

[7.0 Learning Objectives](#)

[7.1 HLTH 3054 Preparation Before the First Day of Clinical Placement](#)

[7.2 HLTH 3054 PSW Clinical Professional Practice Expectations & Requirements](#)

[7.3 Clinical Instructor Professional Practice Expectations](#)

[7.4 HLTH 3054 Clinical Professional Practice Forms](#)

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[7.6 Incident Reporting and Injury Reporting Process](#)



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7.0 Learning Objectives



Learning Objectives

By the end of this chapter, PSW students, Clinical Instructors (Fanshawe Faculty), and PSW Preceptors will:

- Identify key expectations and requirements for the HLTH 3054 Clinical Professional Practice Placement course, including the roles of PSW students, Clinical Instructors/Advisors, and PSW Preceptors.
- Describe how to access and use current, accessible resources and tools provided in this OER to support learning and supervision.
- Explain the purpose and structure of the Clinical Professional Domains of Practice Competencies and how they align with the role of the PSW.
- Explain how clinical documentation, communication, and reflective practice can be applied in the Clinical Professional Practice setting.
- Identify the importance of collaboration between students, PSW Preceptors/Staff, Fanshawe College Clinical Instructors, and the Fanshawe College PSW Placement and Program Coordinator.



Introduction to the Clinical Professional Practice Courses: Clinical Placement Progression Conditions

The Clinical Professional Practice courses in the PSW program are designed to guide the PSW student to apply concepts and skills they have learned in the classroom and lab practice settings to real-world healthcare environments. These courses build on each other and must be completed in a specific order to ensure the PSW student is fully prepared for each stage of the Clinical Professional Practice Placement. Information is provided in this OER for PSW Students, Fanshawe College Clinical Instructors, Clinical Advisors, and the PSW Preceptors to review expectations and requirements for the three Clinical Professional Practice Courses (HLTH 3054, HLTH 3055, and HLTH 3056).



For a detailed overview of the Clinical Professional Practice course sequence and progression requirements, review [Chapter 1.2](#)



What You Need to Know

✓ A) Clinical Professional Practice Courses must be taken in order.

Each clinical course is a stepping stone to the next. You must complete and pass each one before moving on to the next clinical course.

✓ B) Progression Depends on Successful Completion.

To move on to the Consolidation (HLTH 3055) and Community (HLTH 2056) Clinical Professional Practice courses, you must pass:

- All theory courses,
- All lab practice components,
- HLTH 3054 Clinical Professional Practice Long-Term Care.

For example:

- If you don't pass the Long-Term Care Clinical Placement (HLTH 3054), you won't be able to continue to the Consolidation Clinical Placement course (HLTH 3055).
- If you don't pass the Consolidation Clinical Placement (HLTH 3055), you won't be able to continue to the Community Clinical Placement course (HLTH 3056).

✓ C) Financial Considerations.

If you are unable to progress to the next clinical course, you are still responsible for the full term's tuition. If you have questions, please connect with the PSW Program Coordinator for guidance.

HLTH 3054 Clinical Professional Practice Placement Long-Term Care Setting

The HLTH 3054 Clinical Professional Practice course guides the PSW student to apply all concepts and skills learned in the first semester of the PSW Program. This includes theoretical knowledge from the classroom, the Clinical Preparation application course, and the lab practice course. Students will continue to explore the role and responsibilities of the PSW while providing personal care and use appropriate communication with clients and the healthcare team. Throughout the clinical placement, students will synthesize learned knowledge and continue to provide safe, competent care for an increasing number of clients.

Students will be expected to demonstrate all acquired skills consistently and competently. Students must

maintain confidentiality, follow safety protocols, be organized, use client-centred professional communication, and document while providing care to clients in a Long-Term Care setting.

During this course, the student will be introduced to day and afternoon shifts at their assigned clinical setting.



To progress to the next clinical course, [HLTH 3055: PSW Consolidation Clinical Professional Practice Placement](#), the student must demonstrate satisfactory performance in **all five** Domains of Practice Competencies. Read [Chapter 5.2](#) to review the Clinical Domains of Practice Competencies.

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7.1 HLTH 3054 Preparation Before the First Day of Clinical Placement

Getting Ready for Your Clinical Professional Practice Placement

As a Personal Support Worker (PSW) student, your placement is a vital opportunity to apply theoretical knowledge in real-world healthcare settings, build professional relationships, and develop your skills in providing compassionate, client-centred care. Review the below expectations to ensure you are well-prepared and ready **before** your first day of the Clinical Professional Practice Placement.



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Review Placement Expectations

Before starting your clinical placement, familiarize yourself with the policies, procedures, and expectations of the PSW program by reviewing your HLTH 3054 curriculum and the PSW program manual. The curriculum will include additional information regarding dress code, attendance requirements, communication protocols, and the Domains of Practice Competencies for PSW students.

- Review HLTH 3054 Course Curriculum & PSW Program Manual (Refer to Fanshawe Online HLTH 3054 course).
- Review Synergy clearance ensuring all items are up to date (PVSC is required every 6 months).
- Bring photocopies of **ALL** of the forms uploaded to Synergy (they will be required by the placement agency).
- Review this OER to review clinical placement expectations.
- Attend the mandatory Fanshawe College Clinical Orientation (start of Level 2).
- Attend the mandatory Agency Orientation.
- Review required preparation materials and/or online modules provided by your assigned agency PRIOR to starting your Professional Practice Placement.

✓ Clear the Synergy pre-placement process requirements

See [Chapter 4: Preparing for Clinical Professional Practice Placements](#) to review the pre-placement requirements.



This is due the month PRIOR to the start of the HLTH 3054 Clinical Professional Practice Placement!

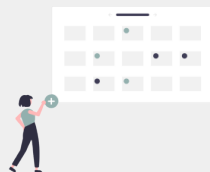


Note ALL Deadlines

Use a calendar or digital planner to track important deadlines. Missing deadlines can result in delays or ineligibility for placement. Setting reminders can help you stay accountable and reduce last-minute stress.

PSW Program 1st semester:

- Pre-placement documentation completion and upload to Synergy.
- Immunization updates.
- Assignment due dates.
- Tests/Exam/Quiz due dates.



PSW Program 2nd semester:

- Quiz/Assignment due dates.
- Orientation to Placement on campus date.
- Orientation to Placement at the agency date.
- Reflection/Assignment due dates.
- Midterm Evaluation due date.
- Final Evaluation due date.
- Schedule clinical dates and times in calendar.

**** Plan to be on your assigned unit 15 minutes prior to the start of your clinical placement shift.**



Prepare your Supplies

Ensure you have all necessary supplies ready before your first day. This may include:

- Uniform/Scrubs that are clean and program-approved.
- Your [Student Name tag](#). Visible at all times, worn on the front left side of your uniform, high enough to prevent client injury when providing care.
- Fanshawe College [PSW crest](#) sewn to the outermost portion of your uniform's left sleeve (do not use staples or pins).
- Watch with a second hand clipped to your uniform.
- Black or white running shoes.
- A small notebook and pen for on-site note-taking.
- No jewellery is to be worn during your placement shift.



Plan for Transportation and Scheduling

Know the location of your placement and plan your commute in advance. Consider factors such as travel time, weather conditions, and public transit schedules. If you rely on others for transportation, have a backup plan in case of unexpected delays. Also, consider how your placement schedule fits with your other commitments and plan in advance. Child care, work, and personal days are not acceptable excuses for missing placement.



Clinical placements are subject to availability, and as such, it may be necessary to assign students to clinical agencies in an outlying community. Students are expected to make their own travel arrangements to all assigned clinical agencies.

Additional Preparation Strategies

Clinical Professional Practice Placements are a key part of your learning experience in the PSW program. It can bring both excitement and challenges, so it is important to be adequately prepared. Set achievable goals, take care of your physical and mental well-being, and reach out to your Clinical Instructor when you need support.

Being well-prepared helps reduce stress and allows you to focus on learning. Knowing what to expect, staying

organized, and completing your responsibilities on time will help you feel ready to engage in meaningful learning. With a proactive and open approach, you will be well-positioned to grow your skills and contribute effectively to the healthcare team.



Reflection Prompt: Preparing for Placement

Take a few minutes to reflect on the following questions before starting your HLTH 3054 Clinical Professional Practice Placement:

- What are two specific goals I want to achieve during this placement?
- What strategies can I use to stay organized and manage stress?
- Who can I reach out to for support if I encounter challenges?

Write your responses in a journal or share them with a peer or your Clinical Instructor at the beginning of your placement to help guide your experience.

Clinical Placement Preparation Checklist

Personal Preparation

- I have set 1–2 realistic goals for my placement.
- I have a plan to manage stress and maintain self-care.
- I know who to contact if I need support (e.g., instructor, clinical supervisor, peer).

Academic Readiness

- I have reviewed key concepts from my theory and laboratory practice courses.
- I understand the expectations and responsibilities of my role as a PSW student.
- I have read the course curriculum and placement guidelines.

Practical Preparation

- I have all the required uniforms, name tags, and supplies.
- I know my placement schedule and location.
- I have arranged reliable transportation to and from the placement site.

Professional Mindset

- I am prepared to communicate respectfully with clients and healthcare team members.
 - I am open to feedback and willing to learn from my experiences.
 - I am committed to providing safe, ethical, and compassionate care.
-

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7.2 HLTH 3054 PSW Clinical Professional Practice Expectations & Requirements

All shifts in the HLTH 3054 Clinical Professional Practice course are pre-scheduled on day and/or afternoon shifts in a PSW student group setting with a Fanshawe College Clinical Instructor. As all students in this course attend placement together in a group, changes can not be made to any student's schedule. It is therefore very important to attend all scheduled shifts.



HLTH 3054 Clinical Professional Practice

Upon successful completion of the HLTH 3054 Clinical Professional Practice course, you will be able to:

- Explain the role of the PSW work in a Long-Term Care setting.
- Understand and maintain confidentiality.
- Apply knowledge and skills while providing personal care for residents.
- Promote and maintain the health and safety of the PSW and the resident.
- Communicate effectively & appropriately using oral, written & non-verbal methods.
- Act within the PSW role when making observations regarding clients' health, function and emotional state.
- Adhere to the policies of the PSW program and the clinical agency.
- Organize and provide care for a multi-resident assignment.
- Complete assigned caregiving tasks as a member of the health care team.
- Promote support and assistance for clients who are physically or cognitively impaired.
- Promote support and assistance to clients who are dying and to their families.
- Demonstrate competence in all Domains of Practice Competencies (see [Chapter 2](#)).



Clinical Learning in Practice

During this clinical placement, you are expected to actively participate in resident care and foster self-directed learning. While you are supported and guided by your Clinical Instructor, your engagement in hands-on experiences is essential to your growth. This clinical experience will provide you with opportunities to work with other allied healthcare team members.

Clinical activities are designed to help you apply course concepts to the healthcare setting. You'll have opportunities to reflect, share insights, and develop your skills through observation, discussion, and practice. These experiences will help you strengthen your problem-solving abilities, critical thinking, and capacity to provide safe, client-centred care.

Your learning will be assessed through direct observation in the clinical setting, participation in a "Skills Integration Day," and completion of reflective writing, data collection sheets, and course assignments.



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PSW Clinical Professional Practice Guidelines and Expectations

The following section summarizes guidelines and expectations for your Clinical Professional Practice Placement.



Students are to follow all Fanshawe College and agency policies throughout this Professional Practice course with regard to behaviour, attendance, punctuality and reporting absences/illnesses.

General

All clinical placements are subject to availability, and it may be necessary to assign you to clinical agencies in an outlying community. You may be expected to travel to your placement, which may not always be accessible by public transportation. You are expected to make your

own travel arrangements to all assigned clinical agencies. You will be assigned a day and/or evening shifts during this clinical placement.



Cell phones are **NOT** allowed to be carried at placement, except during your pre-assigned breaks. Cell phones should be stored with your belongings.

Because the opportunity exists to take unauthorized photos while attending placement, if you are found to have a cell phone with you during client care, you will be asked to leave the agency and will be marked absent that day.

Safety



If the Clinical Instructor has concerns about your ability to safely perform your duties, you may be required to provide medical documentation as proof of fitness to return to the clinical practice setting.

The provision of client care in the clinical setting is time sensitive and may cause safety concerns for the client(s) involved if client care cannot be performed in a reasonable length of time. As such, it may be an unsafe practice to accommodate extra time when you:

- a) Perform physical care to clients or
- b) Document client care, which needs to be completed promptly in the clinical setting.

Due to the risk of re-injury or injuring clients, you are not permitted to arrive at the clinical agency with pre-existing injuries. There will be no “light duty” provision or accommodation for injuries at any time. A doctor’s note may be required in order to be permitted to return to the clinical placement.

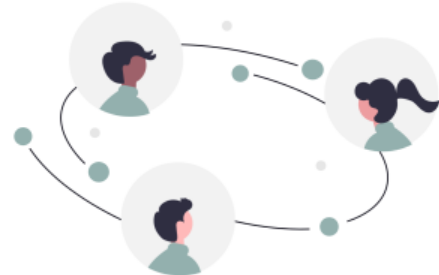
If you are deemed **UNSAFE** in your practice, you will be asked to leave the clinical agency immediately and may be either given a failing grade for that course or be dismissed from the PSW program.

Examples of **UNSAFE** behaviours may include (but are not limited to) the following:

- Failure to follow expected safety guidelines while performing any lifts, transfers, or personal care.
- Failure to provide reasonable care in order to prevent harm to the client.
- Any action — or lack of action — that results in jeopardizing the safety, dignity, and/or sense of well-being of any client or worker or other student.

Communication & Professionalism

It is important to communicate with clients, staff, interprofessional healthcare providers, instructors, and peers in a professional manner in order to provide care that is safe, effective, and appropriate. If you are unable to communicate, listen, understand, and respond effectively, you may be deemed unsatisfactory in your Clinical Professional Practice Placement.



Confidentiality

To protect client privacy and maintain professional standards:

- Sharing any identifiable client or family information, including photos, is strictly prohibited. Names must never appear in assignments or journals.
- All client-related materials (e.g., data collection tools) must be securely destroyed or permanently deleted/shredded at the end of the placement.
- Posting any content related to the agency, clients, assignments, or colleagues on social media is not allowed and may result in failure of the clinical course.

Attendance

Students are required to meet all course outcomes and Domains of Practice Competencies in all clinical courses. Attendance and satisfactory performance are required to effectively evaluate skills and allow students time to practice and incorporate feedback. Personal

commitments such as vacations, childcare, or employment are not considered valid reasons for missing clinical time and may jeopardize course completion and result in being unsuccessful in the course.

After a second absence—regardless of the reason—a

Collaborative Success Plan (CSP) will be developed with the Clinical Instructor. Failure to meet the expectations outlined in the CSP may result in an unsatisfactory grade for the course ([Appendix D: PSW Student Collaborative Success Plan](#)).

In the event that an absence is unavoidable, you will need to notify the agency and the Clinical Instructor **at least one hour** before the start of your clinical placement shift.

Inclement weather

If travelling in bad weather conditions means you can not safely attend clinical placement, notify the Fanshawe College Clinical Instructor and the agency **at least an hour** prior to the start of the shift; failure to do so would result in being marked absent.

You will not be permitted to leave the clinical agency property during your assigned clinical hours. If you leave the agency property during your clinical placement shift, it is unsafe and may impact your success in the course. A Collaborative Success Plan will be initiated.



Uniforms

Fanshawe College's PSW Student Dress Code has been created to project professionalism and to follow health and safety policies for both Fanshawe College and the Clinical Professional Practice agencies. Anyone who refuses to comply with this uniform policy will be asked to leave the Clinical Placement site, and a follow-up discussion will take place with the Program Coordinator. This may lead to being unsuccessful in the course.

Uniforms or scrubs need to be worn for all lab practice classes, and clinical placement settings. Pants must be hemmed appropriately and not rolled up or taped into place. Sweaters are not permitted at any time over the uniform. Long-sleeved shirts may be allowed to be worn under the uniform in special circumstances only.



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Crests

All uniforms must have the Fanshawe College PSW crest securely attached to the outermost portion of a uniform's left sleeve. Crests cannot be attached to uniforms by the use of staples or pins.

Name tags

Fanshawe College identification name tags are to be visible at all times, worn on the front left side of the uniform, high enough to prevent client injury when administering care. They must be worn for all lab and Clinical Practice Sites.

Clinical Placement Shoes

White or black, clean, supportive shoes must be worn (no canvas running shoes, sling backs, sandals, open toes or open heels). Shoes are not to be worn to or from the lab or clinical agency.

Jewellery

Body jewellery poses a Workplace Health and Safety risk and can not be worn.

- No visible body piercings.

- Only one plain stud earring in each ear is acceptable.
- No hoops or rings allowed in any visible body area.
- No necklaces; they can be pulled or used to strangle.
- You can wear one plain wedding band.
- Do not wear a watch on your wrist; instead, have a watch pinned to your uniform.

Scents

Due to the increasing risk of allergic reactions and sensitivities, no perfumes, colognes or body sprays are allowed in either lab or Clinical Placement settings.

Nails

Do not have long fingernails, nail polish or artificial nails as they pose a Workplace Health and Safety risk (both physical safety and risk for pathogenic transfer).

Hair

Hair must be neat, contained, and worn off the face and collar. Braids/ ponytails must be secured and off the collar.

Facial Hair

Male students must be clean-shaven. If beards or moustaches are worn, they must be neatly trimmed and be professional in appearance. Consult with your Clinical Instructor and follow your placement agency's Infection Control policies and occupational health guidelines. Facial hair may impact the efficiency and use of the N95 mask.

No gum chewing while in the lab or Clinical Placement settings.

Evaluation

In order to graduate from the PSW program, you will need to be satisfactory in completing all three clinical courses of the PSW program.



The final grade will be determined as either a:

P = pass or an **F = fail**

You are expected to attend all of the shifts required during your Professional Practice Placement experiences in order to be successful in the courses. Absences during your placement course may result in an unsatisfactory grade. Your progress will be monitored through ongoing evaluation.

Progress is assessed on the basis of resident care and reflective activities. You will reflect on the care you provide and the learning that takes place. See [Chapter 6, Reflective Practice](#), for expectations.

Clinical Instructors will provide ongoing feedback and complete the practice evaluation at the middle and end of the term with you. A **Collaborative Success Plan (CSP)** ([Appendix D: PSW Student Collaborative Success Plan](#)) may be initiated between you and the clinical instructor, in consultation with the Program Coordinator, if unprofessional behaviours are displayed and professional practice domains are not being met.

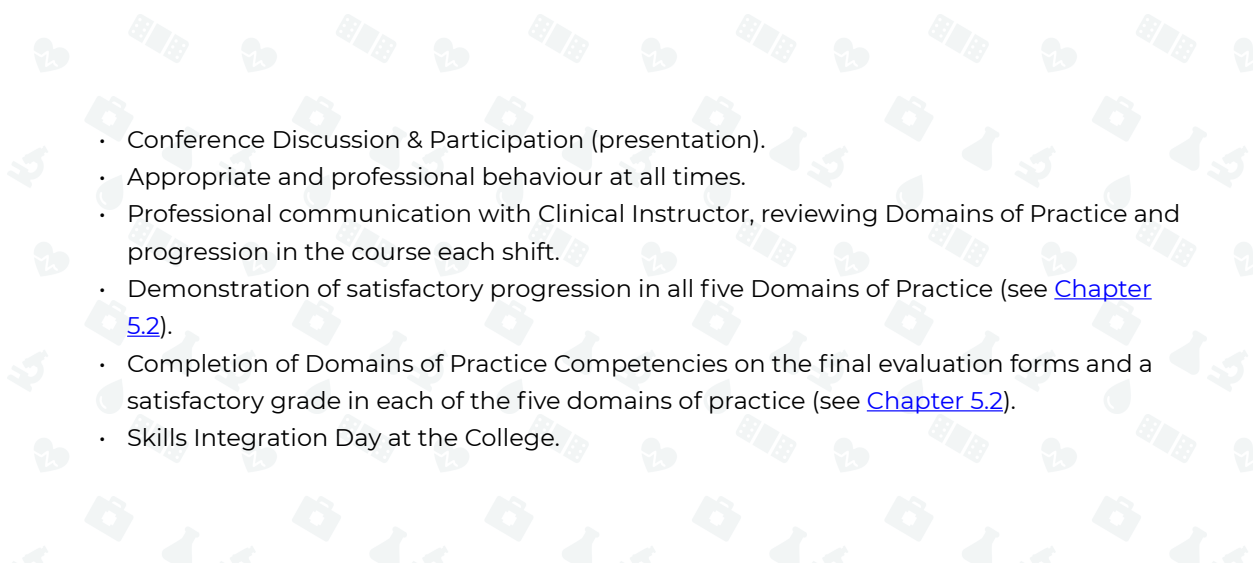


Image by ChatGPT, details below.

Meeting, discussing and developing a CSP with your Clinical Instructor will provide you with feedback and to develop strategies to strive towards success in the course (A CSP is not meant to be punitive). Examples of CSP initiation may include: repeated absenteeism, late arrivals, unprofessional or safety concerns, concerns in any of the domains of practice competencies.

Clinical Professional Practice evaluation for the HLTH 3054 Clinical Professional Practice course is based on your performance of the course competencies and completion of:

- Attendance.
- Reflective Practice Activities.
- Data Collection.
- Course Assignments.

- 
- Conference Discussion & Participation (presentation).
 - Appropriate and professional behaviour at all times.
 - Professional communication with Clinical Instructor, reviewing Domains of Practice and progression in the course each shift.
 - Demonstration of satisfactory progression in all five Domains of Practice (see [Chapter 5.2](#)).
 - Completion of Domains of Practice Competencies on the final evaluation forms and a satisfactory grade in each of the five domains of practice (see [Chapter 5.2](#)).
 - Skills Integration Day at the College.

Note from Fanshawe College PSW Program

The College may terminate a student's enrolment in a course or registration in a program at any time where the student's performance in any academic setting is deemed to be detrimental to self, others or the College. Detrimental performance is determined by any of the following: unsafe practice for self and/or others, interference with the progress of other students, unethical/unprofessional practice, and prolonged or frequent absence. Termination in the form of either suspension or expulsion may also result from breaching proper conduct and being sanctioned under the [Student Code of Conduct Policy 2-G-1 \[PDF\]](#).

Subject to a review by the Program Coordinator and Clinical Instructor, students may be given a one-time opportunity to repeat a clinical course, provided the student has not failed two other courses (lab or theory).

Students who fail another clinical course (either the same course or a subsequent one) will be terminated from the program.

A returning student cannot enter directly into HLTH-3055 PSW Consolidation Professional Practice after an interruption in their program. The student must first satisfactorily complete HLTH-3054 PSW Clinical Professional Practice at the student's expense. Students must be aware that this is conditional on the availability of supervised practice opportunities.

Full-time students are usually block-enrolled (e.g. pre-enrolled) into all clinical courses. If the student fails a clinical course, they are advised to officially withdraw from any subsequent clinical courses they are registered in. Failure to withdraw from subsequent courses will result in an "F" grade for those courses.



Image by [Fanshawe College](#). © All Rights Reserved.

OpenAI. (2025). ChatGPT. [Large language model]. <https://chat.openai.com/chat>

Prompt: In a realistic style, create an image of a clinical instructor having a conversation with a nursing student, both wearing scrubs. The student is looking thoughtful.

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7.3 Clinical Instructor Professional Practice Expectations

Fanshawe PSW Clinical Instructor Role



A Fanshawe College PSW Faculty member assigned to a group of PSW Students to deliver, facilitate, support, teach, and evaluate the PSW students' Professional Practice Clinical Placement experience. This role will bridge the gap for students between theoretical knowledge and application to a healthcare setting. Clinical Instructors will facilitate students' progress and prepare them to meet their Professional Practice Competencies and skills as Personal Support Workers. The

Clinical Instructor will oversee students in a Long-Term Care Setting (first placement).

Before proceeding with the content of this chapter, please review the Clinical Instructor role in [Chapter 2.3: Fanshawe Clinical Instructor](#).

Clinical Instructor Expectations

- Attend PSW team meetings led by the PSW program Coordinator.
- Become familiar with the Professional Practice setting by initiating introductions and requesting a tour of the Professional Practice Placement setting (prior to the course start).
- Attend agency orientation with students.
- Attend the student Clinical Orientation on campus at the beginning of Level 2.
- Connect with PSW students several times throughout the shift and communicate expectations for the Clinical Professional Practice Placement.
- Seek out professional development opportunities to enhance knowledge of the PSW role and strengthen understanding of teaching and learning.
- Facilitate and engage students in the OER: Fanshawe College Personal Support Worker Clinical Professional Practice Resource Hub, additional learning, and resources.
- Guide students in becoming confident in completing the Domains of Practice Competencies evaluations in the PSW Professional Practice Placement Curriculum.
- Communicate expectations for the PSW Professional Practice Placement.
- Be available to answer questions and teach/guide the PSW students in practice and skills.
- Review, evaluate, and grade all Clinical Professional Practice requirements in partnership with the PSW agency mentors/preceptors.
- Review the PSW Clinical Professional Practice curriculum (found under content in the [FanshaweOnline Learning Management System](#)).
- Review and apply Fanshawe College and Agency policies, procedures, and PSW skills in the clinical setting.
- Demonstrate clinical and instructional knowledge in providing client care, expectations of clinical practice and the role of the PSW.

- Exhibit an approachable and receptive demeanour to students' learning needs, and provide continuous support.
- Be a positive role model displaying enthusiasm, positivity, caring attributes, and portraying a passion for the profession of Personal Support Workers.
- Collaborate with students, agency mentors, agency staff, agency administrators and coordinators, Fanshawe College Placement Coordinator, and the PSW Program Coordinator.
- Follow proper procedures when ill, there is an agency outbreak, or inclement weather, and be responsible for creating a student contact plan.
- Collaborate successfully with placement administrators and staff, and the Fanshawe College Placement Coordinator and PSW Program Coordinator.
- Support student success by initiating a [Collaborative Success Plan \(Appendix D\)](#) and notifying the PSW Program Coordinator of students who do not meet the Clinical Professional Practice Domains and Competencies.
- Enter final grades in the [Fanshawe College Learning Management System](#) and [WebAdvisor](#).
- Maintain up-to-date registration with the College of Nurses of Ontario.
- Maintain up-to-date mask fit testing, immunizations, and CPR/First-Aid certifications.
- Complete learning modules required by Fanshawe College (e-learning) and the Professional Practice agency.

Provision of Student Feedback

Guidance and feedback will be provided to the PSW student by the Clinical Instructor throughout the Clinical Professional Practice to ensure guidance and assistance. The ongoing feedback from the Clinical Instructor will be provided in consultation with the PSW mentor/preceptor who is working with the individual student.

Clinical Instructors will complete the Clinical Professional Practice evaluation at the middle and end of the Clinical course with the student. A **Collaborative Success Plan (CSP)** ([Appendix D: PSW Student Collaborative Success Plan](#)) may be initiated between the student and the Clinical Instructor, in consultation with the Program Coordinator, if at-risk behaviours are displayed and/or Professional Domains of Practice Competencies are not being met by the student.

The Clinical Instructor will meet with the student and discuss and develop a CSP to provide feedback and to develop strategies for the student's success in the course (A CSP is not meant to be punitive). Examples of CSP initiation may include: repeated absenteeism, late arrivals, unprofessional or safety concerns, concerns in any of the Domains of Practice Competencies. Clinical Instructors are recommended to liaise with the Program Coordinator to provide updates or if assistance is required.



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A passing grade in the HLTH 3054 Clinical Professional Practice course is based on student performance of the program competencies and completion of:



- Attendance & Reliability.
- Reflective Practice Activities.
- Data Collection.
- Course Assignments and Activities.
- Conference Discussion & Participation (presentation).
- Appropriate and professional behaviour at all times.
- Demonstration of satisfactory progression in all five Domains of Practice (see [Chapter 5.2](#)).
- Skills Integration Day at the College.

Unit Assignment Sheet

To support both students and Long-Term Care Agency staff, Clinical Instructors are encouraged to develop an assignment sheet. This sheet will state the student's name, the PSW staff member they are assigned to that day, and which resident they are providing their focused care for. In addition, it is recommended to provide the focus of the PSW group for that week with the course learning outcomes. This serves as a roadmap for both students and PSW staff and provides clarity, consistency, and alignment with course outcomes.

Student Evaluation



Please review [Chapter 7.2 HLTH 3054 PSW Clinical Professional Practice Expectations & Requirements](#) to review student expectations, which provide the basis for evaluation.



The final grade in the course will be
a: **P = pass** or an **F = fail**

Students are expected to attend all placement hours in order to be successful in the course. Absences may result in an unsatisfactory grade.

Student progress is assessed on the basis of resident care and participation in [reflective practice](#). It is expected that students will reflect on their care and learning. Clinical Instructors will provide guidance and ongoing feedback, and complete the practice evaluation at the middle and end of the course.

The Fanshawe College Clinical Instructor will liaise with the students' preceptors and PSW staff throughout the course to provide guidance and assistance whenever necessary.

A passing grade in HLTH 3054 is dependent on:

- a) Satisfactory demonstration of all **FIVE** Domains of Practice Competencies.
- b) All forms signed and dated:
 - ✓ Completed evaluation with each domain initialled by both the student & Clinical Instructor.
 - ✓ Learning Agreement (signed and dated by student).
 - ✓ Conduct Agreement (signed and dated by student).
 - ✓ Student Mid-term Self-Evaluation.
 - ✓ Student Final Self-Evaluation.

These forms will be found in the Fanshawe Online HLTH 3054 Clinical Professional Practice Course Content. Ensure to review the specific Domains of Practice Competencies in detail and provide examples for each domain throughout the course. For more information, please review [Chapter 5: Clinical Skills and Domains of Practice](#).

As a Clinical Instructor, it is important to guide students in the week-to-week expectations of clinical practice and the role of the PSW. A sample weekly schedule is provided in the Clinical Professional Practice Course Curriculum found in the HLTH 3054 Course on Fanshawe's Learning Management System. The curriculum assignments and student evaluation forms are also found in the course content section.

At the beginning of the Professional Practice Placement, it is important for the Clinical Instructor to:

- In consultation with the clinical Placement Coordinator, arrange and review orientation expectations with the agency and students. Ensure to email students the date and time to attend the clinical agency orientation.
- Email students an introduction to introduce yourself, provide course expectations, agency orientation details, and what students should bring on their first day, directions to the agency, and where students should park.
- On the first day or at the student orientation (on campus or at the agency), review course requirements, including assignments, reflective practice activities, and professional practice domains.
- Complete and collect learning & conduct agreements (found in the curriculum package).
- Review handwashing/PPE day 1 or 2 at the agency.
- Create a seek and find list for students for their first/second day (See [Appendix C: Sample Seek & Find List](#)).

HLTH 3055 PSW Clinical Consolidation Professional Practice Schedule

Prior to the end of the HLTH 3054 Clinical Professional Practice course, Clinical Instructors will schedule students for their PSW Clinical Consolidation Experience with an assigned PSW preceptor in consultation with the agency scheduling department. This may include one day with the Activation/Activity Department (agency dependent).

Please note: Some agencies will create the schedule for the PSW students and notify the instructor of this schedule.

The clinical agency, Clinical Instructor, Placement Coordinator, and each student will be made aware of the assigned schedule prior to the end of the HLTH 3054 course.



Image by ChatGPT, details below.



Refer to the HLTH 3054 Course in Fanshawe Online Clinical Professional Practice, Fanshawe College Curriculum for Sample Clinical Schedules or [Chapter 8.2](#).

OpenAI. (2025). ChatGPT. [Large language model]. <https://chat.openai.com/chat>

Prompt: In a realistic style, create an image of a PSW student and their PSW preceptor in consultation.

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7.4 HLTH 3054 Clinical Professional Practice Forms

A passing grade in this course is dependent on:

- a)** Satisfactory clinical performance in assigned Professional Practice Placement.
- b)** All forms being signed and dated:
 - ✓ Learning Agreement (signed and dated by student) provided through the Fanshawe Online Learning Management System and the HLTH 3054 curriculum package.
 - ✓ Conduct Agreement (signed and dated by student) provided through the Fanshawe Online Learning Management System and the HLTH 3054 curriculum package.
 - ✓ Reflective Practice Submissions.
 - ✓ Conference Presentation & Assignments.
 - ✓ Data Collection Sheets.
 - ✓ Student Mid-term Self-Evaluation provided through the Fanshawe Online Learning Management System and the HLTH 3054 curriculum package.
 - ✓ Student Final Self-Evaluation provided through the Fanshawe Online Learning Management System and the HLTH 3054 curriculum package.
 - ✓ Completed evaluation (domains of practice) with each domain initialled by both student & clinical instructor, providing examples of practice (Refer to [Chapter 5](#) for an overview of clinical professional practice domains.).
 - ✓ HLTH-3055 PSW Consolidation Professional Practice schedule (Refer to [Chapter 8.2](#)).

Guidance and feedback will be provided to you by your Fanshawe College Clinical Instructor. The Fanshawe College Clinical Instructor will liaise with PSW staff throughout the course to provide you with guidance and assistance whenever necessary.

During week 5 of your HLTH 3054 Clinical Professional Practice Placement, your Clinical Instructor will review expectations for your next Clinical Placement: **HLTH 3055 Clinical Professional Practice Consolidation** (See [Chapter 8](#) for expectations).



Image by [Centre for Ageing Better](#), [Unsplash License](#).

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7.5 Clinical Professional Practice Resources



For additional resources, consider any of the following:

[Appendix D: PSW Collaborative Success Plan](#)

[Elsevier. \(2020\). Effective Communication for Healthcare Professionals \(2nd ed.\).](#)

[Melrose, S., Dusome, D., Simpson, J., & Athens, E. \(2015\). Supporting individuals with intellectual disabilities and mental illness.](#)

Fanshawe College. (2025). PSW Program Manual.
Fanshawe College: London

Fanshawe College. (2025). HLTH 3054 Clinical
Professional Practice Curriculum. Fanshawe College: London

Wilk, M.J. (2022). [Sorrentino's Canadian Textbook for the Support Worker](#) (5th ed.). Toronto, ON:
Elsevier Mosby.



7.6 Incident Reporting & Injury Reporting Process



If you are attending your Clinical Professional Practice Placement and you are injured, please advise your Clinical Instructor immediately. Your instructor will notify the agency, the PSW Placement Coordinator and the PSW Program Coordinator. Your Clinical Instructor will connect with you and the agency to complete the appropriate Incident Form(s). Incident forms are time sensitive and need to be completed within 24 hrs. You may be required to provide medical documentation to return to the Clinical Professional Practice setting.

Clinical Instructors



Injuries and potential hazards can be reported on the Environment, Health, Safety & Emergency Services page of the [fanshaweca.ca SharePoint](https://fanshaweca.ca/SharePoint) website.

Please review the following links for the injury/incident reporting process:

- [Clinical/Field Pre-placement Injury/Incident reporting](#)
- Fanshawe [Guide to Completing the Incident Investigation Report Form \[PDF\]](#)

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CHAPTER 8: HLTH 3055 PSW CLINICAL PROFESSIONAL PRACTICE: CONSOLIDATION

Chapter Overview

[8.0 Learning Objectives](#)

[8.1 HLTH 3055 Preparation Before the First Day of Consolidation Placement](#)

[8.2 HLTH 3055 PSW Consolidation Professional Practice Expectations & Requirements](#)

[8.3 Clinical Advisor Professional Practice Expectations](#)

[8.4 PSW Preceptor Professional Practice Expectations](#)

[8.5 HLTH 3055 Professional Practice Forms](#)

[8.6 Clinical Professional Practice Resources](#)

[8.7 Incident Reporting and Injury Reporting Process](#)



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8.0 Learning Objectives



Learning Objectives

By the end of this chapter, PSW students, Clinical Advisors (Fanshawe faculty), and PSW preceptors will:

- Identify key expectations and requirements for the HLTH 3055 **Consolidation** Professional Practice Placement course, including the roles of PSW students, Clinical Advisors and agency PSW Preceptors.
- Describe how to access and use current, accessible resources and tools provided in the OER to support clinical learning and supervision.
- Explain the purpose and structure of the clinical placement Domains of Practice Competencies and how they align with the role of the PSW.
- Explain how clinical documentation, communication, and reflective practice can be applied in the Clinical Professional Practice setting.
- Identify the importance of collaboration between students, PSW staff/Preceptors, Fanshawe College Clinical Advisors, and the Fanshawe College PSW Placement and Program Coordinator during the Consolidation Professional Practice Placement.



HLTH 3055 Consolidation Professional Practice Placement

This course guides the PSW student apply all of the skills and concepts learned in the PSW program thus far.

The HLTH 3055 Consolidation Professional Practice course enables students to work independently and as part of the healthcare team while enhancing problem-solving and critical thinking skills within the role of the PSW. Students will be expected to demonstrate all acquired skills consistently and competently. Students must maintain confidentiality, follow safety protocols, be organized, use client-centred professional communication, and document while providing care to clients in a Long-Term Care setting.

PSW students may be scheduled different shifts during their HLTH 3055 Consolidation Clinical Professional Practice

Placement course to develop a well-rounded understanding of the PSW role, routines, and responsibilities.



Image by [Markus Winkler](#), [Unsplash License](#).

Throughout this course, students are expected to demonstrate reliability and accountability by adhering to the policies, guidelines, and regulations set by Fanshawe College and the Clinical Professional Practice agency.

Students will practice alongside an assigned PSW Preceptor and be in frequent contact with the Clinical Advisor (Fanshawe College Faculty).



To progress to the next clinical course, [HLTH 3056 – PSW Community Clinical Placement](#), the student must demonstrate satisfactory performance in **all five** Domains of Practice Competencies. Read [Chapter 5.2](#) to review the Clinical Domains of Practice Competencies.

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8.1 HLTH 3055 Preparation Before the First Day of Consolidation Placement

During the final few weeks of your HLTH 3054 Clinical Professional Practice Placement, expectations for the HLTH 3055 Consolidation Professional Practice Placement course will be reviewed.

A pre-assigned schedule will be provided. All shifts scheduled will be arranged by the agency in consultation with the Clinical Instructor and Placement Coordinator in advance of course start date. Changes cannot be made to your schedule without prior approval from the agency and the PSW Program Coordinator.



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Getting Ready for your Consolidation Professional Practice Placement

As a Personal Support Worker (PSW) student, your placement is a vital opportunity to apply classroom knowledge to real-world healthcare settings, build professional relationships, and develop your skills in providing compassionate, client-centred care. Review the below expectations to ensure you are well-prepared and ready **before** your first day of the Consolidation Professional Practice Placement.

Review Placement Expectations

Before starting your Consolidation placement, familiarize yourself with the policies, procedures, and expectations of the PSW program by reviewing your HLTH 3055 curriculum and the PSW Program Manual. The curriculum will include additional information regarding dress code, attendance requirements, communication protocols, and the Domains of Practice Competencies for PSW students.

- Review HLTH 3055 Course Curriculum & PSW Program Manual (Refer to Fanshawe Online HLTH 3055 course).
- Review Synergy clearance ensuring all items are up to date (PVSC is required every 6 months).
- Review this OER to review clinical placement expectations.
- Attend the mandatory Fanshawe College Clinical Orientation (start of Level 2).
- Review required preparation materials and/or online modules provided by your assigned agency PRIOR to starting your Professional Practice Placement (Completed prior to the HLTH 3054 course).
- Attend the mandatory Agency Orientation (Completed prior to the HLTH 3054 course).

✓ Clear the Synergy pre-placement process requirements

See [Chapter 4: Preparing for Clinical Professional Practice Placements](#) to review the pre-placement requirements.



This is due to the month PRIOR to the start of the HTLH 3054 Clinical Professional Practice Placement!



Note ALL Deadlines

Use a calendar or digital planner to track important deadlines. Missing deadlines can result in delays or ineligibility for placement. Setting reminders can help you stay accountable and reduce last-minute stress.

PSW Program 1st semester:

- Pre-placement documentation completion and upload to Synergy.
- Immunization updates.
- Assignment due dates.
- Tests/Exam/Quiz due dates.

PSW Program 2nd semester:

- Quiz/Assignment due dates.
- Orientation to Placement on campus date.
- Orientation to Placement at the agency date.
- Reflection/Assignment due dates.
- Midterm Evaluation due date.
- Final Evaluation due date.
- Schedule clinical dates and times in calendar.

**** Plan to be on your assigned unit 15 minutes prior to the start of your clinical placement shift.**



Prepare your Supplies

Ensure you have all necessary supplies ready before your first day. This may include:

- Uniform/Scrubs that are clean and program-approved.
- Your [Student Name tag](#). Visible at all times, worn on the front left side of your uniform, high enough to prevent client injury when providing care.
- Fanshawe College [PSW crest](#) sewn to the outermost portion of your uniform's left sleeve (do not use staples or pins).
- Watch with a second hand clipped to your uniform.
- Black or white running shoes.
- A small notebook and pen for on-site note-taking.
- No jewellery is to be worn during your placement shift.



Plan for Transportation and Scheduling

Know the location of your placement and plan your commute in advance. Consider factors such as travel time, weather conditions, and public transit schedules. If you rely on others for transportation, have a backup plan in case of unexpected delays. Also, consider how your placement schedule fits with your other commitments and plan in advance. Child care, work, and personal days are not acceptable excuses for missing placement.



Clinical placements are subject to availability, and as such, it may be necessary to assign students to clinical agencies in an outlying community. Students are expected to make their own travel arrangements to all assigned clinical agencies.

Additional Preparation Strategies

Clinical Professional Practice Placements are a key part of your learning experience in the PSW program. It can bring both excitement and challenges, so it is important to be adequately prepared. Set achievable goals, take care of your physical and mental well-being, and reach out to your Clinical Advisor when you need support.

Being well-prepared helps reduce stress and allows you to focus on learning. Knowing what to expect, staying organized, and completing your responsibilities on time will help you feel more capable and ready to engage in meaningful learning. With a proactive and open approach, you'll be well-positioned to grow your skills and contribute effectively to the healthcare team.



Reflection Prompt: Preparing for Placement

Take a few minutes to reflect on the following questions before starting your HLTH 3055 Consolidation Clinical Professional Practice Placement:

- What are two specific goals I want to achieve during this placement?
- What strategies can I use to stay organized and manage stress?
- Who can I reach out to for support if I encounter challenges?

Write your responses in a journal or share them with a peer or your Clinical Advisor at the beginning of your placement to help guide your experience.

Consolidation Placement Preparation Checklist

Personal Preparation

- I have set 1–2 realistic goals for my placement.
- I have a plan to manage stress and maintain self-care.
- I know who to contact if I need support (e.g., instructor, clinical supervisor, peer).

Academic Readiness

- I have reviewed key concepts from my theory and laboratory practice courses.
- I understand the expectations and responsibilities of my role as a PSW student.
- I have read the course curriculum and placement guidelines.

Practical Preparation

- I have all the required uniforms, name tags, and supplies.
- I know my placement schedule and location.
- I have arranged reliable transportation to and from the placement site.

Professional Mindset

- I am prepared to communicate respectfully with clients and healthcare team members.
- I am open to feedback and willing to learn from my experiences.
- I am committed to providing safe, ethical, and compassionate care.

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8.2 HLTH 3055 Consolidation Professional Practice Expectations & Requirements

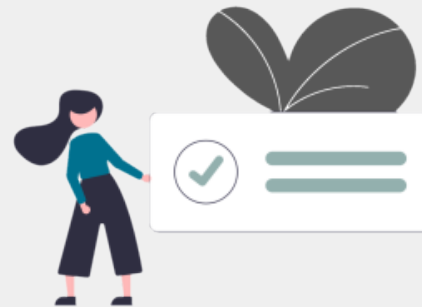
All shifts are pre-scheduled in the HLTH-3055 Consolidation Professional Practice course. They are pre-arranged and approved by both the agency and the Placement Coordinator in advance of your placement experience. Changes can not be made to any student's schedule without **prior** approval from the Clinical Advisor, agency scheduler, Placement Coordinator, and the PSW Program Coordinator. It is therefore very important to attend all scheduled shifts and hours.



HLTH 3055 Consolidation Professional Practice Course

Upon successful completion of the HLTH 3055 Consolidation Professional Practice course, you will be able to:

- Apply knowledge and skills while providing personal care for residents.
- Promote and maintain the health and safety of the resident.
- Communicate effectively and appropriately using oral, written and non-verbal methods.
- Act within the PSW role when making observations regarding the client's health, function and emotional state.
- Adhere to the policies of the PSW program and the clinical agency.
- Demonstrate competence in all Domains of Practice Competencies (see [Chapter 2](#)).
- State the benefits of restorative care with the older adult in Long-Term Care (if applicable).



Clinical Learning in Practice

During this Consolidation placement, you are expected to actively participate in resident care and foster self-directed learning. This clinical experience will provide you with opportunities to work with allied healthcare team members, with an increase in independence. The Clinical Advisor will check in with you and your PSW Preceptor two to three times per week (in person) and will be on call to you, the PSW Preceptor, and agency staff should any concerns arise. It is very important to know who your Clinical Advisor is and to have their contact information. This information is provided during the last week of your HLTH 3054 Clinical Professional Practice Placement by the Fanshawe College Placement Coordinator.

You will be assigned a PSW Preceptor by the Long-Term Care agency. Make sure to connect with your Preceptor prior to day one to adequately prepare for your first shift. If you are not assigned a Preceptor, you will need to ensure you identify your Preceptor/Mentor for each shift (as per agency policy). You can collaborate with your Clinical Advisor in advance of your shift to help you organize and prepare.

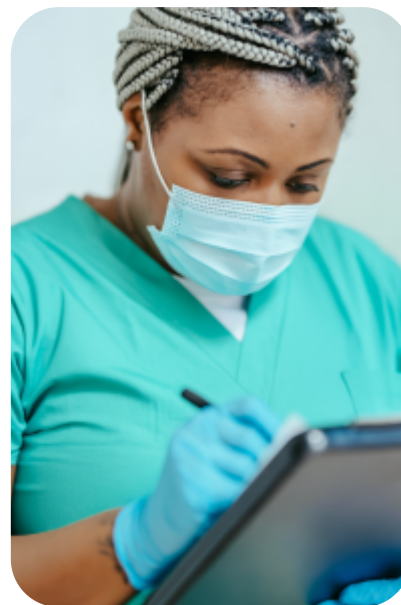


Image by [Laura James, Unsplash License](#). Mods: Removed stethoscope.



Students are to follow all Fanshawe College and agency policies throughout this Professional Practice course with regard to behaviour, attendance, punctuality and reporting absences/illnesses.

Timesheets

During your Consolidation experience, you will maintain a timesheet to record all your completed shifts. This timesheet is to be initialled by your PSW Preceptor at the start and completion of each shift. You will need to indicate the hours worked after each shift is completed.

Timesheets are to be treated as a legal document and are not to be altered in any way. Any necessary corrections are to be made using a single line only (review documentation requirements from your first semester courses).

Example of How to Complete a Timesheet

Monday	Hours & Initial
Date: Feb 4, 2025 In: 0700h Out: 1500h	8 hr Preceptor: KR Student: KP

Consult the following timesheet table or the downloadable documents to understand how you should be documenting your hours.

Sample Schedule

Week	Unit	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	Sun.
Week 1	XX	May 1	May 2	May 3	May 4			
		D	D	D	D			
Week 2		May 8		May 10			May 13	May 14
		E		E			N	N
Week 3		May 15	May 16	May 17				
		E	E	E				



Downloadable Documents for Students

- [3055 HLTH PSW Consolidation Professional Practice Time Sheet \[Fillable PDF\]](#)
- [3055 HLTH PSW Consolidation Professional Practice Time Sheet \[PDF\]](#)



Downloadable Documents for Instructors

- [Instructor Master Schedule for HLTH 3055 \[Fillable PDF\]](#)
- [Instructor Master Schedule for HLTH 3055 \[PDF\]](#)
- [Instructor Master Schedule for HLTH 3055 \[Word\]](#)



Students must keep track of the hours of each shift, as they may vary from agency to agency and student to student. Once schedules are posted, students are **NOT** able to change their schedule without prior permission and approval from the agency, the PSW Placement and/or Program Coordinator and the Clinical Advisor. **A total of 75 hours is required (ten 8-hour shifts).**

PSW Consolidation Professional Practice Guidelines and Expectations

The following section summarizes guidelines and expectations for your Consolidation Professional Practice Placement.

During the HLTH 3055 placement, you will complete day, afternoon, evening, and night shifts.

General

All clinical placements are subject to availability, and it may be necessary to assign you to clinical agencies in an outlying community. You may be expected to travel to your placement, which may not always be accessible by public transportation. You are expected to make your own travel arrangements to all assigned clinical agencies. You will be assigned a variety of shifts over the course of your placement including day, evening, and night shifts.



Cell phones are **NOT** allowed to be carried at placement, except during your pre-assigned breaks. Cell phones should be stored with your belongings.

Because the opportunity exists to take unauthorized photos while attending placement, if you are found to have a cell phone with you during client care, you will be asked to leave the agency and will be marked absent that day.

Safety



If the PSW Preceptor and/or Clinical Advisor has concerns about your ability to safely perform your duties, you may be required to provide medical documentation as proof of fitness to return to the clinical practice setting.

The provision of client care in the clinical setting is time sensitive and may cause safety concerns for the client(s) involved if client care cannot be performed in a reasonable length of time. As such, it may be an unsafe practice to accommodate for extra time when you:

- a) Perform physical care to clients or
- b) Document client care, which needs to be completed promptly in the clinical setting.

Due to the risk of re-injury or injuring clients, you are not permitted to arrive at the clinical agency with pre-existing injuries. There will be no “light duty” provision or accommodation for injuries at any time. A doctor’s note may be required in order to be permitted to return to the clinical placement.

If you are deemed **UNSAFE** in your practice, you will be asked to leave the clinical agency immediately and may be either given a failing grade for that course or be dismissed from the PSW program.

Examples of **UNSAFE** behaviours may include (but are not limited to) the following:

- Failure to follow expected safety guidelines while performing any lifts, transfers, or personal care.
- Failure to provide reasonable care in order to prevent harm to the client.
- Any action — or lack of action — that results in jeopardizing the safety, dignity, and/or sense of well-being of any client or worker or other student.

Communication & Professionalism

It is important to communicate with clients, staff, interprofessional healthcare providers, instructors, and peers in a professional manner in order to provide care that is safe, effective, and appropriate. If you are unable to communicate, listen, understand, and respond effectively, you may be deemed unsatisfactory in your Clinical Professional Practice Placement.



Confidentiality

To protect client privacy and maintain professional standards:

- Sharing any identifiable client or family information, including photos, is strictly prohibited. Names must never appear in assignments or journals.
- All client-related materials (e.g., data collection tools) must be securely destroyed or permanently deleted/shredded at the end of the placement.
- Posting any content related to the agency, clients, assignments, or colleagues on social media is not allowed and may result in failure of the clinical course.

Attendance

Students are required to meet all course outcomes and Domains of Practice Competencies in all clinical courses. Attendance and satisfactory performance are required to effectively evaluate skills and allow students time to practice and incorporate feedback. Personal commitments such as vacations, childcare, or employment are not considered valid reasons for missing clinical time and may jeopardize course completion and result in being unsuccessful in the course.



After a second absence—regardless of the reason—a **Collaborative Success Plan (CSP)** will be developed with the Clinical Advisor. Failure to meet the expectations outlined in the CSP may result in an unsatisfactory grade for the course ([Appendix D: PSW Student Collaborative Success Plan](#)).

In the event that an absence is unavoidable, you will need to notify the PSW Preceptor, the agency and the Fanshawe College Clinical Advisor **at least one hour** before the start of your clinical placement shift.

Inclement weather

If travelling in bad weather conditions means you can not safely attend clinical placement, notify the PSW Preceptor, the agency, the Fanshawe College Clinical Advisor **at least an hour** prior to the start of the shift; failure to do so would result in being marked absent.

You will not be permitted to leave the clinical agency property during your assigned clinical hours. If you leave the agency property during your clinical placement shift, it is unsafe and may impact your success in the course. A Collaborative Success Plan will be initiated.

Uniforms

Fanshawe College's PSW Student Dress Code has been created to project professionalism and to follow health and safety policies for both Fanshawe College and the Clinical Professional Practice agencies. Anyone who refuses to comply with this uniform policy will be asked to leave the Clinical Placement site, and a follow-up discussion will take place with the Program Coordinator. This may lead to being unsuccessful in the course.

Uniforms or scrubs need to be worn for all laboratory practice classes, as well as at the clinical agency. Pants must be hemmed appropriately and not rolled up or taped into place. Sweaters are not permitted at any time over the uniform. Long-sleeved shirts may be allowed to be worn under the uniform in special circumstances only.



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Crests

All uniforms must have the Fanshawe College PSW crest securely attached to the outermost portion of a uniform's left sleeve. Crests cannot be attached to uniforms by the use of staples or pins.

Name tags

Fanshawe College identification name tags are to be visible at all times, worn on the front left side of the uniform, high enough to prevent client injury when administering care. They must be worn for all lab and Clinical Placement settings.

Clinical Placement Shoes

White or black, clean, supportive shoes must be worn (no canvas running shoes, sling backs, sandals, open toes or open heels). Shoes are not to be worn to or from the lab or clinical agency.

Jewellery

Body jewellery poses a Workplace Health and Safety risk and can not be worn.

- No visible body piercings.

- Only one plain stud earring in each ear is acceptable.
- No hoops or rings allowed in any visible body area.
- No necklaces; they can be pulled or used to strangle.
- You can wear one plain wedding band.
- Do not wear a watch on your wrist; instead, have a watch pinned to your uniform.

Scents

Due to the increasing risk of allergic reactions and sensitivities, no perfumes, colognes, or body sprays are allowed in either lab or Clinical Placement settings.

Nails

Do not have long fingernails, nail polish or artificial nails as they pose a Workplace Health and Safety risk (both physical safety and risk for pathogenic transfer).

Hair

Hair must be neat, contained, and worn off the face and collar. Braids/ ponytails must be secured and off the collar.

Facial Hair

Male students must be clean-shaven. If beards or moustaches are worn, they must be neatly trimmed and be professional in appearance. Consult with your Clinical Advisor and follow your placement agency's Infection Control policies and occupational health guidelines. Facial hair may impact the efficiency and use of the N95 mask.

No gum chewing while in the lab or Clinical Placement settings.

Evaluation

In order to graduate from the PSW program, you will need to be satisfactory in completing all three clinical courses of the PSW program.



The final grade will be determined as either a **P = pass** or an **F = fail**

You are expected to attend all of the shifts required during your Professional Practice Placement experiences in order to be successful in the courses. Absences during your placement course may result in an unsatisfactory grade. Your progress will be monitored through ongoing evaluation.

Progress is assessed on the basis of resident care. The PSW Preceptor and your assigned Fanshawe College Clinical Advisor will provide ongoing feedback and complete the practice evaluation at the middle and end of the term with you. A **Collaborative Success Plan** (see [Appendix D](#)) may be initiated between you and the Clinical Advisor, in consultation with the Program Coordinator, if unprofessional behaviours are displayed and professional practice domains are not being met.

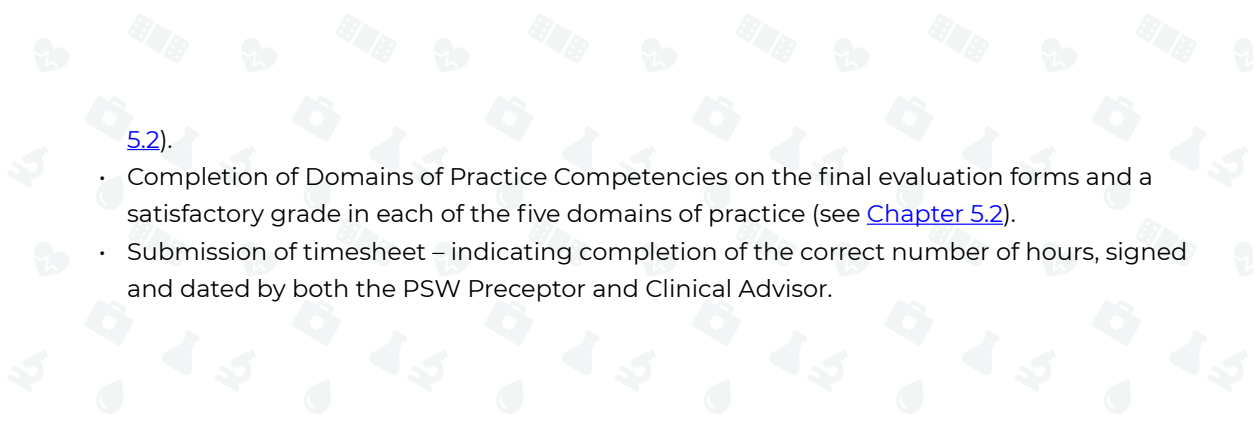
Meeting, discussing and creating a CSP with your Clinical Advisor will provide you with feedback and to develop strategies to strive towards success in the course (A CSP is not meant to be punitive). Examples of CSP initiation may include: repeated absenteeism, late arrivals, unprofessional or safety concerns, concerns in any of the Domains of Practice Competencies.

Clinical Professional Practice evaluation for the HLTH 3055 Consolidation Professional Practice course is based on your performance of the course competencies, and completion of:

- Attendance
- Completion of Restorative Assignment (if applicable).
- Appropriate and professional behaviour at all times.
- Professional communication with PSW Preceptor and Clinical Advisor, reviewing Domains of Practice and progression in the course each shift.
- Demonstration of satisfactory progression in all five Domains of Practice (see [Chapter](#)



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5.2).

- Completion of Domains of Practice Competencies on the final evaluation forms and a satisfactory grade in each of the five domains of practice (see [Chapter 5.2](#)).
- Submission of timesheet – indicating completion of the correct number of hours, signed and dated by both the PSW Preceptor and Clinical Advisor.

At the end of the HLTH 3055 Consolidation Professional Practice Placement, the PSW Preceptor, the Clinical Advisor (Fanshawe faculty), and you (the PSW student) will meet and discuss your final evaluation. You will need to submit your final self-evaluation ([Appendix H](#)) to the Clinical Advisor at this meeting. It may also be acceptable to complete the final evaluation with your assigned Preceptor and bring it to review at your meeting with the Fanshawe College Clinical Advisor. Ensure to include your completed timesheet and that all evaluation pages are signed, initialled, and complete, including examples from your placement experiences.

Note from Fanshawe College PSW Program

The College may terminate a student's enrolment in a course or registration in a program at any time where the student's performance in any academic setting is deemed to be detrimental to self, others or the College. Detrimental performance is determined by any of the following: unsafe practice for self and/or others, interference with the progress of other students, unethical/unprofessional practice, and prolonged or frequent absence. Termination in the form of either suspension or expulsion may also result from breaching proper conduct and being sanctioned under the [Student Code of Conduct Policy 2-G-1 \[PDF\]](#).

Subject to a review by the Program Coordinator and Clinical Advisor, students may be given a one-time opportunity to repeat a clinical course, provided the student has not failed two other courses (lab or theory).

Students who fail another clinical course (either the same course or a subsequent one) will be terminated from the program.

A returning student **cannot** enter directly into HLTH-3055 PSW Consolidation Professional Practice Course after an interruption in their program. The student must first satisfactorily complete HLTH-3054 PSW Clinical Professional Practice at the student's expense. Students must be aware that this is conditional on the availability of supervised practice opportunities.

Full-time students are usually block-enrolled (e.g. pre-enrolled) into all clinical courses. If the student fails a clinical course, they are advised to officially withdraw from any subsequent clinical courses they are registered in. Failure to withdraw from subsequent courses will result in an "F" grade for those courses.



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After completion of **ALL** other theory, lab and clinical courses, the student may proceed to complete: [HLTH-3056 PSW Professional Practice Community Setting](#).

Complete In the First Week of your HLTH 3055 Professional Practice Placement

- Review the Domains of Practice Expectations provided in your HLTH 3055 curriculum with your PSW Preceptor.
- Discuss and record your learning goals with the PSW Preceptor & Clinical Advisor (Fanshawe Faculty).
- Confirm time for Lunch/Break.
- Review this OER with your PSW Preceptor for guidance.
- Arrange a date to discuss progress in your course (recommended weekly).
- Arrange communication with your Clinical Advisor (Fanshawe Faculty).

Daily/Weekly Expectations

- Fill out your scheduled hours on your timesheet each shift, sign, and have your PSW Preceptor sign each shift.
- Attend HLTH 3055 Consolidation Professional Practice for a total of 75 hours (these may consist of day, afternoon, evening, or night shifts, including weekends).
- Attend on scheduled shifts.
- Clarify expectations for participating in care.
- Engage in all aspects of care.
- Build relationships with clients.
- Work in partnership with your PSW Preceptor, Clinical Placement Advisor, and the Long-Term Care Agency.
- Keep paperwork organized and available for review.
- Complete and document Clinical Domains of Practice Competencies examples as they occur. This will assist you and your PSW Preceptor to complete your evaluations and provide evidence of learning.



Important Dates

Mid-Term: Student/PSW Agency Preceptor/Clinical Advisor Progress Review Date – mid-way through completion of the required HLTH 3055 Consolidation Professional Practice Placement hours (after 35 completed hours is recommended).

Final: Student/PSW Agency Preceptor/Clinical Advisor Progress Review Date – After completion of the required 75 hrs of the HLTH 3055 Consolidation Professional Practice Placement.

Midterm Requirements

You will use ONE evaluation document for this placement. For your mid-term evaluation, start the documentation of Domains of Practice Competencies and begin to write down examples. Your PSW Preceptor will review your examples, add examples, and circle S – Satisfactory, ND – Needs Development, or U – Unsatisfactory for each of the five Domains of Practice Competencies. If your PSW Preceptor circles ND or U, ensure there is adequate documentation and discussion on areas for improvement.

To ensure Midterm Success:

- Demonstrate all **FIVE** Domains of Practice Competencies – all are rated **Satisfactory** to be successful at this point of your placement.
- Complete/document Domains of Practice Competencies examples.
- Obtain all PSW Preceptor signatures for schedule recording and mid-term evaluations.
- Meet with Clinical Advisor and PSW Preceptor discuss Mid-term student progress.
- Determine/discuss personal goals with the Clinical Advisor and PSW Preceptor.

End of Term Requirements

Complete all required Consolidation Professional Practice Placement Hours – **75 Hours**. Continue with the same document that you started for your midterm evaluation and add examples of Domains of Practice Competencies. Your PSW Preceptor will review your examples, add examples, and circle Pass or Fail for **EACH** of the five Domains of Practice Competencies for your Final Evaluation.

To ensure Final Success:

- Demonstrate all **FIVE** Domains of Practice Competencies – all are rated **Satisfactory** to be successful in this course.
- Document examples in all Domains of Practice Competencies.
- Complete **all** Professional Practice Consolidation Hours – 75 Hours.
- Obtain all final PSW Preceptor comments and signatures on your final evaluation form.
- Organize and complete all paperwork in preparation for the meeting with the Clinical Advisor (Fanshawe Faculty).
- Meet with your Clinical Advisor to review your Final Evaluation.
- Submit Timesheets – ensure they are signed and initialled by both you and your PSW Preceptor.

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8.3 Clinical Advisor Professional Practice Expectations

Fanshawe PSW Clinical Advisor Role



A Fanshawe College PSW Faculty member assigned to PSW students to facilitate, support, and evaluate the PSW students' Professional Practice Placement: Consolidation and Community. In collaboration with the PSW Preceptor, Clinical Advisors will facilitate students' progress and prepare them to meet their Professional Practice Competencies and skills as Personal Support Workers. The Clinical Advisor will oversee students in a Long-Term Care Setting and Community setting (HLTH 3055 and HLTH 3056, second and third student placement).

Clinical Advisor Expectations

- Attend PSW team meetings led by the PSW Program Co-ordinator.
- Become familiar with the Professional Practice setting by initiating introductions and requesting a tour of the Professional Practice Placement setting (prior to the course start).
- Attend agency orientation with students.
- Attend the student Clinical Orientation on campus at the beginning of Level 2.
- Connect with the PSW student at a minimum of two to three times per week (placement visit) and communicate expectations for the Consolidation Professional Practice Placement.
- Seek out professional development opportunities to enhance knowledge of the PSW's role and strengthen understanding of teaching and learning.
- Facilitate and engage students in the OER: Fanshawe College Personal Support Worker Clinical Professional Practice Resource Hub, additional learning opportunities, and sharing related resources.
- Guide the student in becoming confident in completing the Domains of Practice Competencies evaluations found in the PSW Professional Practice Placement Curriculum.
- Communicate expectations for the PSW Professional Practice Placement.
- Be available to answer questions and teach/guide the PSW students in practice and skills.
- Review, evaluate, and grade all Professional Practice requirements in partnership with the PSW preceptors.
- Review the PSW Consolidation Professional Practice curriculum (found under content in the [FanshaweOnline Learning Management System](#)).
- Review and apply Fanshawe College and Agency policies, procedures, and PSW skills in the Consolidation



placement setting.

- Demonstrate clinical and instructional knowledge of providing client care, expectations of clinical practice and the role of the PSW.
- Exhibit an approachable and receptive demeanour to students' learning needs, and provide continuous support.
- Be a positive role model displaying enthusiasm and caring attributes, and a passionate display for the profession of Personal Support Workers.
- Collaborate with students, PSW Preceptors, agency staff, agency administrators and coordinators, Fanshawe College Placement Coordinator and the PSW Program Coordinator.
- Follow proper procedures when ill, there is an agency outbreak, or inclement weather, and be responsible for creating a student contact plan.
- Support student success by initiating a Collaborative Success Plan (see [Appendix D](#)), and notifying the PSW Program Coordinator of students who do not meet the Clinical Professional Practice Domains/ Competencies.
- Enter final grades in the [Fanshawe College learning management system](#) and [WebAdvisor](#).
- Maintain an up-to-date registration with the College of Nurses of Ontario.
- Maintain up-to-date mask fit testing, immunizations, and CPR/First-Aid certifications.
- Complete all learning modules required by Fanshawe College (e-learning) and the Professional Practice Agency.

Provision of Student Feedback

Guidance and feedback will be provided to the PSW student by the Clinical Advisor throughout the Consolidation Professional Practice course. The ongoing feedback from the Clinical Advisor will be provided in consultation with the PSW Preceptor, who is working with the individual student.

Clinical Advisors, in consultation with the PSW Preceptor, will review the Clinical Professional Practice evaluation at the middle and end of the Clinical course with the student. A **Collaborative Success Plan (CSP)** (see [Appendix D](#)) may be initiated between the student and the Clinical Advisor in collaboration with the PSW Preceptor and in consultations with the Program Coordinator, if the student is not meeting the Domains of Practice Competencies.

The Clinical Advisor will meet with the student to discuss and develop a CSP to provide feedback and to develop strategies for the student's success in the course (A CSP is not meant to be punitive). Examples of CSP initiation may include: repeated absenteeism, late arrivals, unprofessional or safety concerns, concerns in any of the Domains of Practice Competencies. Clinical Advisors are recommended to liaise with the Program Coordinator to provide updates or if assistance is required.



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A passing grade in the HLTH 3055 Consolidation Professional Practice course is dependent on student performance of the Domains of Practice Competencies and:

- Attendance & Reliability.
- Appropriate and Professional behaviour at all times.
- Completion of Restorative Assignment (if applicable).
- Professional communication with PSW Preceptor, Clinical Advisor, and allied healthcare professionals.
- Submission of timesheet – indicating completion of the correct number of hours, signed and dated by both the PSW Preceptor and Clinical Advisor (Fanshawe Faculty).
- Demonstration of satisfactory progression in all five Domains of Practice (see [Chapter 5.2](#)).
- Completion of Domains of Practice Competencies on the final evaluation forms and a satisfactory grade in each of the five domains of practice.



Student Evaluation



Please review [Chapter 8.2 HLTH 3055 PSW Clinical Professional Practice Expectations & Requirements](#) to review student expectations, which provide the basis for evaluation.



The final grade will be determined as either a **P = pass** or an **F = fail**

Students are expected to attend all placement hours in order to be successful in the course. Absences may result in an unsatisfactory grade.

Student progress is assessed on the basis of resident care and the Professional Domains of Practice Competencies (see [Chapter 5.2](#)). Clinical Advisors, in consultation with the PSW Preceptor, will review the completed Clinical Professional Practice evaluation at the middle and end of the Clinical Professional Practice course with the student.

A passing grade in HLTH 3055 is dependent on:

- a) Satisfactory demonstration of all **FIVE** Domains of Practice Competencies.
- b) All forms signed and dated.
 - ✓ Completed evaluation with each domain initialled by both the student & PSW Preceptor **AND** Clinical Advisor.
 - ✓ Student Final Self-Evaluation.
 - ✓ HLTH-3055 PSW Consolidation Professional Practice schedule (timesheet) signed and dated by the student **AND** PSW Preceptor.

These forms are found in the Fanshawe Online HLTH 3055 Consolidation Professional Practice Course Content. Ensure to review the specific Domains of Practice Competencies in detail and provide examples for each domain throughout the course. For more information, please review [Chapter 5: Clinical Skills and Domains of Practice](#).



After completion of **ALL** other theory, lab and clinical courses, the student may proceed to complete: [HLTH-3056 PSW Professional Practice Community Setting](#).



For further exploration of the Clinical Advisor role, review Sherri Melrose Publications: *A Virtual Memory Box* (2019). [Chapter 11: The role of the Clinical Instructor](#), as well as [Creative Clinical Teaching in the Health Professions](#).

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8.4 PSW Preceptor Professional Practice Expectations

PSW Preceptor Role



A PSW who partners with a PSW student to facilitate, support, and evaluate the students Professional Practice Placement. Incorporating the student's learning goals, the Preceptor shares, provides resources, guides, and uses their knowledge, skills, and experience to enhance a PSW student's practice, knowledge, and confidence in caring for clients.

Role Expectations

- Build inclusive, empowering, and student-centred relationships.
- Engage in conversations to provide support, guidance, and feedback.
- Provide safety and trust by demonstrating a non-judgmental and supportive approach.
- Be available, attentive, patient, committed, and present.
- Create a welcoming learning environment.
- Collaborate with the student to develop learning goals.
- Provide a responsible and ethical professional practice.
- Engage and provide assistance with the PSW student's learning, experiences, communication, and skills.
- Review the Clinical Professional Practice Domains ([Review Chapter 5.2](#)) and [Chapter 8.2 PSW Clinical Professional Practice Expectations and Requirements](#) to ensure familiarity with student placement expectations.
- Review PSW Professional Practice Placement Evaluations and Forms.
- Communicate expectations, including the role of the PSW at the agency, in providing client care, documentation standards, and agency policies and procedures.
- Work in a respectful, inclusive, and collaborative partnership with the student and the Fanshawe College Clinical Advisor.
- Provide thoughtful, reflective, and constructive feedback.
- Demonstrate knowledge and expertise as a Personal Support Worker, including role in the setting and skills.
- Connect and be present with the PSW student frequently, and communicate expectations for the Consolidation Professional Practice Placement.
- Seek out professional development opportunities to enhance knowledge of the role of the PSW and to strengthen understanding of teaching and learning.



- Review this OER to gain an understanding of student Professional Practice Placement expectations and Domains of Practice required for graduation.
- Guide the student in completion of the Domains of Practice Competencies in the PSW Professional Practice Placement Curriculum.
- Be available to answer questions and teach/guide the PSW student in practice and skills.
- Review, evaluate, and complete all Consolidation Professional Practice requirements and Evaluations of Domains for Practice Competencies in partnership with the PSW Student's Clinical Advisor.
- Provide an approachable and receptive demeanour to students' learning needs, and provide continuous support.
- Be a positive role model displaying caring attributes, and portraying an enthusiastic and passionate display of the PSW profession.
- Follow proper procedures when ill in accordance with the agency policy, if there is an agency outbreak, and notify the student and/or unit of the student's shift to arrange for an alternate Preceptor for the shift (if able).

For further exploration of the Clinical Preceptor Role, review the Canadian Medical Association's writing on [Mentorship in Health Care](#).

Preceptor Completion of HLTH 3055 Consolidation Professional Practice Evaluations

Guidance & Feedback

The PSW Preceptor, in consultation with the PSW Clinical Advisor (Fanshawe College Faculty), will provide ongoing guidance and feedback to the student throughout the Consolidation Professional Practice Placement and will review the Professional Practice evaluation at the **middle** and **end** of the course.

Reflective Practice

Student progress is assessed on the basis of resident care and participation in [reflective practice](#). During the HLTH 3055 Professional Practice Course, it is expected that students will reflect on their care and learning independently as well as in communication with the PSW Preceptor and Clinical Advisor. PSW Preceptors will provide guidance and ongoing feedback,

and complete the Professional Domains of Practice Competencies with the student. For further information on Reflective Practice, review [Chapter 6](#).

Collaborative Success Plan

A Collaborative Success Plan (CSP) (See [Appendix D](#)) may be initiated between the student and the Clinical Advisor (Fanshawe faculty) in collaboration with the PSW Preceptor.

The Clinical Advisor will meet with the student and the PSW Preceptor to discuss and provide feedback and collaboratively develop strategies for the student's success in the course (A CSP is not meant to be punitive).

Examples of CSP initiation may include:

- Repeated absenteeism
- Late arrivals
- Unprofessional or safety concerns
- Concerns in any of the areas within the Domains of Practice Competencies

The Clinical Advisor will connect with the Program Coordinator to provide updates or if assistance is required.

Evaluation

A passing grade in HLTH 3055 Clinical Professional Practice Consolidation is dependent on student performance of Domains of Practice Competencies and:

- Demonstrating continuous placement attendance & reliability.
- Professional communication with the PSW Preceptor and the Clinical Advisor.
- Completion of Domains of Practice Competencies on the final evaluation forms and a satisfactory evaluation in each of the five Domains of Practice.
- Submission of timesheet- indicating completion of the correct number of hours, signed and dated by the PSW Preceptor and the student.

Students are expected to attend all placement shifts in order to be successful in the course. Absences may result in an unsatisfactory grade.



For further reading on the role of the Agency Preceptor, consult the resources on [Mentorship in Health Care](#) from the Canadian Medical Association.

Midterm Requirements

There will be ONE evaluation document for the HLTH 3055 Consolidation placement. At the mid-term evaluation, the student will start the documentation of Domains of Practice Competencies and begin to write down examples. The PSW Preceptor will review examples, add examples, and add comments if there are areas for improvement. If the student is unsatisfactory in any of the Domains of Practice at this time, the PSW Preceptor will inform the Clinical Advisor, and a CSP will be initiated. To ensure Midterm Success, the student will:

- Demonstrate all FIVE Domains of Practice Competencies – all are rated **Satisfactory** to be successful at this point of the placement.
- Complete/Document Domains of Practice Competencies.
- Obtain all PSW Preceptor signatures for schedule recording and mid-term evaluations.

- Meet with Faculty Advisor and discuss Mid-term student progress.
- Determine/discuss personal goals with the Faculty Advisor and PSW Preceptor.

End of Term Requirements

The student will complete all required 75 Consolidation Placement Hours. The student and Preceptor will use the same document that was started for the mid-term evaluation. The PSW student will add additional examples of Domains of Practice Competencies. The PSW Preceptor will review student examples, add examples, and circle Satisfactory/Unsatisfactory for EACH of the five Domains of Practice Competencies for the Final PSW student Evaluation.

To ensure a Satisfactory Placement, the student will:

- Demonstrate all FIVE Domains of Practice Competencies – all are rated **Satisfactory** to be successful in this course.
- Complete all 75 hrs of the Professional Practice Placement course.

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8.5 HLTH 3055 Consolidation Professional Practice Forms

Students must satisfactorily complete the clinical portion of the program.



The final grade will be determined as either a **P = pass** or an **F = fail**

A passing grade in this course is dependent on:

- a)** Satisfactory demonstration of all **FIVE** Domains of Practice Competencies in the Consolidation Clinical Professional Practice course.
- b)** All forms signed and dated.
 - ✓ Student Final Self-Evaluation provided through the FanshaweOnline Learning Management System and the HLTH 3055 curriculum package.
 - ✓ Completed evaluation (Domains of Practice) with each domain initialled by both student & PSW Preceptor **AND** Clinical Advisor, providing examples of practice (Refer to [Chapter 5](#) for an overview of clinical professional practice domains).
 - ✓ HLTH-3055 PSW Consolidation Professional Practice Schedule (timesheet) – signed and initialled by both the student **AND** the PSW Preceptor (see [Chapter 8.2](#) for an example).

Consolidation Professional Practice Consolidation Evaluation forms are found in the Fanshawe Online HLTH 3055 Professional Practice Course Content section. Students, PSW Preceptors, and Clinical Advisors are encouraged to review the specific Domains of Practice in detail and provide multiple examples for each domain of practice throughout the course. For more information, please review [Chapter 5: Clinical Skills and Domains of Practice](#).

Students are expected to attend all placement shifts in order to be successful in the course. Absences may result in an unsatisfactory grade.

Guidance and feedback will be provided to you by your Fanshawe College Clinical Advisor and the Agency PSW Preceptor. The Fanshawe College Clinical Advisor will communicate with your PSW Preceptor throughout the course to provide guidance and assistance when necessary.



While completing your HLTH 3055 Consolidation Placement course, start preparing for your next Clinical Placement: HLTH 3056 Community Professional Practice Course. Log in to your Fanshawe Online HLTH 3056 Clinical Professional Practice Placement course and review [Chapter 9](#) and [Chapter 10](#) in this OER.

The Fanshawe College Placement Coordinator will be in contact with you regarding your Community Placement, and further directions will be provided.

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8.6 Clinical Professional Practice Resources



For additional resources, consider any of the following:

- [Appendix D: PSW Collaborative Success Plan](#)
- [Elsevier. \(2020\). Effective Communication for Healthcare Professionals \(2nd ed.\).](#)
- [Melrose, S., Dusome, D., Simpson, J., & Athens, E. \(2015\). Supporting individuals with intellectual disabilities and mental illness.](#)
- Fanshawe College. (2025). PSW Program Manual. Fanshawe College: London
- Fanshawe College. (2025). HLTH 3055 Consolidation Professional Practice Curriculum. Fanshawe College: London
- Wilk, M.J. (2022). [Sorrentino's Canadian Textbook for the Support Worker](#) (5th ed.). Toronto, ON: Elsevier Mosby.



8.7 Incident Reporting & Injury Reporting Process



If you are attending your Consolidation Professional Practice Placement and you are injured, please advise your PSW Preceptor and your Clinical Advisor immediately. Your Clinical Advisor will notify the agency, the PSW Placement Coordinator and the PSW Program Coordinator. Your Clinical Advisor will connect with you and the agency to complete the appropriate Incident Form(s).

Incident forms are time sensitive, and need to be completed within 24 hrs.

You may be required to provide medical documentation to return to the Clinical Professional Practice setting.

Clinical Advisors



Injuries and potential hazards can be reported on the Environment, Health, Safety & Emergency Services page of the [fanshaweca.ca SharePoint](https://fanshaweca.ca/SharePoint) website.

Please review the following links for the injury/incident reporting process:

- [Clinical/Field Pre-placement Injury/Incident reporting](#)
- Fanshawe [Guide to Completing the Incident Investigation Report Form \[PDF\]](#)

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CHAPTER 9: HLTH 3056 PSW COMMUNITY PROFESSIONAL PRACTICE: COMMUNITY

Chapter Overview

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9.0 Learning Objectives



Learning Objectives

By the end of this chapter, PSW students, Clinical Advisors (Fanshawe faculty), and PSW Preceptors will:

- Identify key expectations and requirements for the HLTH 3056 **Community** Professional Practice course, including the roles of PSW students, Clinical Advisors and agency PSW Preceptors.
- Describe how to access and use current, accessible resources and tools provided in the OER to support clinical learning and supervision.
- Explain the purpose and structure of the Clinical Placement Domains of Practice Competencies and how they align with the role of the PSW.
- Explain how clinical documentation, communication, and reflective practice can be applied in the Community Professional Practice setting.
- Identify the importance of collaboration between students, PSW Preceptors, Fanshawe College Clinical Advisors, Fanshawe College PSW Placement and Program Coordinator during the Community Professional Practice Placement course.

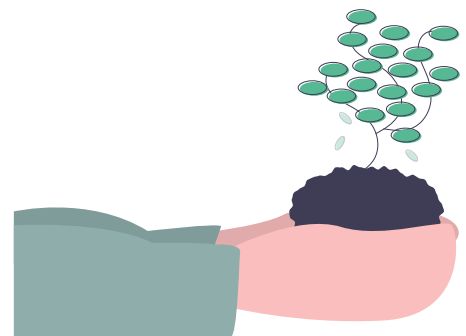


HLTH 3056 Community Professional Practice Placement

This course guides the PSW student apply all of the skills and concepts learned in your PSW program thus far.

The HLTH 3056 Community Professional Practice course enables students to work both independently and as part of the team while enhancing problem-solving and critical thinking skills within the role of the PSW. Students must maintain confidentiality, follow safety protocols, be organized, use client-centred professional communication, and document while providing care to clients, including individuals and families in a Community setting.

PSW students may be experiencing different shifts during their HLTH 3056 Community Professional Practice Placement course to develop a well-rounded understanding of the PSW role, routines, and responsibilities.



Throughout this course, students are expected to demonstrate reliability and accountability by adhering to the policies, guidelines, and regulations set by Fanshawe College and the Clinical Professional Practice agency.

Students will practice alongside an assigned PSW preceptor and be in frequent contact with the Clinical Advisor (Fanshawe College Faculty).

Alongside the Clinical Professional Practice Placement shifts, you will be independently completing online modules provided through Fanshawe Online. Please refer to [HLTH 3056 Community Course Online Module Completion](#) for more details.



To successfully pass the HLTH 3056 Community Professional Practice Placement and complete the PSW program, the student must demonstrate satisfactory performance in **all five** Domains of Practice Competencies and complete **all** requirements in the HLTH 3056 Online modules. Read [Chapter 5.2](#) to review the Clinical Domains of Practice Competencies.

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9.1 HLTH 3056 Preparation Before the First Day of Community Placement

During the final week of your HLTH 3054 Clinical Professional Practice Placement, expectations for the HLTH 3056 Community Professional Practice Placement course will be reviewed.

A pre-assigned schedule will be provided to you prior to the start of your HLTH 3056 Community Placement. All shifts scheduled will be arranged by the agency in consultation with the Clinical Advisor and Placement Coordinator in advance of the course start date. Changes cannot be made to your schedule without prior approval from the agency and the PSW Program Coordinator.

Getting Ready for Your Community Professional Practice Placement

As a Personal Support Worker (PSW) student, your placement is a vital opportunity to apply classroom knowledge to real-world healthcare settings, build professional relationships, and develop your skills in providing compassionate, client-centred care. Review the below expectations to ensure you are well-prepared and ready **before** your first day of the Community Professional Practice Placement.



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Review Placement Expectations

Before starting your Community Placement, familiarize yourself with the policies, procedures, and expectations of the PSW program by reviewing your HLTH 3056 curriculum and the PSW Program Manual. The curriculum will include additional information regarding dress code, attendance requirements, communication protocols, and the Domains of Practice Competencies for PSW students.

- Review your HLTH 3056 Course Curriculum & PSW Program Manual (found in your Fanshawe Online HLTH 3056 course).
- Review Synergy clearance ensuring all items are up to date (PVSC is required every 6 months).
- Bring photocopies of **ALL** of the forms uploaded to Synergy (they will be required by the placement agency).
- Review this OER to review clinical placement expectations.
- Attend the mandatory Fanshawe College Clinical Orientation (start of Level 2).
- Review required preparation materials and/or online modules provided by your assigned Community agency **PRIOR** to starting your Community Professional Practice Placement.

✓ Clear the Synergy pre-placement process requirements

See [Chapter 4: Preparing for Clinical Professional Practice Placements](#) to review the pre-placement requirements.



This is due the month PRIOR to the start of the HTLH 3054 Clinical Professional Practice Placement!



Note ALL Deadlines

Use a calendar or digital planner to track important deadlines. Missing deadlines can result in delays or ineligibility for placement. Setting reminders can help you stay accountable and reduce last-minute stress.

PSW Program 1st semester

- Pre-placement documentation completion and upload to Synergy.
- Immunization updates.
- Assignment due dates.
- Tests/Exam/Quiz due dates.

PSW Program 2nd semester

- Quiz/Assignment due dates.
- Orientation to Placement on campus date.
- Orientation to Placement at the agency date.
- Reflection/Assignment due dates.
- Midterm Evaluation due date.
- Final Evaluation due date.
- Schedule clinical dates and times in calendar.

**** Plan to be at your assigned setting 15 minutes prior to the start of your clinical placement shift.**



Prepare your Supplies

Ensure you have all necessary supplies ready before your first day. This may include:

- Uniform/Scrubs that are clean and program-approved.
- Your [Student Name tag](#). Visible at all times, worn on the front left side of your uniform, high enough to prevent client injury when providing care.
- Fanshawe College PSW crest sewn to the outermost portion of your uniform's left sleeve (do not use staples or pins).
- Watch with a second hand clipped to your uniform.
- Black or white running shoes.
- A small notebook and pen for on-site note-taking.
- No jewellery is to be worn during your placement shift.

Plan for Transportation and Scheduling

Know the location of your placement and plan your commute in advance. Consider factors such as travel time, weather conditions, and public transit schedules. If you rely on others for transportation, have a backup plan in case of unexpected delays. Also, consider how your placement schedule fits with your other commitments and plan in advance. Child care, work, and personal days are not acceptable excuses for missing placement.



Clinical placements are subject to availability, and as such, it may be necessary to assign students to clinical agencies in an outlying community. Students are expected to make their own travel arrangements to all assigned clinical agencies.

Additional Preparation Strategies

Clinical Professional Placements are a key part of your learning experience in the PSW program. It can bring both excitement and challenges, so it is important to be adequately prepared. Set achievable goals, take care of your physical and mental well-being, and reach out to your Clinical Advisor when you need support.

Being well-prepared helps reduce stress and allows you to focus on learning. Knowing what to expect, staying

organized, and completing your responsibilities on time will help you feel more capable and ready to engage in meaningful learning. With a proactive and open approach, you'll be well-positioned to grow your skills and contribute effectively to the healthcare team.



Reflection Prompt: Preparing for Placement

Take a few minutes to reflect on the following questions before starting your HLTH 3056 Community Clinical Professional Practice Placement:

- What are two specific goals I want to achieve during this placement?
- What strategies can I use to stay organized and manage stress?
- Who can I reach out to for support if I encounter challenges?

Write your responses in a journal or share them with a peer or your Clinical Advisor at the beginning of your placement to help guide your experience.

Clinical Placement Preparation Checklist

Personal Preparation

- I have set 1–2 realistic goals for my placement.
- I have a plan to manage stress and maintain self-care.
- I know whom to contact if I need support (e.g., instructor, clinical supervisor, peer).

Academic Readiness

- I have reviewed key concepts from my theory and laboratory practice courses.
- I understand the expectations and responsibilities of my role as a PSW student.
- I have read the course curriculum and placement guidelines.

Practical Preparation

- I have all required uniforms, name tags, and supplies.
- I know my placement schedule and location.
- I have arranged reliable transportation to and from the placement site.

Professional Mindset

- I am prepared to communicate respectfully with clients and healthcare team members.
- I am open to feedback and willing to learn from my experiences.
- I am committed to providing safe, ethical, and compassionate care.

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9.2 HLTH 3056 Community Professional Practice Expectations & Requirements

All shifts are pre-scheduled in the HLTH-3056 Community Professional Practice course. They are pre-arranged and approved by both the agency and the Placement Coordinator in advance of your placement experience. Changes can not be made to any student's schedule without **prior** approval from the Clinical Advisor, agency scheduler, Placement Coordinator, and the PSW Program Coordinator. It is therefore very important to attend all scheduled shifts.



HLTH 3056 Community Professional Practice Course

Upon successful completion of the HLTH 3056 Community Professional Practice course, you will be able to:

- Promote the worth and dignity of each client.
- Demonstrate an understanding of the client's needs.
- Provide care to meet the client's needs.
- Maintain a safe and comfortable environment in client care.
- Assist the client in a manner that promotes independence and well-being.
- Assists with household management in a safe manner that is in accordance with the client's preferences.
- Provides support and assistance to the client who is dying and to their family.
- Recognize the worth of family caregivers and work with them in a supportive manner.
- Communicate effectively both verbally and nonverbally.
- Observe and report accurately.
- Document in accordance with agency policy.
- Participate as a member of the interprofessional healthcare team and contribute to the care plan.
- Demonstrate competence in all Domains of Practice Competencies (see [Chapter 2](#)).
- Demonstrate honesty and integrity in all aspects of care and communication.



Clinical Learning in Practice

During the Community Professional Practice Placement, you are expected to actively participate in client care and foster self-directed learning. This clinical experience will provide you with opportunities to work with other allied healthcare team members, with an increase in independence and less supervision by the Clinical Advisor. The Clinical Advisor will check in with you and your PSW Preceptor frequently and will be on call to you, the Preceptor, and agency staff should any concerns arise. It is very important to know who your Clinical Advisor is and to have their contact information. This information is provided by the Fanshawe College Placement Coordinator.

You will be assigned a PSW Preceptor by the Community agency. Make sure to connect with your preceptor prior to day one to adequately prepare for your first shift. You can collaborate with your Clinical Advisor in advance of your shift to help you organize and prepare.



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Students are to follow all Fanshawe College and agency policies throughout this Professional Practice course with regard to behaviour, attendance, punctuality and reporting absences/illnesses.

Timesheets

During your Community experience, you will maintain a timesheet to record all your completed shifts. This timesheet is to be initialled by your PSW Preceptor at the start and completion of each shift. You will need to indicate the hours worked after each shift is completed.

Timesheets are to be treated as a legal document and are not to be altered in any way. Any necessary corrections are to be made using a single line only (review documentation requirements from your first semester courses).

Example of How to Complete a Timesheet

Monday	Hours & Initial
Date: Feb 4, 2025 In: 0700h Out: 1500h	8 hr Preceptor: KR Student: KP

Consult the following timesheet table or the downloadable documents to understand how you should be documenting your hours.

Sample Schedule

Week	Unit	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	Sun.
Week 1	XX	May 1	May 2	May 3	May 4			
		D	D	D	D			
Week 2		May 8		May 10			May 13	May 14
		E		E			N	N
Week 3		May 15	May 16	May 17				
		E	E	E				



Downloadable Documents for Students

- [3056 HLTH PSW Consolidation Professional Practice Time Sheet \[PDF\]](#)
- [3056 HLTH PSW Consolidation Professional Practice Time Sheet \[Fillable PDF\]](#)



Downloadable Documents for Instructors

- [Instructor Master Schedule for HLTH 3056 \[PDF\]](#)
- [Instructor Master Schedule for HLTH 3056 \[Fillable PDF\]](#)
- [Instructor Master Schedule for HLTH 3056 \[Word\]](#)



Students must keep track of the hours of each shift, as they may vary from agency to agency and student to student. Once schedules are posted, students are **NOT** allowed to change their schedule without prior permission and approval from the agency, the PSW Program Coordinator and the Clinical Advisor. Each shift (8 hours) counts as 7.5 hours. **A total of 120 hours is required (these may consist of 8 or 12-hour shifts).**

PSW Community Professional Practice Guidelines and Expectations

The following section summarizes guidelines and expectations for your Community Professional Practice Placement.

During your HLTH 3056 placement, you may complete day, afternoon, evening, and night shifts.

General

All clinical placements are subject to availability, and it may be necessary to assign you to community agencies in an outlying community. You may be expected to travel to your placement, which may not always be accessible by public transportation. You are expected to make your own travel arrangements to all assigned community agencies. You will be assigned a variety of shifts over the course of your placement including day, evening, and night shifts.



Cell phones are **NOT** allowed to be carried at placement, except during your pre-assigned breaks. Cell phones should be stored with your belongings.

Because the opportunity exists to take unauthorized photos while attending placement, if you are found to have a cell phone with you during client care, you will be asked to leave the agency and will be marked absent that day.

Safety



If the PSW Preceptor and/or Clinical Advisor has concerns about your ability to safely perform your duties, you may be required to provide medical documentation as proof of fitness to return to the clinical practice setting.

The provision of client care in the community setting is time sensitive and may cause safety concerns for the client(s) involved if client care cannot be performed in a reasonable length of time. As such, it may be an unsafe practice to accommodate for extra time when you:

- a) Perform physical care to clients or,
- b) Document client care, which needs to be completed promptly in the community setting.

Due to the risk of re-injury or injuring clients, you are not permitted to arrive at the clinical agency with pre-existing injuries. There will be no “light duty” provision or accommodation for injuries at any time. A doctor’s note may be required in order to be permitted to return to the clinical placement.

If you are deemed **UNSAFE** in your practice, you will be asked to leave the clinical agency immediately and may be either given a failing grade for that course or be dismissed from the PSW program.

Examples of **UNSAFE** behaviours may include (but are not limited to) the following:

- Failure to follow expected safety guidelines while performing any lifts, transfers, or personal care.
- Failure to provide reasonable care in order to prevent harm to the client.
- Any action — or lack of action — that results in jeopardizing the safety, dignity, and/or sense of well-being of any client or worker or other students.

Communication & Professionalism

It is important to communicate with clients, staff, interprofessional healthcare providers, instructors, and peers in a professional manner in order to provide care that is safe, effective, and appropriate. If you are unable to communicate, listen, understand, and respond effectively, you may be deemed unsatisfactory in your Community Professional Practice Placement.

Confidentiality

To protect client privacy and maintain professional standards:

- Sharing any identifiable client or family information, including photos, is strictly prohibited. Names must never appear in assignments or journals.
- All client-related materials (e.g., data collection tools) must be securely destroyed or permanently deleted/shredded at the end of the placement.
- Posting any content related to the agency, clients, assignments, or colleagues on social



media is not allowed and may result in failure of the clinical course.

Attendance

Students are required to meet all course outcomes and Domains of Practice Competencies in all clinical courses. Attendance and satisfactory performance are required to effectively evaluate skills and allow students time to practice and incorporate feedback. Personal commitments such as vacations, childcare, or employment are not considered valid reasons for missing clinical time and may jeopardize course completion and result in being unsuccessful in the course.



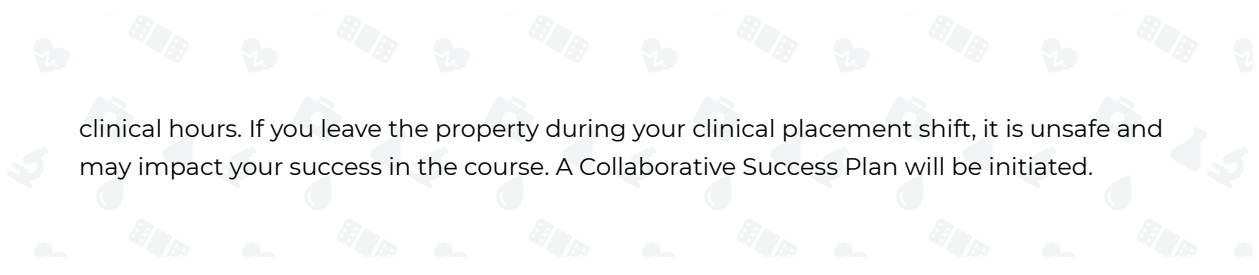
After a second absence—regardless of the reason—a **Collaborative Success Plan (CSP)** will be developed with the Clinical Advisor. Failure to meet the expectations outlined in the CSP may result in an unsatisfactory grade for the course ([Appendix D: PSW Student Collaborative Success Plan](#)).

In the event that an absence is unavoidable, you will need to notify the PSW Preceptor, the agency, and the Fanshawe College Clinical Advisor a **at least one hour** before the start of your community placement shift.

Inclement weather

If travelling in bad weather conditions means you can not safely attend placement, notify the PSW preceptor, the agency and the Fanshawe College Clinical Advisor **at least an hour** prior to the start of the shift; failure to do so would result in being marked absent and being required to make that day up during Clinical Consolidation Placement (HLTH 3055).

You will not be permitted to leave the community agency property during your assigned



clinical hours. If you leave the property during your clinical placement shift, it is unsafe and may impact your success in the course. A Collaborative Success Plan will be initiated.

Uniforms

Fanshawe College's PSW Student Dress code has been created to project professionalism and to follow health and safety policies for both Fanshawe College and the Professional Practice Agencies. Anyone who refuses to comply with this uniform policy will be asked to leave the Community Placement sites, and a follow-up discussion will take place with the Program Coordinator. This may lead to being unsuccessful in the course.



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Uniforms or scrubs need to be worn for all lab practice classes, as well as at the Community Placement sites. Pants must be hemmed appropriately and not rolled up or taped into place. Sweaters are not permitted at any time over the uniform. Long-sleeved shirts may be allowed to be worn under the uniform in special circumstances only.

Crests

All uniforms must have the Fanshawe College PSW crest securely attached to the outermost portion of a uniform's left sleeve. Crests cannot be attached to uniforms by the use of staples or pins.

Name tags

Fanshawe College identification name tags are to be visible at all times, worn on the front left side of the uniform, high enough to prevent client injury when administering care. They must be worn for all lab practice classes and Placement Sites.

Clinical Placement Shoes

White or black, clean, supportive shoes must be worn (no canvas running shoes, sling backs, sandals, open toes or open heels). Shoes are not to be worn to or from the lab or Community Placement sites.

Jewellery

Body jewellery poses a Workplace Health and Safety risk and can not be worn.

- No visible body piercings.
- Only one plain stud earring in each ear is acceptable.
- No hoops or rings allowed in any visible body area.
- No necklaces, they can be pulled or used to strangle.
- You can wear one plain wedding band.
- Do not wear a watch on your wrist; instead, have a watch pinned to your uniform.

Scents

Due to the increasing risk of allergic reactions and sensitivities, no perfumes, colognes or body sprays are allowed in either lab or clinical practice settings.

Nails

Do not have long fingernails, nail polish, or artificial nails as they pose a Workplace Health and Safety risk (both physical safety and risk for pathogenic transfer).

Hair

Hair must be neat, contained, and worn off the face and collar. Braids/ ponytails must be secured and off the collar.

Facial Hair

Male students must be clean-shaven. If beards or moustaches are worn, they must be neatly trimmed and be professional in appearance. Consult with your Clinical Advisor and follow your community placement agency's Infection Control policies and Occupational Health guidelines. Facial hair may impact the efficiency and use of the N95 mask.

No gum chewing while in the lab or clinical practice settings.

Evaluation

In order to graduate from the PSW program, you will need to be satisfactory in completing all three clinical courses of the PSW program.



The final grade will be determined as either a **P = pass** or an **F = fail**

You are expected to attend all of the shifts required during your Professional Practice Placement experiences in order to be successful in the courses. Absences during your placement course may result in an unsatisfactory grade. Your progress will be monitored through ongoing evaluation.

Progress is assessed on the basis of client care. The PSW Preceptor and your assigned Fanshawe College Clinical Advisor will provide ongoing feedback and complete the practice evaluation at the middle and end of the term with you. A **Collaborative Success Plan** (see [Appendix D](#)) may be initiated between you and the Clinical Advisor, in consultation with the PSW Program Coordinator, if unprofessional behaviours are displayed and professional practice domains are not being met.

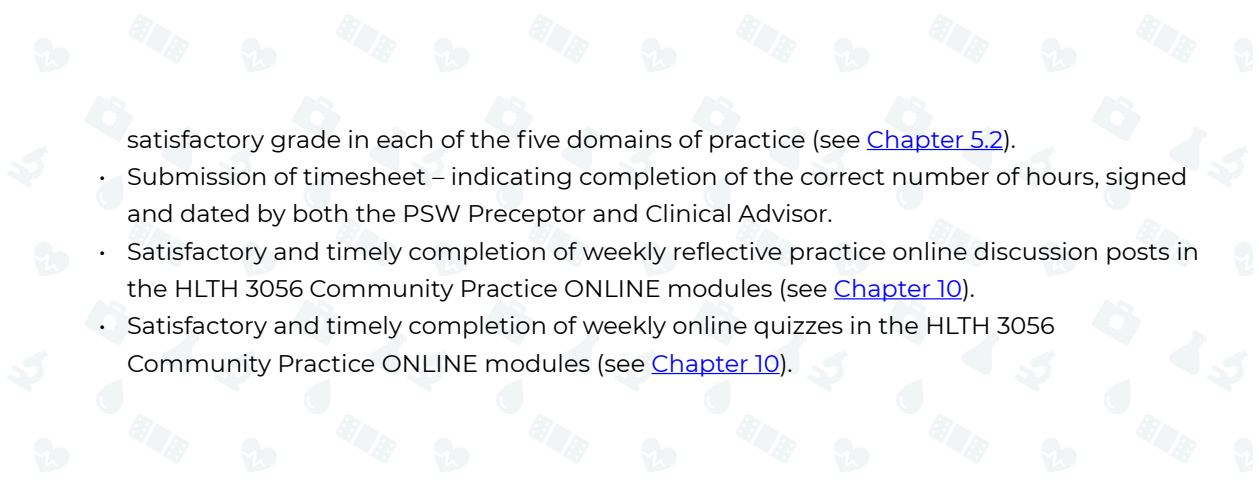
Meeting, discussing, and creating a CSP with your Clinical Advisor will provide you with feedback and assist you in developing strategies to strive towards success in the course (A CSP is not meant to be punitive). Examples of CSP initiation may include: repeated absenteeism, late arrivals, unprofessional or safety concerns, concerns in any of the Domains of Practice Competencies.



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Clinical Professional Practice evaluation for the HLTH 3056 Community Professional Practice course is based on your performance of the course competencies, and completion of:

- Attendance
- Appropriate and Professional Behaviour at all times.
- Professional communication with PSW Preceptor and Clinical Advisor, reviewing Domains of Practice and progression in the course each shift.
- Demonstration of satisfactory progression in all five Domains of Practice (see [Chapter 5.2](#)).
- Completion of Domains of Practice Competencies on the final evaluation forms and a



satisfactory grade in each of the five domains of practice (see [Chapter 5.2](#)).

- Submission of timesheet – indicating completion of the correct number of hours, signed and dated by both the PSW Preceptor and Clinical Advisor.
- Satisfactory and timely completion of weekly reflective practice online discussion posts in the HLTH 3056 Community Practice ONLINE modules (see [Chapter 10](#)).
- Satisfactory and timely completion of weekly online quizzes in the HLTH 3056 Community Practice ONLINE modules (see [Chapter 10](#)).

At the end of the HLTH 3056 Clinical Professional Practice Community Placement, the PSW preceptor, the Clinical Advisor (Fanshawe faculty), and you (the PSW student) will meet and discuss your final evaluation. You will need to submit your final self-evaluation ([Appendix H](#)) to the Clinical Advisor at this meeting. It may also be acceptable to complete the final evaluation with your assigned preceptor and bring it to review at your meeting with the Fanshawe College Clinical Advisor. Ensure to include your completed timesheet and that all evaluation pages are signed, initialled, and complete, including examples from your placement experiences.

Note from Fanshawe College PSW Program

The College may terminate a student's enrolment in a course or registration in a program at any time where the student's performance in any academic setting is deemed to be detrimental to self, others or the College. Detrimental performance is determined by any of the following: unsafe practice for self and/or others, interference with the progress of other students, unethical/unprofessional practice, and prolonged or frequent absence. Termination in the form of either suspension or expulsion may also result from breaching proper conduct and being sanctioned under the [Student Code of Conduct Policy 2-G-1 \[PDF\]](#).

Subject to a review by the Program Coordinator and Clinical Advisor, students may be given a one-time opportunity to repeat a clinical course, provided the student has not failed two other courses (lab or theory).

Students who fail another clinical course (either the same course or a subsequent one) will be terminated from the program.

A returning student cannot enter directly into HLTH-3056 PSW Community Professional Practice course after an interruption in their program. Students may need to repeat the HLTH 3054 and HLTH 3055 Professional Practice Placements, depending on the length of interruption in the program. Repetition of clinical courses would be at the student's expense and will be conditional on the availability of supervised practice opportunities.

Students must be aware that this is conditional on the availability of supervised practice opportunities.

Full-time students are usually block-enrolled (e.g. pre-enrolled) into all clinical courses. If the student fails a clinical course, they are advised to officially withdraw from any subsequent clinical courses they are registered in. Failure to withdraw from subsequent courses will result in an "F" grade for those courses.



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While you are completing your Community Professional Practice Placement, you will also be completing the Community Course Online Modules. Review Chapter 10 for more information: [Chapter 10: HLTH 3056 Community Course Online Module Completion](#)

Complete In the First Week of your HLTH 3056 Professional Practice Placement

- Review the Domains of Practice Expectations provided in your HLTH 3056 curriculum with your PSW Preceptor.
- Discuss and record your learning goals with the PSW Preceptor & Clinical Advisor (Fanshawe Faculty).
- Confirm time for Lunch/Break.
- Review this OER with your PSW Preceptor for guidance.
- Arrange a date to discuss progress in your course (recommended weekly).
- Arrange communication with your Clinical Advisor (Fanshawe Faculty).

Daily/Weekly Expectations

- Fill out your scheduled hours on your timesheet each shift, sign, and have your PSW Preceptor sign each shift.
- Attend HLTH 3056 Community Professional Practice for a total of 120 hours (these may consist of day, afternoon, evening, or night shifts, including weekends).
- Attend on scheduled shifts.
- Clarify expectations for participating in care.
- Engage in all aspects of care.
- Build relationships with clients.
- Work in partnership with your PSW Preceptor, Clinical Placement Advisor, and the Community Agency.
- Keep paperwork organized and available for review.
- Complete and document Domains of Practice Competencies examples as they occur. This will assist you and your PSW Preceptor in completing your evaluations and providing evidence of learning.



Important Dates

Mid-Term Student/PSW Agency Preceptor Progress Review Date – End of Week 2 of the HLTH 3056 Community Professional Practice Placement (or completion of 60 Professional Practice hours)

Final Student/PSW Agency Preceptor Progress Review Date – End of Week 5 of the HLTH 3056 Community Professional Practice Placement (or completion of 120 Professional Practice hours).

Midterm Requirements

You will use **ONE** evaluation document for this placement. For your mid-term evaluation, start the documentation of Domains of Practice Competencies and begin to write down examples. Your PSW Preceptor will review your examples, add examples, and document if there are any areas of unsatisfactory practice for each of the five domains of practice competencies. If your PSW Preceptor determines there are areas for improvement, ensure there is adequate documentation and discussion on areas for improvement. Your PSW preceptor will inform your Clinical Advisor, and a meeting will be established to start a CSP and review strategies for student success.

To ensure Midterm Success:

- Demonstrate all **FIVE** Domains of Practice Competencies – all are rated **Satisfactory** to be successful at this point in your placement.
- Complete/document Domains of Practice Competencies.
- Obtain all Agency Preceptor signatures for schedule recording and mid-term evaluations.
- Meet with Faculty Advisor and discuss Mid-term student progress.
- Determine/discuss personal goals with the Faculty Advisor and PSW Preceptor.

End of Term Requirements

Complete all required HLTH 3056 Professional Practice Placement Hours – 120 Hours. You will use the same document that you started for your mid-term evaluation and add additional examples of Domains of Practice Competencies. Your PSW Preceptor will review your examples, add examples, and circle Pass or Fail for **EACH** of the five domains of practice competencies for your Final Evaluation.

To ensure final success:

- Demonstrate all **FIVE** Domains of Practice Competencies – all are rated **Satisfactory** to be successful in this course.
- Document examples in all Domains of Practice Competencies.
- Complete **all** required Community Professional Practice Hours – 120 Hours.
- Obtain all final PSW Preceptor comments and signatures on your final evaluation form, and ensure all domains of practice are circled as satisfactory or unsatisfactory.
- Organize and complete all paperwork in preparation for the meeting with the Clinical Advisor (Fanshawe Faculty).
- Meet with your Clinical Advisor to review your Final Evaluation.
- Submit Timesheets – ensure they are signed and initialled by both you and your Preceptor.

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9.3 Clinical Advisor Professional Practice Expectations

Fanshawe PSW Clinical Advisor Role



A Fanshawe College PSW Faculty member assigned to PSW students to facilitate, support, and evaluate the PSW students' Professional Practice Placement: Consolidation and Community. In collaboration with the PSW Preceptor, Clinical Advisors will facilitate students' progress and prepare them to meet their Professional Practice Competencies and skills as Personal Support Workers. The Clinical Advisor will oversee students in a Long-Term Care Setting and Community setting (HLTH 3055 and HLTH 3056, second and third student placement).

Clinical Advisor Expectations

- Attend PSW team meetings led by the PSW Program Coordinator.
- Attend the student Clinical Orientation on campus at the beginning of Level 2.
- Connect with the PSW student at a minimum of two to three times per week (placement visit) and communicate expectations for the Community Professional Practice Placement.
- Seek out professional development opportunities to enhance knowledge of the PSW's role and strengthen understanding of teaching and learning.
- Facilitate and engage students in the OER: Fanshawe College Personal Support Worker Clinical Professional Practice Resource Hub, additional learning opportunities, and sharing related resources.
- Guide the student in becoming confident in completing the Domains of Practice Competencies found in the PSW Professional Practice Placement Curriculum.
- Communicate expectations for the PSW Professional Practice Placement.
- Be available to answer questions and teach/guide the PSW students in practice and skills.
- Review, evaluate, and grade all student Professional Practice requirements in partnership with the PSW Preceptor.
- Review the PSW Community Professional Practice curriculum (found under content in the [FanshaweOnline Learning Management System](#)).
- Review and apply Fanshawe College and Agency policies, procedures, and PSW skills in the Community placement setting.
- Demonstrate clinical and instructional knowledge of providing client care in a Community setting and the role of the PSW.



- Exhibit an approachable and receptive demeanour to students' learning needs, and provide continuous support.
- Be a positive role model displaying enthusiasm, positivity, and caring attributes, and a passionate display of the profession of Personal Support Workers.
- Collaborate and facilitate communication between students, PSW Preceptors, Fanshawe College Placement Coordinator, and the PSW Program Coordinator.
- Follow proper procedures when ill, there is an agency outbreak, or inclement weather, and be responsible for creating a student contact plan.
- Support student success by initiating a Collaborative Success Plan (see [Appendix D](#)), and notifying the PSW Program Coordinator of students who do not meet the Community Professional Practice Domains/Competencies
- Enter final grades in the [Fanshawe College learning management system](#) and [WebAdvisor](#).
- Maintain an up-to-date registration with the College of Nurses of Ontario.
- Maintain up-to-date mask fit testing, immunizations, and CPR/First-Aid certifications.
- Complete all learning modules required by Fanshawe College (e-learning).

Provision of Student Feedback

Guidance and feedback will be provided to the PSW student by the Clinical Advisor throughout the Community Professional Practice course. The ongoing feedback from the Clinical Advisor will be provided in consultation with the PSW Preceptor, who is working with the individual student.

Clinical Advisors, in consultation with the PSW Preceptor, will review the Community Professional Practice evaluation at the middle and end of the Community course with the student. A **Collaborative Success Plan (CSP)** (see [Appendix D](#)) may be initiated between the student and the Clinical Advisor in collaboration with the PSW Preceptor and in consultations with the Program Coordinator, if the student is not meeting the Domains of Practice Competencies.

The Clinical Advisor will meet with the student to discuss and develop a CSP to provide feedback and to develop strategies for the student's success in the course (A CSP is not meant to be punitive). Examples of CSP initiation may include: repeated absenteeism, late arrivals, unprofessional or safety concerns, concerns in any of the Domains of Practice Competencies. Clinical Advisors are recommended to liaise with the Program Coordinator to provide updates or if assistance is required.



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A passing grade in the HLTH 3056 Clinical Practice Professional Practice Consolidation is dependent on student performance of the Domains of Practice Competencies and:

- Attendance & Reliability.
- Appropriate and Professional behaviour at all times.
- Professional communication with PSW Preceptor, Clinical Advisor, and allied healthcare professionals.
- Submission of timesheet – indicating completion of the correct number of hours, signed and dated by both the PSW Preceptor and Clinical Advisor (Fanshawe Faculty).
- Demonstration of satisfactory progression in all five Domains of Practice (see [Chapter 5.2](#)).
- Completion of Domains of Practice Competencies on the final evaluation forms and a satisfactory grade in each of the five domains of practice.
- Satisfactory and timely completion of weekly reflective practice online discussion posts in the HLTH 3056 Community Practice ONLINE Modules (see [Chapter 10](#))
- Satisfactory and timely completion of weekly online quizzes in the HLTH 3056 Community Practice ONLINE modules (see [Chapter 10](#))



Student Evaluation



Please review [Chapter 9.2 HLTH 3056 PSW Community Professional Practice Expectations & Requirements](#) to review student expectations, which provide the basis for evaluation.



The final grade will be determined as either a **P = pass** or an **F = fail**

Students are expected to attend all placement hours in order to be successful in the course. Absences may result in an unsatisfactory grade.

Student progress is assessed on the basis of client care in a community setting and the Professional Domains of Practice Competencies (see [Chapter 5.2](#)). Clinical Advisors, in consultation with the PSW Preceptor, will review the completed Professional Practice evaluation at the middle and end of the Community Professional Practice course with the student.

A passing grade in HLTH 3056 Clinical Professional Practice Community course is dependent on student performance of Domains of Practice Competencies and:

- a) Satisfactory demonstration of all **FIVE** Domains of Practice Competencies.
- b) All forms signed and dated:
 - ✓ Completed evaluation with each domain initialled by both the student & PSW Preceptor **AND** Clinical Advisor.
 - ✓ Student Final Self-Evaluation.
 - ✓ HLTH-3056 PSW Community Professional Practice schedule (timesheet) signed and dated by the student **AND** PSW Preceptor.

These forms are found in the Fanshawe Online HLTH 3056 Clinical Professional Practice Course Content. Ensure to review the specific Domains of Practice Competencies in detail and provide examples for each domain throughout the course. For more information, please review [Chapter 5: Introduction to Clinical Skills and Professional Practice Competencies](#).



ALL theory, lab and clinical courses, the student will be eligible to graduate from the Fanshawe College PSW Program.



For further exploration of the Clinical Advisor role, review Sherri Melrose Publications: *A Virtual Memory Box* (2019). [Chapter 11: The role of the Clinical Instructor](#), as well as [Creative Clinical Teaching in the Health Professions](#)

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9.4 PSW Preceptor Professional Practice Expectations

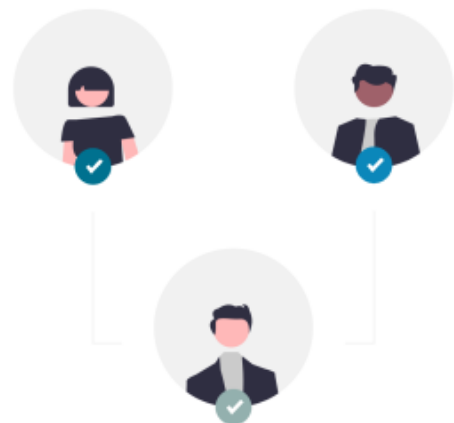
PSW Preceptor Role



A PSW who partners with a PSW student to facilitate, support, and evaluate the students Professional Practice Placement. Incorporating the student's learning goals, the Preceptor shares, provides resources, guides, and uses their knowledge, skills, and experience to enhance a PSW student's practice, knowledge, and confidence in caring for clients.

Role Expectations

- Build inclusive, empowering, and student-centred relationships.
- Engage in conversations to provide support, guidance, and feedback.
- Provide safety and trust by demonstrating a nonjudgmental and supportive approach.
- Be available, attentive, patient, committed, and present.
- Create a welcoming learning environment.
- Collaborate with the student to develop learning goals.
- Provide a responsible and ethical professional practice.
- Engage and provide assistance with the PSW students' learning, experiences, communication, and skills.
- Review the Clinical Professional Practice Domains of Practice ([Chapter 5.2](#)) and [Chapter 2.2 PSW Community Professional Practice Expectations and Requirements](#) to ensure familiarity with student placement expectations.
- Review PSW Professional Practice Placement Evaluations and Forms.
- Communicate expectations, including the role of the PSW at the agency, in providing client care, documentation standards, and agency policies and procedures.
- Work in a respectful, inclusive, and collaborative partnership with the student and the Fanshawe College Clinical Advisor.
- Provide thoughtful, reflective, and constructive feedback.
- Demonstrate knowledge and expertise as a Personal Support Worker, including role in the setting and skills.
- Connect and be present with the PSW student frequently, and communicate expectations for the Community Professional Practice Placement.
- Seek out professional development opportunities to enhance knowledge of the role of the PSW and to



strengthen understanding of teaching and learning.

- Review this OER to gain an understanding of student Professional Practice Placement expectations and Domains of Practice required for graduation.
- Guide the student in completion of the Domains of Practice Competencies in the PSW Professional Practice Placement Curriculum.
- Be available to answer questions and teach/guide the PSW student in practice and skills.
- Review, evaluate, and complete all Community Professional Practice requirements and Evaluations of Domains of Practice Competencies in partnership with the PSW student's Clinical Advisor.
- Provide an approachable and receptive demeanour to students' learning needs, and provide continuous support.
- Be a positive role model displaying caring attributes, and portraying an enthusiastic and passionate display of the PSW profession.
- Follow proper procedures when ill in accordance with the agency policy, if there is an agency outbreak, and notify the student and/or unit of the student's shift to arrange for an alternate Preceptor for the shift (if able).

For further exploration of the Clinical Preceptor Role, review the Canadian Medical Association's writing on [Mentorship in Health Care](#).

Preceptor Completion of HLTH 3056 Community Professional Practice Evaluations

Guidance & Feedback

The PSW Preceptor, in consultation with the PSW Clinical Advisor (Fanshawe College Faculty), will provide ongoing guidance and feedback to the student throughout the Community Professional Practice Placement and will review the Professional Practice evaluation at the **middle** and **end** of the course.

Reflective Practice

Student progress is assessed on the basis of resident care and participation in [Reflective Practice](#). During the HLTH 3056 Professional Practice Course, it is expected that students will reflect on their care and learning independently as well as in communication with the PSW

Preceptor and Clinical Advisor. PSW Preceptors will provide guidance and ongoing feedback, and complete the Professional Domains of Practice Competencies with the student. For further information on Reflective Practice, review [Chapter 6](#).

Collaborative Success Plan

A Collaborative Success Plan (CSP) (See [Appendix D](#)) may be initiated between the student and the Clinical Advisor (Fanshawe faculty) in collaboration with the PSW Preceptor.

The Clinical Advisor will meet with the student and the PSW Preceptor to discuss and provide feedback and collaboratively develop strategies for the student's success in the course (A CSP is not meant to be punitive).

Examples of CSP initiation may include:

- Repeated absenteeism
- Late arrivals
- Unprofessional or safety concerns
- Concerns in any of the areas within the Domains of Practice Competencies

The Clinical Advisor will connect with the Program Coordinator to provide updates or if assistance is required.

Evaluation

A passing grade in the HLTH 3056 Community Professional Practice course is dependent on student performance of Domains of Practice Competencies and:

- Demonstrating continuous placement attendance & reliability.
- Professional communication with the PSW Preceptor and the Clinical Advisor.
- Completion of Domains of Practice Competencies on the final evaluation forms and a satisfactory grade in each of the five Domains of Practice.
- Submission of timesheet- indicating completion of the correct number of hours, signed and dated by the PSW Preceptor and the student.

Students are expected to attend all placement shifts in order to be successful in the course. Absences may result in an unsatisfactory grade.

For further reading on the role of the Agency Preceptor, consult the resources on [Mentorship in Health Care](#) from the Canadian Medical Association.

Midterm Requirements

There will be ONE evaluation document for the HLTH 3056 Community placement. At the mid-term evaluation, the student will start the documentation of Domains of Practice Competencies and begin to write down examples. The PSW Preceptor will review examples, add examples, and add comments if there are areas for improvement. If the student is unsatisfactory in any of the Domains of Practice at this time, the PSW Preceptor will inform the Clinical Advisor, and a [Collaborative Success Plan](#) will be initiated. To ensure Midterm Success, the student will:

- Demonstrate all FIVE Domains of Practice Competencies – all are rated **Satisfactory** to be successful at this point of the placement.
- Complete/Document Domains of Practice Competencies.
- Obtain all PSW Preceptor signatures for schedule recording and mid-term evaluations.

- Meet with Faculty Advisor and discuss Mid-term student progress.
- Determine/discuss personal goals with the Faculty Advisor and PSW Preceptor.

End of Term Requirements

The student will complete all required 120 Community Placement hours. The student and Preceptor will use the same document that was started for the mid-term evaluation. The PSW student will add additional examples of Domains of Practice Competencies. The PSW Preceptor will review student examples, add examples, and circle Satisfactory/Unsatisfactory for **EACH** of the five Domains of Practice Competencies for the Final PSW student Evaluation.

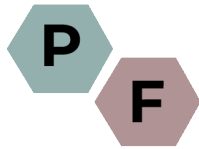
To ensure a Satisfactory Placement, the student will:

- Demonstrate all **FIVE** Domains of Practice Competencies – all are rated **Satisfactory** to be successful in this course.
- Complete all 120 hrs of the Community Professional Practice Placement course.

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9.5 HLTH 3056 Community Professional Practice Forms

Students must satisfactorily complete the clinical portion of the program.



The final grade will be determined as either a: **P = pass** or an **F = fail**

A passing grade in this course is dependent on:

- a) Satisfactory demonstration of all FIVE Domains of Practice Competencies in the Community Professional Practice course.
- b) All forms signed and dated:
 - ✓ Student Final Self-Evaluation provided through the FanshaweOnline Learning Management System and the HLTH 3056 curriculum package.
 - ✓ Completed evaluation (Domains of Practice) with each domain initialled by both student & PSW Preceptor **AND** Clinical Advisor, providing examples of practice (Refer to [Chapter 5](#) for an overview of clinical professional practice domains).
 - ✓ HLTH-3056 PSW Community Professional Practice Schedule (timesheet) – signed and initialled by both the student **AND** the PSW Preceptor (see [Chapter 9.2](#) for an example).
 - ✓ Satisfactory and timely completion of weekly reflective practice online discussion posts in the HLTH 3056 Community Practice ONLINE modules (see [Chapter 10](#)).
 - ✓ Satisfactory and timely completion of weekly online quizzes in the HLTH 3056 Community Practice ONLINE modules (see [Chapter 10](#)).

Community Professional Practice Community Evaluation forms are found in the Fanshawe Online HLTH 3056 Professional Practice Course Content section. Students, PSW Preceptors, and Clinical Advisors are encouraged to review the specific Domains of Practice in detail and provide multiple examples for each domain of practice throughout the course. For more information, please review [Chapter 5: Clinical Skills and Domains of Practice](#).

Students are expected to attend all placement shifts in order to be successful in the course. Absences may result in an unsatisfactory grade.

Guidance and feedback will be provided to you by your Fanshawe College Clinical Advisor and the Agency

PSW preceptor. The Fanshawe College Clinical Advisor will communicate with your PSW Preceptor throughout the course to provide guidance and assistance when necessary.



While completing your HLTH 3056 Community Placement course, ensure you are also completing the Online Modules found in the Fanshawe Online HLTH 3056 Community Professional Practice course.

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9.6 Clinical Professional Practice Resources



For additional resources, consider any of the following:

- [Appendix D: PSW Collaborative Success Plan](#)
- [Elsevier. \(2020\). Effective Communication for Healthcare Professionals \(2nd ed.\).](#)
- [Melrose, S., Dusome, D., Simpson, J., & Athens, E. \(2015\). Supporting individuals with intellectual disabilities and mental illness.](#)
- Fanshawe College. (2025). PSW Program Manual. Fanshawe College: London
- Fanshawe College. (2025). HLTH 3056 Community Professional Practice Curriculum. Fanshawe College: London
- Wilk, M.J. (2022). [Sorrentino's Canadian Textbook for the Support Worker](#) (5th ed.). Toronto, ON: Elsevier Mosby.



9.7 Incident Reporting & Injury Reporting Process



If you are attending your Community Professional Practice Placement and you are injured, please advise your Clinical Advisor and/or PSW Preceptor immediately. Your Clinical Advisor will notify the agency, the PSW Placement Coordinator and the PSW Program Coordinator. Your Clinical Advisor will connect with you and the agency to complete the appropriate Incident Form(s).

Incident forms are time sensitive, and need to be completed within 24 hrs.

You may be required to provide medical documentation to return to the Clinical Professional Practice setting.

Clinical Advisors



Injuries and potential hazards can be reported on the Environment, Health, Safety & Emergency Services page of the [fanshaweca.ca SharePoint](https://fanshaweca.ca/SharePoint) website.

Please review the following links for the injury/incident reporting process:

- [Clinical/Field Pre-placement Injury/Incident reporting](#)
- Fanshawe [Guide to Completing the Incident Investigation Report Form \[PDF\]](#)

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CHAPTER 10: HLTH 3056 COMMUNITY COURSE ONLINE MODULE COMPLETION

Chapter Overview

[10.0 Learning Objectives](#)

[10.1 Expectations of Online Module Completion](#)

[10.2 Weekly Module Completion Checklist](#)



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10.0 Learning Objectives



Learning Objectives

Alongside the completion of the HLTH 3056 Community Professional Practice Placement, you will complete online modules to solidify your learning and provide an opportunity to engage in further critical thinking and reflective practice. Online modules will be provided through the [FanshaweOnline Learning Management System](#) and are mandatory to complete in order to pass the course.

By the end of this chapter, PSW students will be able to:

- Describe the expectation for completing the online module components of the HLTH 3056 Community Professional Practice Course, including due dates, participation requirements, and assessment criteria.



10.1 Expectations of Online Module Completion

To be successful in your HLTH 3056 Community Professional Practice Course, you will complete online modules provided in your FanshaweOnline HLTH 3056 Community Professional Practice course. It is highly recommended to start your modules when you receive access to the course. The online modules within this course are set up as a self-paced online study, as each student's Community Professional Practice Placement hours may differ.

Please access your HLTH 3056 Community Professional Practice Course on [Fanshawe Online](#) to review detailed instructions, due dates, module content, quizzes, learning activities, and reflective discussions. You are responsible for completing all components of each module. Every module and its associated activities must be finished in their entirety to meet course requirements.



Reflective Discussion Posts & Quiz Guidelines

- Your reflective discussion posts and responses must be thoughtful and respectful, and provide enough detail to show your understanding of the module topic.
- A rubric will be provided to guide you in meeting the expectations for each discussion post.
- Make sure to complete all discussion posts and quizzes by the specified due dates.
- Deadlines will be clearly outlined within each module—please review them carefully and plan accordingly.



Please refer to [Chapter 6: Reflective Practice & Continuous Learning](#) to review the concept of Reflective Practice.

Student Support & Resources



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To help you stay on track, due dates for discussion posts and quizzes will be clearly listed within each module. If you need assistance or have questions about course content, deadlines, or technical issues, please reach out to your course instructor or access available student support services through FanshaweOnline.

Timely completion of all activities is essential for your success in this course.

If you need support throughout the course, don't hesitate to reach out to the following Fanshawe College resources—they are here to support your learning and well-being. Some of the course content may address sensitive issues that may trigger

emotional responses. Please reach out to the Fanshawe College Counselling Services if needed.



- [Academic Advising](#) – Get help with course planning, program requirements, and academic success strategies.
- [Tech Support](#) – Assistance with Fanshawe Online, Office 365, and other software tools.
- [Tutoring Services](#) – Access peer tutoring and study skills support.
- [Library Learning Commons](#) – Research help, writing support, and access to academic resources.
- [Counselling Services](#) – Confidential support for personal, academic, or mental health concerns. Counseling and
- Accessibility Services- 519-452-4282
- Reach Out, Crisis and Support Line-519-433-2023

10.2 Weekly Module Completion Checklist

Refer to the following detailed checklist for completing your online learning modules. This checklist is designed to help you stay organized, meet deadlines, and engage meaningfully with the course content.

#1 Know your Schedule

- Review the course outline and schedule.
- Write down all the due dates (use a paper or digital calendar):
 - Assignments
 - Quizzes
 - Discussions
 - Reflections
- Check for weekly updates or announcements from the instructor.

#2 Prepare for Each Module

- Read the Module overview and learning objectives.
- Download or bookmark all required readings, videos, and resources.

#3 Engage with Course Content

- Watch all the lecture videos and presentations.
- Take notes while reading or watching the course content.
- Complete practice activities.

#4 Complete Assignments

- Review the assignment instructions and rubric.
- Start early to allow time for revisions.
- Proofread and format according to guidelines (APA).
- Submit all assignments, discussions, and quizzes before deadlines.

#5 Participate in Discussions

- Post your initial discussion by the due date.
- Respond to peers (as required).
- Be respectful, thoughtful, and apply course concepts.
- After submission, check back for instructor feedback.

#6 Written Reflective Practice

- Complete reflective practice activities.
- Reflect on what you learned and how it applies to your goals in being a PSW.

#7 Complete Quizzes

- Check quiz time limits and due dates.
- Ensure a stable internet connection.
- Complete within the allowed time.

#8 Review Feedback

- Read instructor feedback on assignments and discussions.
- Note areas for improvement.
- Apply feedback to future assignments.

#9 Track Your Progress

- Check your grades regularly.
- Keep a record of completed tasks.

#10 Ask for Help When Needed

- Contact your instructor with questions/concerns about the course.
- Use the Q&A class discussion boards for general questions.

CHAPTER 11: PSW PROGRAM PRIOR LEARNING ASSESSMENT & RECOGNITION (PLAR)

Chapter Overview

[11.0 Learning Objectives](#)

[11.1 The PLAR Process](#)

[11.2 PSW Program PLAR Approval & Guides](#)

[11.3 Additional Information and Policies](#)



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11.0 Learning Objectives

Learning Objectives

By the end of this chapter, PSW students will be able to:

- Describe the purpose of the PLAR process at Fanshawe College.
- Identify the steps involved in the assessment of the PLAR process.



11.1 The PLAR Process

The Fanshawe College Personal Support Worker Program recognizes that practical experience and learning can happen before you begin the PSW Program. The practical experience can happen in a variety of Clinical settings outside of the formal PSW Professional Clinical Practice experience.

PLAR is a process that allows you to identify, document and be assessed for recognition of your prior learning and skills. Your learning may be formal, informal or experiential.

What is PLAR?

Prior Learning Assessment and Recognition (PLAR) is a process of evaluating the knowledge and skills gained through experiential and/or non-formal learning for the purpose of obtaining credit. Fanshawe College recognizes that learning occurs from a wide variety of work and other life experiences outside of formal educational settings.

Prior Learning Assessment uses a variety of tools to help learners reflect on, identify, articulate, and demonstrate past learning which has been acquired through on-the-job training, military service, community-based volunteer activities, and self-directed study, that all together are not recognized through formal transfer-of-credit mechanisms.

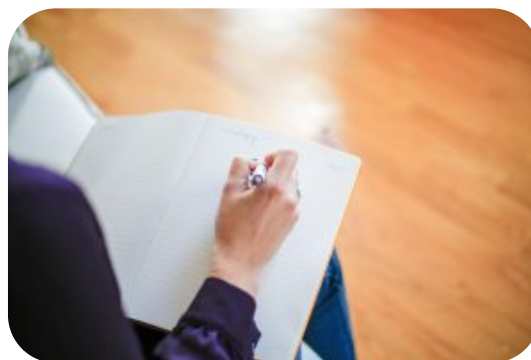
These experiences may have resulted in college-level learning and may be eligible to be credited as such.

The College's PLAR process is designed to accurately, fairly, and equitably assess these experiences to determine if such learning minimally meets college-level learning standards. Assessors balance the need to protect College credentials and community interests against the need to fairly recognize prior learning as college-level.

Please note that if your course load drops below that of a full-time student because of credits earned through PLAR, eligibility for financial assistance through the Ontario Student Assistance Plan (OSAP) may be impacted.

If you are an international student, please note that if your course load drops below that of a full-time student because of credits earned through PLAR, your current study permit and working eligibility, or your future post-graduate work permit eligibility, may be impacted.

PLAR does not provide credit for prior formal post-secondary education. If you have prior learning through a recognized post-secondary institution, check for possible transfer credit first with the Advising Centre. Please refer to [Policy A124, Recognition of Prior Learning \[PDF\]](#).



"Writing Hand Note" by Kristen Hardwick, [CCO](#)

WHAT IS PLAR?



PLAR stands for:
**Prior Learning
Assessment and
Recognition**

It is the process used by the college to assess the knowledge and skills you have gained through work and life experience to determine if your learning-through-experience is eligible for college credit towards the requirements of a college course or program.



PLAR uses a variety of tools to help you reflect on, identify, articulate, and, where appropriate, demonstrate your learning.



WHAT'S ELIGIBLE?

- Work experience
- On-the-job training
- Self-study
- Volunteer experience
- Military training
- Engagement with First Nations, Métis, or Inuit knowledge systems and traditions



REQUIREMENTS

The learning to be assessed through PLAR should be current, relevant to the Fanshawe College course/program outcomes, and of a breadth and depth that reflects college-level learning.



BENEFITS!

- Saves you time!
- Promotes self-confidence
- Increases access to education
- May reduce school costs
- May shorten the time to complete a college program
- Supports career development
- Could help lighten course loads



GET STARTED WITH PLAR!

The Admissions and Pathways Advisors in the Advising Centre are the central contact for PLAR. The Advisors can answer general PLAR questions and will guide you through the application process. Make your appointment today!

fanshawec.ca/booknow • 519-452-4277 • advising@fanshawec.ca

PLEASE NOTE:

PLAR does not apply when you are seeking credit for courses taken at another college or university. Post-secondary credits can be assessed through the Transfer Credit process.

The official College policy on PLAR is Policy A124: Recognition of Prior Learning

Image Description

Title: "What is PLAR?"

Main Section: PLAR stands for Prior Learning Assessment and Recognition. It is the process used by the college to assess the knowledge and skills you have gained through work and life experience. This helps determine if your learning through experience is eligible for college credit toward a course or program requirement.

PLAR Tools Section: PLAR uses a variety of tools to help you reflect on, identify, articulate, and, where appropriate, demonstrate your learning.

Three Subsections:

What's Eligible?

- Work experience
- On-the-job training
- Self-study
- Volunteer experience
- Military training
- Engagement with First Nations, Métis, or Inuit knowledge systems and traditions

Requirements: The learning to be assessed through PLAR should be current, relevant to the Fanshawe College course/program outcomes, and demonstrate the breadth and depth of college-level learning.

Benefits:

- Saves time
- Promotes self-confidence
- Increases access to education
- May reduce school costs
- Could shorten the time to complete a college program
- Supports career development
- May lighten course loads

Get Started with PLAR: The Admissions and Pathways Advising Centre is the central contact point for PLAR. Advisors can answer general questions and guide you through the application process. To schedule an appointment, visit fanshawec.ca/booknow or call 519-452-4277, or email advising@fanshawec.ca.

Important Note: PLAR does not apply when seeking credit for courses taken at other colleges or universities. Post-secondary credits can be assessed through the Transfer Credit process.

At the bottom right, it mentions the official college policy on PLAR (Policy A124: Recognition of Prior Learning).

"8.1 Early Childhood Education PLAR (Prior Learning Assessment and Recognition)" from [Fanshawe College Early Childhood Education Field Practicum Hub](#) by Kim Woods is licensed under a [Creative Commons](#)

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11.2 PSW Program PLAR Approval & Guides

Before Completing the PLAR Application

To determine eligibility for PLAR for one or both of the courses [HLTH 3055 \(Professional Practice Consolidation\)](#) and [HLTH 3056 \(Professional Practice Community\)](#):

- Confirm that you have successfully completed [HLTH 3054 – PSW Clinical Professional Practice](#). If you have not successfully completed HLTH 3054, consult your Program Coordinator **BEFORE** submitting your PLAR documents.
- Review the HLTH 3055 and HLTH 3056 course descriptions and learning outcomes.
- Reflect on your work experience (Long-Term Care Home, Retirement Home, Community Setting) to confirm it provided you with:
 - Learning that meets the course learning outcomes.
 - Sufficient hours of related work experience: 75 hours for HLTH 3055 (Consolidation) and 120 hours for HLTH 3056 (Community).



Next Steps in the PLAR Application

- Receive approval to apply to PLAR from the PSW Placement Coordinator and the PSW Program Coordinator.
- Request the Learner Guide from advising@fanshawec.ca, and once received, complete the Learner Self-Assessment found in [Appendix I](#) before deciding to continue to apply for PLAR.
- Once you have been approved to PLAR the Consolidation and/or Community Professional Practice courses(s) by the Program Coordinator and you have reviewed the received learner guide, contact advising@fanshawec.ca to sign up and pay the PLAR application fee (separate fees for each course). This fee applies to both the challenge evaluation and the portfolio assessment. To see the current PLAR fee, visit [Fanshawe Prior Learning Assessment and Recognition](#).
- If you fail to prove that you have met the learning outcomes, you are not eligible for a refund. If you have paid for a challenge evaluation and then decide to take the course instead, you are not eligible for a refund.



To Finalize the PLAR Application

Complete and sign the following documents:

- [Details of Employment Form](#)
- [Confirmation of Hours Form](#) (signed by both student and agency supervisor). One for each course, HLTH 3055 and HLTH 3056.
- Employer Evaluation of Domains of Professional Practice Competencies (Learning) Document (completed and signed by agency supervisor)
- [Student Final Self-Evaluation Form](#) (completed by student)

Note that you may submit one package for consideration of both HLTH 3055 and HLTH 3056. Ensure your experiences align with the course learning outcomes and that sufficient hours have been completed.



Submit Your Application

To proceed and submit your PLAR application, or if you have additional questions, contact: Advising Centre

Office of the Registrar

Phone: (519) 452-4277

Email: advising@fanshawec.ca

11.3 Additional Information and Policies

Grade Requirements

- [Policy A124. Recognition of Prior Learning \[PDF\]](#) guides the PLAR process at Fanshawe.
- Transcripts of credits earned through PLAR will normally reflect a grade achieved in the same manner as credits are normally transcribed. In some cases, a successful PLAR credit will receive a grade of “P” (pass). Unsuccessful attempts will not be reflected on the transcript.
- The grade you achieve in the PLAR assessment is the grade that will appear on your transcript once you are enrolled in a course or program at Fanshawe College.
- The minimum grade required for a successful PLAR attempt will be the same as the minimum passing grade of that specific course.
- To be eligible to graduate from a Fanshawe program, learners must meet residency requirements in accordance with [Fanshawe Policy A122 \[PDF\]](#) and achieve a cumulative 2.0/60% GPA over all courses (unless otherwise stated).

Completing the PLAR Guide

- The PLAR advisor will give instructions to complete the PLAR Guide and may connect with the PSW Placement and PSW Program Coordinator for further instructions regarding the PLAR.
- Once the student has completed the PLAR guide requirements, they will send the work to advising@fanshawec.ca and the PSW Placement and PSW Program Coordinator.
- The Program & Placement Coordinator will review the PLAR submission, and a PLAR Advisor will process the grade.



For more information on the PLAR process, the OER [Prior Learning Assessment and Recognition \(PLAR\) at Fanshawe](#) has detailed information on the process, benefits, contacts for more information, and Frequently Asked Questions.

“8.2 Early Childhood Education Field Practicum PLAR Approval and Guides” From [Fanshawe College Early Childhood Education Field Practicum Hub](#) by Kim Woods is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#), except where otherwise noted.—Modifications: Reworded, added image.

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CHAPTER 12: ETHICAL FRAMEWORK, PROFESSIONAL STANDARDS & THE PSW REGISTRY

Chapter Overview

[12.0 Learning Objectives](#)

[12.1 Ethical Framework & PSW Professional Standards](#)

[12.2 I Passed! What's Next? Fanshawe College](#)

[Recommendation for Graduation Process](#)

[12.3 Pathway to Becoming a HSCPOA PSW Registrant](#)



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12.0 Learning Objectives



Learning Objectives

By the end of this chapter, PSW students will:

- Describe the ethical and professional standards that guide the practice of a Personal Support Worker.
- Summarize the steps required to register with the Health and Supportive Care Providers Oversight Authority (HSCPOA).
- List the required tasks to be completed after finishing the Fanshawe College PSW program.



12.1 Ethical Framework & PSW Professional Standards

The Importance of Ethics in Client-Centred Care

As a Personal Support Worker (PSW), you are often the primary point of contact for clients, providing essential care that supports their daily living and overall well-being. This close relationship places you in a position of great trust and responsibility. Ethical care is not just a guideline, it is a fundamental part of your role. It means treating every client with dignity, respect, and compassion, while also protecting their rights, privacy, and autonomy (College of Nurses of Ontario, 2025). Adhering to ethical standards involves maintaining confidentiality, demonstrating honesty, and showing cultural sensitivity to foster respectful, trusting relationships with client while ensuring their safety and comfort (College of Nurses of Ontario, 2025). For PSW students and those new to the profession, understanding and applying these ethical principles is crucial. They form the foundation of Professional Practice and are key to delivering high-quality, client-centred care.

For example, imagine you are assisting a client with their ADL's (Activities for Daily Living) and they express discomfort with a certain task due to personal reasons. An ethical response would involve listening without judgment, respecting their wishes, and finding an alternative approach that maintains their dignity while still meeting their care needs. This not only shows respect for the client's autonomy but also builds trust and promotes a safe, supportive care environment (College of Nurses of Ontario, 2025).

By committing to ethical care from the start of your career, you help create a respectful and empowering atmosphere where clients feel truly valued (College of Nurses of Ontario, 2025).

As a PSW, it's essential to be mindful of the many dimensions of ethical care. Below are several key principles to keep in mind as you support clients in a respectful and professional manner.

The [Health and Supportive Care Providers Oversight Authority \(HSCPOA\)](#) states that PSW's need to ensure they provide safe, quality care which includes the following categories:



Image by Koen Liddiard, [CC BY-NC-SA 4.0](#). Click to enlarge.

Image Description

PSW Ethics

Client Care: Relationship, Respect, Safety and comfort, Compassion, Dignity, Trust.

Principles: Commitment, Fairness, Integrity, Value, Honesty, Transparency, Dependability, Choice.

Professionalism: Responsibility, Cultural sensitivity, Confidentiality, Accountability, Boundaries.

**Honesty & integrity**

Communicate openly and honestly, showing courtesy and compassion in every interaction.

**Privacy & confidentiality**

Be respectful of recipients' privacy and comply with privacy laws and employer policies.

**Professionalism & accountability**

Provide competent, dignified care, maintain appropriate boundaries, collaborate, and behave professionally at all times.

**Record keeping & reporting**

Clearly and accurately document care services provided.

**Recipient autonomy**

Provide information to ensure informed consent and respect personal beliefs.

**Ethical business practices**

Charge reasonable fees, perform services regardless of fee, and issue receipts, as applicable.

**Clear qualifications**

Provide accurate name, role and display the PSW Visual Mark, if requested.

**Tolerance & acceptance**

Respect care recipients' cultural and religious beliefs and do not discriminate against others.

"Code of Ethics Categories" by [Health and Supportive Care Providers Oversight Authority](#). Used under [FDEd \(CAN\)](#). [Click to enlarge](#).

Image Description

Honesty & Integrity

- Communicate openly and honestly, showing courtesy and compassion in every interaction.

Privacy & Confidentiality

- Be respectful of recipients' privacy and comply with privacy laws and employer policies.

Professionalism & Accountability

- Provide competent, dignified care, maintain appropriate boundaries, collaborate, and behave professionally at all times.

Record Keeping & Reporting

- Clearly and accurately document care services provided.

Recipient Autonomy

- Provide information to ensure informed consent and respect personal beliefs.

Ethical Business Practices

- Charge reasonable fees, perform services regardless of fee, and issue receipts, as applicable.

Clear Qualifications

- Provide accurate name, role, and display the PSW visual mark, if requested.

Tolerance & Acceptance

- Respect care recipients' cultural and religious beliefs and do not discriminate against others.



In addition to the important concepts listed above, The Ontario Standard for Personal Support Worker Programs is an integral part of influencing education in Ontario for PSW students. The PSW Standards, initiated in 1993, brings forth consistency to College PSW Programs, providing both vocational and essential skills for PSW graduates (Ministry of Colleges and Universities, 2022). The curriculum at Fanshawe College ensures to implement the most up to date PSW Program Standards into the PSW curriculum.

For more insight, consider the following resources, which offer valuable guidance that can support your role as a PSW:

- [HSCPOA – Code of Ethics](#)
- [Canadian Nurses Association – Code of Ethics for Nurses](#)
- [College of Nurses of Ontario – Code of Conduct \[PDF\]](#)
- [Government of Ontario – Personal Support Worker Standard \[PDF\]](#)

12.2 I Passed! What's Next? Fanshawe College Recommendation for Graduation Process

Congratulations on completing the Personal Support Worker (PSW) Program at Fanshawe College! This is a major accomplishment that reflects your hard work, commitment, and growth throughout your time in the program.

Throughout the completion of the PSW Certificate Program, you have built a strong foundation in healthcare knowledge and developed the practical skills needed to support clients with compassion and professionalism. You have studied important topics like human anatomy, mental health, and communication, and you've learned how to provide safe, respectful, and person-centred care.

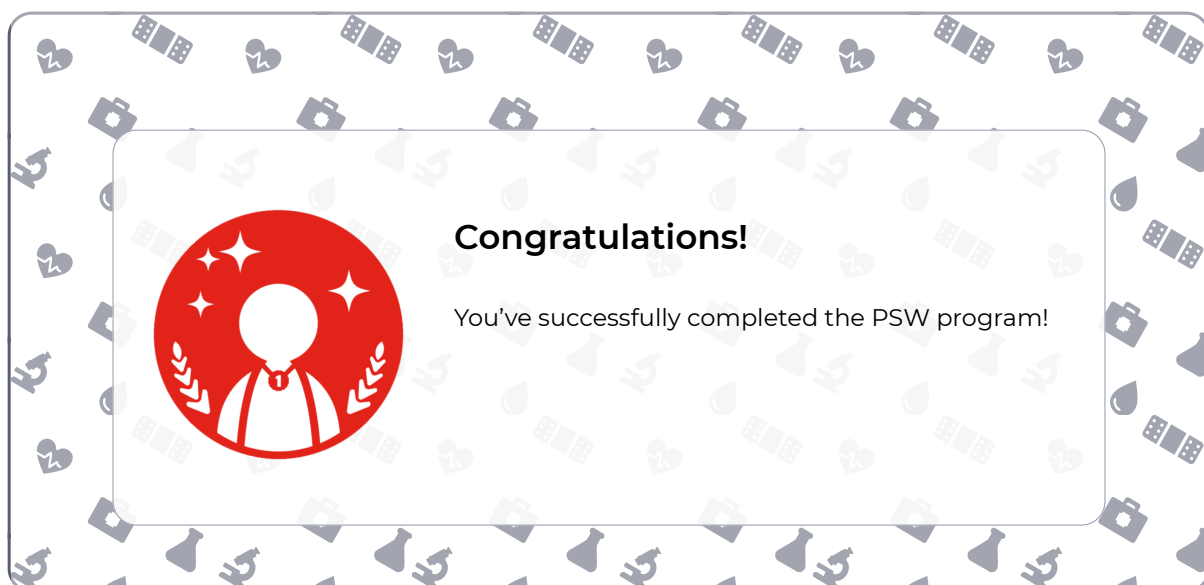
Your Clinical, Consolidation and Community Placements have given you real-world experience in a variety of healthcare settings. You've worked alongside healthcare professionals, supported individuals and families, and learned how to adapt to the challenges and rewards of this important role. These experiences have helped prepare you to confidently step into the healthcare profession and make a meaningful difference in the lives of others.



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Now that you've successfully completed all your courses and placements, it's time to take the final steps toward graduation and begin your career as a PSW.

What's Next?





Knowledge & Skills Gained

You've studied topics including anatomy, mental health, health & wellness, communication, and foundations of being a PSW.



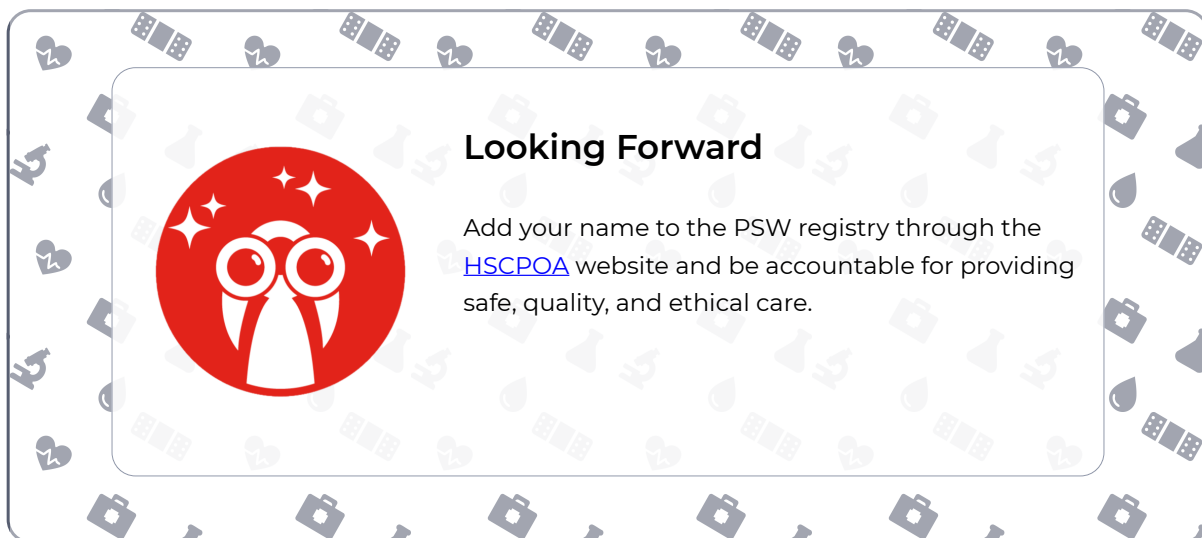
Clinical Experience

You have completed placements in Long-Term Care and Community settings and applied knowledge in lab and simulation.



Next Steps

Grades will be processed, and you will receive a Letter of Completion. Your official certificate will be presented at your graduation ceremony.



After you have completed all required courses, your final grades will be transferred from Fanshawe Online to your WebAdvisor account. Once all grades have been transferred at the end of the semester, the PSW Program Coordinator will review your academic standing and submit a recommendation for graduation to the Registrar's office.

Once approved, you will be automatically added to the graduation list and will receive a Letter of Completion from the Registrar's Office. This process typically takes 10–14 business days.

Continue to monitor your Fanshawe College email. Your Letter of Completion and additional details about the graduation ceremony will be communicated via email.

If you receive a job offer from an agency, employers may request proof of PSW Program Completion. The Letter of Completion issued by the Registrar's Office serves as official documentation until your PSW Certificate is presented at the graduation ceremony.



“We are incredibly proud of all that you have accomplished. Completing the PSW program is a significant achievement that reflects your dedication, compassion, and commitment to care. You have chosen a meaningful path and will play a vital role in the healthcare system, providing essential support to clients and their families. We look forward to celebrating your success with you at the Fanshawe graduation ceremony.”



12.3 Pathway to Becoming a HSCPOA PSW Registrant



Watch the video How to Register with HSCPOA at <https://www.youtube.com/watch?v=f1JJ9QFxxvM>

Now that you have graduated from the PSW program, you are eligible to register with the Health and Supportive Care Providers Oversight Authority (HSCPOA). Registration with HSCPOA is an important step in establishing your professional identity as a Personal Support Worker in Ontario. It demonstrates your commitment to high standards of care, accountability, and ethical practice.

Being listed on the HSCPOA's public registry helps employers and clients recognize you as a qualified and trustworthy care provider. While registration is currently voluntary, it enhances your credibility and may improve employment opportunities, as many organizations prefer or require PSW's to be part of this registry. This is a meaningful way to affirm your role in Ontario's healthcare system and contribute to the ongoing professionalization of the PSW role.

Who is the HSCPOA?

Through regulation, the public can be confident that Personal Support Workers (PSWs) who are added to the registry deliver safe, competent, ethical, quality, accountable care to recipients in hospitals, Long-Term Care facilities, Retirement Homes, Home Care, or other Ontario healthcare environments.

Who We Are



Under the Health and Supportive Care Providers Oversight Authority Act, 2021, a new regulatory approach is being implemented for the oversight of individuals providing health and supportive care services in Ontario, beginning with Personal Support Workers (PSW's). This work is being carried out through the Health and Supportive Care Providers Oversight Authority (HSCPOA), which was established by the Government of Ontario in the interest of public protection.

The creation of HSCPOA recognizes the important role that PSW's play in the Ontario healthcare system and strengthens health human resources oversight by ensuring quality care, consistency of education and training of PSW's, and transparency for the public regarding the PSW workforce. – [HSCPOA](#)



To learn more about the HSCPOA, consult the following info sheets:

- [About HSCPOA \[PDF\]](#)
- [How Can I Apply to Register? \[PDF\]](#)

How to Register with the HSCPOA?



Watch the video How to Register with HSCPOA: PATH 1 – Ontario PSW Education at <https://www.youtube.com/watch?v=XX6NUiFI4Q>

Steps to Register

1. Visit the [HSCPOA website](#) and navigate to the Applicants section.
2. Select the Path 1 Ontario PSW Education registration pathway.
3. Complete the online application form and upload the required documents (e.g., certificate, transcript).
4. Submit your application through the HSCPOA Registration portal.
5. Await confirmation and, if approved, your name will be added to the public register.



Benefits of Registering with the HSCPOA?

Watch the following video on why registering benefits you as a PSW:



Watch the video How Registering with HSCPOA Benefits You at <https://www.youtube.com/watch?v=vbeAt4QYMWs>

To learn more about HSCPOA and the importance of registering with HSCPOA in Ontario, review the following webinar.



Watch the video Introduction to HSCPOA: Registration and Oversight of Register Personal Support Workers in Ontario at https://www.youtube.com/watch?v=9FW__RCxuFs



[Register now with the HSCPOA.](#)

CHAPTER 13: FANSHAWE COLLEGE PSW PROGRAM RESOURCES

Chapter Outline

[13.0 Fanshawe College Student Resources](#)

[13.1 Fanshawe College PSW Program Resources](#)



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13.0 Fanshawe College Student Resources

We Are Here for YOU!

If you need support throughout the Fanshawe College PSW program, don't hesitate to reach out to the following Fanshawe College resources—they are here to support your learning and well-being.



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Fanshawe College Resources

PSW Program Coordinator:

Contact the [PSW Program Co-ordinator](#) for your campus.

- [London Campus](#)
- [Simcoe/Norfolk Regional Campus](#)
- [St. Thomas/Elgin Regional Campus](#)
- [Woodstock/Oxford Regional Campus](#)
- [Clinton and Kincardine Sites](#)



Academic Resources

[Academic Advising/Academic Support:](#) Get help with course planning, program requirements, and academic success strategies.

- [Find Your Academic Advisor](#)

[Accessibility Support Services:](#) Work collaboratively to reduce barriers during your studies.

[Library Learning Commons:](#) Research help, writing support, and access to academic resources.

- [Math & Science Help](#)
- [Writing Help](#)
- [Technology Help](#)
- [Assistive Technology Help](#)

[CCR Workshops:](#) Develop research, writing, study, math, and science skills while earning a co-curricular record.

[Tutoring Services:](#) Access peer tutoring and study skills support.

[The Test Centre:](#) Provides comprehensive assessment services across all campuses.

- [Invigilation and Testing Guide:](#) Testing resources for Fanshawe College faculty & students.



College Resources

[Student Hub:](#) Links to all the Fanshawe student services.

[IT Support:](#) Assistance with Fanshawe accounts, Office 365, and other software tools.

- [Online Tool Information](#)

[Student Rights & Responsibilities:](#) Information on student rights and responsibilities, along with the resources available to support them.

[Academic Integrity:](#) Information about Academic Integrity, policy, and resources.

- [Academic Integrity at Fanshawe College:](#) A guide to understanding what Academic Integrity is and why it is important.
- [Workshops:](#) Topics include academic integrity, citation, & research.

[Prior Learning Assessment and Recognition \(PLAR\)](#): A process that allows you to identify, document, and have assessed your prior learning and skills.

- [Prior Learning Assessment and Recognition \(PLAR\) at Fanshawe College](#): A guide for the PLAR process and resources.

[Fanshawe Retail Services](#): A variety of retail stores where you can find textbooks and learning supplies, Fanshawe clothes and accessories, and snacks and convenience items.

- [FanCard Services](#): Obtain your student ID.
- [Fanshawe Retail – Name tags](#): Obtain your Name Tag.

Health Resources

[Counselling Services](#): Confidential support for personal, academic, or mental health concerns.

- Counselling and Accessibility Services- 519-452-4282
- Reach Out, Crisis and Support Line-519-433-2023

[Mental Health & Crisis Support](#): Mental health supports from Fanshawe, the Fanshawe Student Union, and the wider community.

- [Gender-based and Sexual Violence Support and Education](#)

[FSU Health Plan](#): Information and resources about health plan coverage.

Student Support Resources

[Fanshawe Student Union \(FSU\)](#): Information on your student council, student services (health plan, bus pass, events, contests, etc).

- [Financial Literacy](#): Resources on financial literacy, budgeting, student deals, etc.

[The Institute of Indigenous Learning](#): A home away from home for Status or Non-Status First Nations, Métis, or Inuit students. Including people to help with academic or personal issues, cultural and spiritual support and activities, a lounge and study area, and recreational activities.

[International Centre:](#) Help with student permit-related questions, student life and getting settled, or studying abroad.

[Financial Aid & Student Awards:](#) Support in navigating tuition costs, applying for scholarships, and learning to manage your budget.



Career Resources

[Career Services:](#) Access to expert advisors, career workshops, and job postings.

- [Career Events & Workshops](#)
- [Job Search Workbook:](#) A workbook of the job search process.
- [Interview Toolkit:](#) Help prepare for employment interviews.
- [Inspire Mentoring:](#) Connecting with experienced professionals.

13.1 Fanshawe College PSW Program Resources

Pre-Placement Preparation Resources

[Clinical Pre-Placement Process:](#) Information and contact information for the pre-placement process.

[Post-Admission Requirements:](#) Information about the post-admission requirements (preparation for clinical clearance).

[Synergy Gateway:](#) Information about the Synergy Gateway Verified™ platform used to track pre-placement requirements.

[Fowler Kennedy Clinic:](#) Health services for Fanshawe College students.

[Preparing for Clinical Placement:](#) A Student Guide to Success & Self-Care

Clinical Resources

[Vital Sign Measurement Across the Lifespan](#) by Jennifer L. Lapum et al.: Best practices in vital sign measurement.

[Sorrentino's Canadian Textbook for the Support Worker \(5th edition\)](#) by Mary J. Wilk: Learn to provide personal care and professional support in a variety of settings with illustrated step-by-step to 93 procedures.

[Effective Communication for Healthcare Professionals \(2nd edition\)](#) by Elsevier Inc.: Tips and exercises to effectively communicate with patients and other healthcare professionals.

[Supporting Individuals with Intellectual Disabilities and Mental Illness](#) by Sherri Melrose et al.: Evidence for informed practice knowledge for those who care for individuals with co-occurring intellectual disabilities and mental illness.

Reflective Practice Resources

[Reflective Practice in Health Care & How to Reflect Effectively](#) by Kiron Koshy et al.: Gain structure to engage more with reflective practice and get more out of the experience.

[Getting Started with Reflective Practice](#): The fundamentals of reflective practice from the University of Cambridge.

Professional Practice Resources

[Health and Supportive Care Providers Oversight Authority](#): The independent regulatory body for Ontario.

[Government of Ontario Personal Support Worker Standard](#): The approved standard for Personal Support Worker programs of instruction.

APPENDICES

Chapter Outline

[Appendix A: SILEx & Job Skills for the Future](#)

[Appendix B: Weekly Schedule Template for HLTH 3054 Clinical Professional Practice](#)

[Appendix C: Clinical Professional Practice Seek & Find List](#)

[Appendix D: PSW Student Collaborative Success Plan](#)

[Appendix E: HLTH 3055 & HLTH 3056 Professional Practice Timesheets](#)

[Appendix F: Data Collection Tool](#)

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Appendix A: SILEx & Job Skills for the Future

Create an awareness of the wider world and your place in it.

Global citizenship is having a worldview grounded in civic responsibility and ethics. Global citizens think both on a structural level (e.g., how does my consumption affect people around the world?) and on an individual level (e.g., how should I greet my international peers in a way appropriate to their cultural norms?).

A global citizen will learn from and with others who are different from themselves. They will examine ideas such as privilege and the relative positions of power. They are committed to social justice and to breaking down global inequities.



Identify and achieve personal learning goals

Being a **self-directed** learner means being autonomous, organized, and self-disciplined. They are able to communicate effectively, accept constructive feedback and engage in self-evaluation and self-reflection to learn. Self-directed learners are lifelong learners as they continue to grow and adapt to complex social and technological changes throughout their careers. They are self-motivated.



Build and nurture mutually beneficial relationships

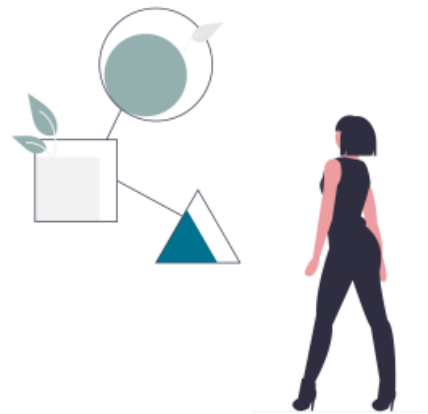
Social Intelligence is being able to interact positively with others, build strong, healthy relationships, and thrive in social environments. It has the self-awareness to effectively apply the knowledge of social dynamics and team building to create positive outcomes for everyone involved. Individuals who demonstrate the skill of Social Intelligence have excellent communication skills and are empathetic. We often refer to Social Intelligence as 'people skills' or 'interpersonal skills'.

Resilience is the ability to thrive while overcoming obstacles. It is the ability to accept difficult situations and adapt in order to move forward. An individual with Resilience skills is capable of coping with stress, emotional upheaval, and pressure. They have the mindset that their skills and abilities are dynamic, not fixed, allowing them to work through hard times to a better future.



Find innovative, creative, and unconventional relationships between things or concepts

Being a **Novel and Adaptive Thinker** means being creative in analysis and solutions. They address complex and sometimes controversial issues with a humble and open-minded attitude. They think 'outside the box' in response to unique or unexpected situations, attempting to find unique but effective answers. They thrive when challenged and are willing to adapt or change a solution when circumstances change or other options present themselves.



Manage projects to achieve key milestones and outcomes

Excelling in **Implementation skills** means an individual has a “get er done” attitude. They can design, manage and execute projects, initiatives, or plans in an organized, timely fashion. They can guide a project from idea to completion while managing themselves and others effectively. They are action-oriented and enjoy a ‘hands-on approach’.



Find solutions to real-world problems

Complex Problem Solving is the skill of applying a method to a problem, often not seen before, to obtain a satisfactory solution. It requires a creative combination of knowledge and strategies to arrive at an answer. Rapid technological change, the increasingly global exchange of ideas, and the proliferation of easy-to-access information – some of which is decidedly unreliable – all contribute greater complexity of the problems that they will need to solve.



For more information on this topic, see: [Appendix A: The 7 Job Skills for the Future](#) in [Fanshawe SOAR](#).

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Appendix B: Weekly Schedule Template

HLTH 3054 Clinical Professional Practice

Week	Clinical Focus	Assignments Due
	It is recommended for the PSW Coordinator to arrange a Level 2 PSW Professional Practice Orientation prior to the start of clinical placement (2 hours) - Review Clinical Schedule for Level 2 (HLTH 3054, HLTH 3055, HLTH 3056) - Student Role - Clinical Instructor Role - Clinical Advisor Role (HLTH 3055, HLTH 3056) - PSW Preceptor Role (HLTH 3055, HLTH 3056) - Review daily, weekly, midterm, and final student expectations - Review the Collaborative Success Plan All Clinical Instructors should be present at this orientation to meet in groups with the students to prepare the students for their first Clinical Day	Instructor Breakout Session: - Introductions - Students provide contact information (cell phone number, etc.) - Check that students have completed onboarding requirements from agency ie training modules - Bring photocopies of ALL required paperwork ready to submit to the agency - Police Check - First Aid & CPR - Health Form & Bloodwork Results - Proof of Flu Shot (if applicable) - Mask Fit Test
Week 1	Agency Orientation Day 1 - General review of course requirements (as discussed at Level 2 orientation) - Complete/Review Student Learning Agreements - Tour of Long-Term Care facility - Fire safety, WHMIS - Hand washing practice - Lifts Training - Seek and Find list - Introduce students to their assigned units Day 2 - Shadowing a PSW on assigned unit - Communication: talking to the residents - Practice donning/doffing and bed making - Feeding and Mouth care for a resident - Body mechanics - Repositioning residents - Assisting people with walkers/wheelchairs - Add examples of Domains of Practice to Midterm Evaluation document Day 3 Continue with all of the above and: - Providing personal care & hygiene for a resident - Mainly independent client with cue-ing recommended - Add examples of Domains of Practice to Midterm Evaluation document In Conference: - Review Data Collection Tool - Review Documentation of Resident Care	Bring photocopies of: - Police Check - First Aid & CPR - Health Form & Bloodwork Results - Proof of Flu Shot (if applicable) - Mask Fit Test - Learning Agreement (signed by student) - Conduct Agreement (signed by student) - Review the Clinical Evaluation form DUE VIA FOL DROPBOX or PRINTED & SUBMITTED: "Let Me Get to Know You" reflection - Reflective Practice Review - Assignment #1: Communicating with a Client - Start a folder to keep assignments and evaluations (This will be a great portfolio for future interviews.)

Week 2	• Synthesis of all topics into practice • Complete/partial bed bath, bath, or shower • Practicing Range of Motion (ROM) on assigned resident (with supervision) • Practicing lifts and transfers (with supervision) • Assisting residents with mechanical lifts (with supervision, NEVER independently or with another student) • Documentation of Resident Care • Add examples of Domains of Practice to Midterm Evaluation document In Conference: • Review Midterm Evaluation Expectations/ Domains of Practice • Review Data Collection Tool • Review Documentation of Resident Care • Choose a presentation topic	• Data Collection Tool (DCT) ◦ <i>One DCT to be completed on each assigned resident</i> Students are responsible for safely carrying their DCTs and are responsible for updating them throughout the day ◦ Instructors will check the DCTs daily DUE VIA FOL DROPBOX or PRINTED & SUBMITTED: • Assignment #2: Feeding a Client • Reflective Practice Review • Begin researching & preparing Student Presentation
Week 3	• Synthesis of all topics into practice • Measuring resident's height and weight • Vital signs • Add examples of Domains of Practice to Midterm Evaluation document In Conference: • Review Midterm Evaluation Expectations • Student Presentations	• Midterm Evaluation document completed with Clinical Instructor *Ensure to date and sign ◦ Add examples of Domains of Practice to Midterm Evaluation • Data Collection Tool ◦ <i>One DCT to be completed on each assigned resident</i> ◦ Students are responsible for safely carrying their DCTs and are responsible for updating them throughout the day ◦ Instructors will check the DCTs daily DUE VIA FOL DROPBOX or PRINTED & SUBMITTED: • Assignment #3: Bathing and Showering a client due • Reflective Practice Review • Student Presentation • Mid-Term Self-Evaluation * A Collaborative Success Plan (CSP) will be started if needs improvement, or unsatisfactory in any of the five Domains of Practice (see Appendix D) and Chapter 7 in OER
Week 4	• Synthesis of all topics into practice • Add examples of Domains of Practice to Midterm Evaluation document In Conference: • Student Presentations PREPARATION for (use OER as a guide): • HLTH 3055: PSW Consolidation Professional Practice • HLTH 3056 PSW Professional Practice Community Setting • Instructor to Review College Guidelines for Consolidation with students • Schedule for HLTH 3055 Consolidation provided to student	• Discuss Consolidation (HLTH 3055) Clinical Professional Practice Course with clinical instructor & review provided schedule • Connect with assigned PSW preceptor for HLTH 3055 if able • Data Collection Tool ◦ <i>One DCT to be completed on each assigned resident</i> ◦ Students are responsible for safely carrying their DCTs and are responsible for updating them throughout the day ◦ Instructors will check the DCTs daily DUE VIA FOL DROPBOX or PRINTED & SUBMITTED: • Assignment #4: Personal Nutritional Awareness • Reflective Practice Review • Student Presentation

Week 5	• Synthesis of all topics into practice • Add examples of Domains of Practice to Final Evaluation document In Conference: • Review Guidelines for Clinical Consolidation (HLTH 3055) and Community (HLTH 3056) • Glucose Testing In-Conference Review Activity • Ostomy Care • Student Presentations PREPARATION for (use OER as a guide): • HLTH 3055: Consolidation Professional Practice • HLTH 3056 Community Professional Practice • Instructor to Review College Guidelines for Consolidation with students	• Data Collection Tool ◦ <i>One DCT to be completed on each assigned resident</i> ◦ Students are responsible for safely carrying their DCTs and are responsible for updating them throughout the day ◦ Instructors will check the DCTs daily DUE VIA FOL DROPBOX or PRINTED & SUBMITTED: • Assignment #5: H.S. Care • Reflective Practice Review • Student presentation
Notes	A Skills Integration Day will be arranged for the students on campus during the HLTH 3054 or HLTH 3055 Clinical Professional Practice weeks. This day consists of a review of PSW clinical skills. Further information will be provided by the PSW Program Coordinator	*Clinical Post-Conference is 1 hour of the placement shift

Appendix C: Clinical Professional Practice Seek & Find List

Welcome to your Long-Term Care Placement!

Use this checklist to familiarize yourself with key areas, equipment, and team members in your agency. Check off each item as you locate or learn about it.

This will help you feel more confident and prepared for your Clinical Professional Practice Experience.



Seek & Find Checklist

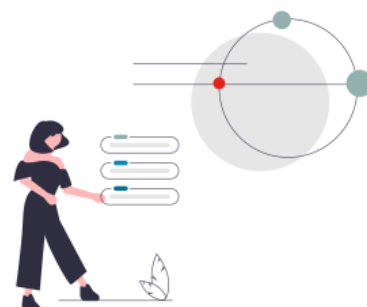


[Seek & Find Checklist \[PDF\]](#)

[Seek & Find Checklist \[Word\]](#)

Appendix D: PSW Student Collaborative Success Plan

A Collaborative Success Plan for Personal Support Worker (PSW) students can be initiated while completing the PSW Professional Practice Placements. A CSP is a supportive and proactive tool designed to help students overcome challenges and achieve success in their Professional Practice Placement. It is not punitive in nature; rather, it is a structured approach to identify concerns early, engage the student in self-reflection, and collaboratively develop strategies to meet all required Domains of Practice Competencies.



PSW Student Collaborative Success Plan



[Collaborative Success Plan \[PDF\]](#)

[Collaborative Success Plan \[Fillable PDF\]](#)

[Collaborative Success Plan \[Word\]](#)

Appendix E: HLTH 3055 & HLTH 3056 Professional Practice Timesheets

During the Consolidation Professional Practice Placement (HLTH 3055) and the Community Professional Practice Placement (HLTH 3056), you will maintain a shift completion timesheet. This timesheet will be initialised by your PSW Preceptor at the start and completion of each shift you attend. You will need to indicate the hours completed for that shift.

Timesheets are to be treated as a legal document and are not to be altered in any way. Any necessary corrections are to be made using a single line only (review documentation requirements from your first semester courses).



HLTH 3055 Timesheet



[3055 HLTH PSW Consolidation Professional Practice TimeSheet \[Fillable PDF\]](#)

[3055 HLTH PSW Consolidation Professional Practice Time Sheet \[PDF\]](#)



HLTH 3056 Timesheet



[3056 HLTH PSW Consolidation Professional Practice Time Sheet \[Fillable PDF\]](#)

[3056 HLTH PSW Consolidation Professional Practice TimeSheet \[PDF\]](#)

Appendix F: Data Collection Tool



Data Collection Tool



[Data Collection Tool \[PDF Fillable\]](#)

[Data Collection Tool \[PDF\]](#)

[Data Collection Tool \[Word\]](#)

Appendix G: PLAR Application Forms



PLAR Confirmation of Hours Form



[Confirmation of Hours Form \[PDF\]](#)
[Confirmation of Hours Form \[Word\]](#)



PLAR Details of Employment Experience Form



[Details of Employment Experience Form \[PDF\]](#)
[Details of Employment Experience Form \[Word\]](#)



PLAR Final Self-Evaluation Form



[Final Self-Evaluation Form \[PDF\]](#)
[Final Self-Evaluation Form \[Word\]](#)

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Version History

This page provides a record of changes made to the open textbook since its initial publication. If the change is minor, the version number increases by 0.1. If the change involves substantial updates, the version number increases to the next full number.

Version	Date	Change	Affected Web Page
1.0	September 10, 2025	Publication	N/A