



Applicant Name: _____

Date of Review: _____

HSCPOA Competency Assessment Substantial Equivalence Evaluation Framework*	Evidence in Education	Evidence in Professional Development	Evidence in Work Experience
<p><u>*Based on Ontario Ministry of Colleges and Universities Personal Support Worker Vocational Standards</u></p>			
<p>The graduate has reliably demonstrated the ability to:</p>			
<p>1. work within the personal support worker role in various care settings in accordance with all applicable legislation, standards, employer job descriptions, policies, procedures and guidelines.</p>			
<p>Elements of the performance:</p>			
<p>A. Identify the role of the personal support worker in the workplace setting in the provision of person-centred and person-directed care.</p>			
<p>B. Identify and compare roles and responsibilities between unregulated care providers and regulated health professionals.</p>			
<p>C. Perform personal support worker skills proficiently and safely as set by applicable legislation, and employer job descriptions and policies.</p>			
<p>D. Identify possible risks and consequences of a personal support worker performing tasks other than in accordance with employer job description, policies and guidelines and/or all applicable legislation.</p>			
<p>E. Adapt personal support worker skill set to meet a variety of role expectations in different care settings (facility based, and community based) within the bounds of personal competence and as defined by employer policies, personal support work job descriptions in addition to all applicable/current legislation.</p>			
<p style="text-align: right;">Sub-total Found/5</p>			

HSCPOA Competency Assessment Substantial Equivalence Evaluation Framework*	Evidence in Education	Evidence in Professional Development	Evidence in Work Experience
2. practice professionally, and be accountable for one's own actions by applying problem-solving, self-awareness, time management and critical thinking to the provision of care as a personal support worker, whether working independently or as a member of a team.			
Elements of the performance:			
A. Practice within the personal support worker role independently and as a member of the interprofessional team.			
B. Apply principles of critical thinking to make decisions and solve problems, both as an individual care provider and as a member of the interprofessional team.			
D. Identify when additional training is required, seek appropriate guidance and take the actions necessary to attain the required knowledge and skills.			
G. Identify and use resources and techniques to manage stress in the personal support worker role.			
Sub-total Found/4			
3. practice as an engaged member of the interprofessional team to maintain collaborative working relationships for the provision of supportive, safe, responsive and competent client-centred care within care settings.			
Elements of the performance:			
A. Identify the roles that the interprofessional team members have in the provision of optimal support and care.			
C. Communicate relevant client information to members of the interprofessional team in an ongoing and timely manner.			
F. Assist in promoting the quality, effectiveness and efficiency of care delivered by the interprofessional team.			
Sub-total Found/3			

HSCPOA Competency Assessment Substantial Equivalence Evaluation Framework*	Evidence in Education	Evidence in Professional Development	Evidence in Work Experience
4. provide person-centred care, based on ethical principles, sensitive to diverse personal and family values, beliefs, cultural practices and other needs, which follows the plan of care.			
Elements of the performance:			
A. Respect the person's right to autonomy, dignity, privacy, preferences, safety, independence and confidentiality at all times.			
C. Treat each client as an individual possessing a unique personality, interests and abilities and having physical, emotional, mental, intellectual, spiritual, recreational, social, sexual and cultural needs.			
D. Provide care that respects the person's right to make choices, decisions and to direct supportive care* according to their abilities, while maintaining clients' independence.			
E. Provide supportive care to clients and their families which respects their unique characteristics, including race, ethnicity, cultural and linguistic practices, religion, spiritual beliefs, age, ability, developmental stage, gender, sexual orientation, gender identity, social and economic class, family structure, and community structure.			
F. Identify and respect clients' definitions of family structure and the roles and responsibilities of clients, their families and significant others.			
Sub-total Found/5			
5. establish and maintain therapeutic relationships with clients and their families using effective communication skills to build a genuine, trusting, and respectful partnership, in accordance with professional boundaries, employer policies, confidentiality, and privacy legislation.			
Elements of the performance:			
A. Use basic principles of therapeutic relationships when providing care.			
B. Establish and maintain professional boundaries within therapeutic relationships.			
C. Maintain confidentiality and privacy of clients' personal information in accordance with all applicable legislation and employer's policies.			
E. Identify and adapt communication skills to meet a range of unique needs for clients, their families and support systems.			
F. Support clients' verbal and nonverbal communication using assistive devices according to the plan of care.			
H. Use interpersonal communication and conflict management skills to prevent and resolve conflicts in caregiving situations.			
Sub-total Found/6			

HSCPOA Competency Assessment Substantial Equivalence Evaluation Framework*	Evidence in Education	Evidence in Professional Development	Evidence in Work Experience
6. identify relevant client information within the roles and responsibilities of the personal support worker using observation, critical thinking, and effective communication skills to report and document findings.			
Elements of the performance:			
B. Take and record accurately the client's pulse and blood pressure, respirations, oxygen saturation and oral, axillary or tympanic temperature; comparing to client's baseline vital signs taking appropriate action as identified in the plan of care, and report accurately observations to the appropriate personnel as per established policies.			
C. Measure and record height and weight accurately following the plan of care.			
F. Document and communicate client care and changes in client's condition to members of the interprofessional team, using communication tools and technologies employed in the workplace environment.			
Sub-total Found/3			
7. create, promote and maintain a safe and comfortable environment for clients, their families, self and others by implementing current infection prevention and control measures, emergency and first aid procedures, and best practices in pandemic planning that are in keeping with the plan of care, all applicable legislation, and employer policies and procedures.			
Elements of the performance:			
A. Comply with health, safety, and emergency measures, all applicable legislation and the employer's established safety policies and procedures.			
B. Identify and report to supervisor any safety risks in the environment and take measures to reduce or eliminate them.			
C. Implement practices that promote safety of the personal support worker, clients and others in the care setting, which may include family members, significant others and other health/service providers.			
D. Select, put on and take off personal protective equipment and follow infection prevention and control measures in the provision of personal care and/or home management services in accordance with policies and procedures including information provided by Public Health Ontario.			
F. Apply appropriate emergency and first aid procedures, and report and document any emergency and first aid given in accordance with employer policies.			
G. Complete an incident/accident report following an unusual occurrence, near miss or workplace injury, in accordance with employer policy and legislated requirements.			
Sub-total Found/6			

HSCPOA Competency Assessment Substantial Equivalence Evaluation Framework*	Evidence in Education	Evidence in Professional Development	Evidence in Work Experience
8. assist clients across the lifespan with activities of daily living by applying fundamental knowledge of growth and development, psychological concepts, common alterations in functioning, health promotion, disease prevention, rehabilitation and restorative care, and holistic health care.			
Elements of the performance:			
A. Identify and support clients' right to make choices in directing their own personal care.			
B. Respect each client's personal and cultural preferences, level of independence, pace and space when assisting with routine activities of daily living.			
C. Assist clients' with routine activities of daily living by applying knowledge of common physical and mental health conditions, psychological concepts, how the body functions, normal aging, changes in function, and responses to common chronic or acute alterations in functioning.			
D. Use concepts of disease prevention, health promotion and maintenance, convalescence and rehabilitation and restorative care, to support clients' maximum functional independence and comfort.			
E. Use nutritional support techniques that are specific to clients' needs and conditions and in accordance with the plan of care and all applicable legislation (e.g., <i>Long-Term Care Homes Act, 2007; Retirement Homes Act, 2010</i>).			
F. Provide hygiene and grooming assistance to clients, according to the plan of care and all applicable legislation (e.g., <i>Long-Term Care Homes Act, 2007; Retirement Homes Act, 2010</i>) and taking into consideration clients' needs and preferences.			
G. Assist with measures to enhance bowel and bladder continence following the plan of care and employer protocols and in accordance with all applicable legislation (e.g., <i>Long-Term Care Homes Act, 2007; Retirement Homes Act, 2010</i>).			
H. Use proper body mechanics, assistive devices and techniques to safely position, transfer, move and ambulate clients in accordance with the plan of care, employer 30 policies and all applicable legislation (e.g., <i>Long-Term Care Homes Act, 2007; Retirement Homes Act, 2010</i>).			
Sub-total Found/8			

HSCPOA Competency Assessment Substantial Equivalence Evaluation Framework*	Evidence in Education	Evidence in Professional Development	Evidence in Work Experience
9. assist the client with medication following the client's plan of care, and if a delegated act, under the supervision of a regulated health professional or done by exception under the most accountable person and in accordance with all applicable legislation and employer policies.			
Elements of the performance:			
A. Assist clients with medication in compliance with all applicable legislation (e.g., <i>Regulated Health Professions Act, 1991; Long-Term Care Homes Act, 2007; Retirement Homes Act, 2010</i>), agency policies and the role of the personal support worker.			
B. Follow directions in the plan of care and act in accordance with all applicable legislation when providing assistance with oral, rectal, ear, eye, nose, topical, inhalation and subcutaneous medications.			
C. Report and record observations of client's responses, as instructed, while providing assistance with medications in accordance with employer's policy and procedures and all applicable legislation.			
D. Identify and seek out resources, including supervisor and/or registered staff, to discuss or clarify assistance with medication.			
Sub-total Found/4			
10. assist with household management services and instrumental activities of daily living in accordance with the plan of care and considering the preferences, comfort, safety and autonomy of clients, families and significant others.			
Elements of the performance:			
A. Provide household management services that promote clients' health, independence, safety and comfort.			
B. Respect client's preferences in the provision of household management services and support the client's involvement in household activities based on the client's wishes and in accordance with the plan of care.			
E. Use correct body mechanics in the provision of household management services.			
F. Follow standard precautions and infection prevention and control measures in the provision of household management services.			
Sub-total Found/4			

HSCPOA Competency Assessment Substantial Equivalence Evaluation Framework*	Evidence in Education	Evidence in Professional Development	Evidence in Work Experience
11. assist and support clients who are caregivers, considering individual and family choices, professional boundaries and the direction of the plan of care.			
Elements of the performance:			
A. Identify and respect the individual's definition of family structure and identity.			
B. Identify and respect the roles, rights and responsibilities of individuals, families and their significant others.			
Sub-total Found/2			
12. identify, respond to and report potential, alleged, suspected or witnessed situations of abuse, and/or neglect, as required by all applicable legislation, including the <i>Retirement Homes Act, 2010</i> and the <i>Long-Term Care Homes Act, 2007</i>, and as required within the employers' job description for the personal support workers.			
Elements of the performance:			
B. Identify actions to be taken when clients are at risk for abuse or neglect, or have been abused or neglected, including any legal obligations for reporting in accordance with all applicable legislation (e.g., the <i>Retirement Homes Act, 2010</i> and the <i>Long-Term Care Homes Act, 2007</i>).			
C. Identify risks of abuse or personal harm to the personal support worker and report observations promptly to supervisors.			
D. Identify and report situations of neglect and abuse (potential, alleged, suspected or witnessed) involving client, family or caregiver following all applicable legislation (e.g., <i>Long-Term Care Homes Act, 2007</i> ; <i>Retirement Homes Act, 2010</i>) and employer policies.			
Sub-total Found/3			

HSCPOA Competency Assessment Substantial Equivalence Evaluation Framework*	Evidence in Education	Evidence in Professional Development	Evidence in Work Experience
13. assist with the provision of holistic health care and advocacy for culturally safe and spiritually sensitive palliative and end-of-life care to clients and to their families and significant others from diagnosis through to death and bereavement, and in accordance with clients' choices and the plan of care.			
Elements of the performance:			
A. Identify and apply terms, principles and practices related to a palliative approach to care, palliative care, hospice care, and end-of-life care.			
B. Identify grief as a natural, adaptive, individual response to loss and identify strategies to support clients and families in their grieving.			
D. Provide clients with opportunities to direct their own care and to maintain their relationships with their families.			
E. Observe, record and report clients' signs and expressions of pain and other symptoms in accordance with their plan of care.			
F. Provide non-pharmacological comfort measures to clients experiencing symptoms as directed by the plan of care.			
G. Report and record clients' responses to comfort measures.			
H. Identify the rights of clients, family members, substitute decision-makers or powers of attorney for personal care (POAPC) in relation to Advance Care Planning, Goals of Care Discussions and consent to treatment in alignment with relevant legislation and policies.			
I. Support clients' and families' in the last days and hours, including support and respect for spiritual and cultural practices related to dying, death and the afterlife, if appropriate.			
K. Provide culturally safe palliative care for Indigenous people and people from minority and underserved populations throughout the person's illness trajectory and through bereavement.			
Sub-total Found/9			

HSCPOA Competency Assessment Substantial Equivalence Evaluation Framework*	Evidence in Education	Evidence in Professional Development	Evidence in Work Experience
14. provide client-centered and client-directed care to individuals experiencing various mental health illness and challenges, cognitive and intellectual impairments, and/or responsive behaviours by using supportive approaches and evidence-based practices to promote positive and safe behaviours in clients.			
Elements of the performance:			
B. Identify signs of change in clients' perception, memory, judgement, organization, language, and motor skills that may be associated with cognitive and intellectual impairments, delirium, and/or dementia and how these effects may vary with severity of the impairment.			
C. Identify signs of change in clients' perception, memory, judgement, organization, language, and motor skills, that may be associated with acquired brain injuries including strokes and how these effects may vary with severity of the impairment.			
D. Use encouragement and stimulation techniques and provide clients with the opportunity to participate in activities in accordance with the plan of care.			
E. Observe and report responses to prescribed approaches and note changes in clients' behaviour.			
F. Provide consistency in approach to caregiving tasks for clients experiencing cognitive and intellectual impairments, mental health challenges and illnesses, and/or responsive behaviours.			
G. Use basic behavioural strategies to mitigate and/or de-escalate clients' responsive behaviours as directed by the plan of care and in accordance with all applicable legislation (e.g., <i>Long-Term Care Homes Act, 2007; Retirement Homes Act, 2010</i>).			
H. Identify changes in client's behaviour, perception, memory, judgement, organization, language, and motor skills that may be associated with addictions to substances, gambling or other behaviours.			
I. Identify the role that the personal support worker has in the provision of client centre care of an individual exhibiting suicidal ideation and behaviour.			
J. Identify when unexpected client behaviour, such as suicidal ideation, requires immediate response, as well as a report to supervisor.			
Sub-total Found/9			

HSCPOA Competency Assessment Substantial Equivalence Evaluation Framework*	Evidence in Education	Evidence in Professional Development	Evidence in Work Experience
Total Number Found/71	0	0	0
Total Found			
Benchmark/Pass Mark	53 (75%)		
Result	Substantially Equivalent/Not Substantially Equivalent		

Note: Some Elements of Performance were removed due to duplication, were considered low-risk, and/or are difficult to assess in a substantial equivalence process. As such, some Elements of Performance under each Vocational Standard are not in sequential order.