

**Centennial College  
Personal Support Worker Program  
FINAL STUDENT PERFORMANCE APPRAISAL PSHS 125**

**Student Name: Ashleigh McGregor**

**Student Number: 301527653**

**Semester: Winter 2026**

**Name of Placement: SHN – Birchmount – Cardiac 3D**

**Clinical Instructor: Lecia Mckenzie**

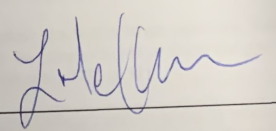
**Days/hours absent: 0/0**

	<b>Completed</b>	<b>Comments</b>
<b>Weekly Reflections Required by Final Evaluation- 4, 5, 7</b>	<b>Yes</b>	<b>None</b>
<b>Personal Organizational Plans (POP) Required by Final – 3, 4, 5</b>	<b>Yes</b>	<b>None</b>
<b>Preparation for Simulation Lab</b>	<b>Yes</b>	<b>None</b>
<b>Vital signs lab</b>	<b>Yes</b>	<b>None</b>
<b>If Required:</b>  <b>P.I.P given: Y__N__x__</b>  <b>Student Personal Improvement Plan Y__N__x__</b>	<b>N/A</b>	<b>Reason(s): N/A</b>

**Final Evaluation**

**Specific Processes for Improvement and Pathways for Success (Student to complete)**

I accept the comments written on my final evaluation provided to me by the faculty Instructor

Student's signature Ashleigh McGregor Date: 2026-02-20 Faculty Instructor's Signature 

I do not accept the comments written on my final evaluation provided to me by the faculty Instructor

Student's signature \_\_\_\_\_ Date: \_\_\_\_\_ Faculty Instructor's Signature \_\_\_\_\_

## **PSHS 125-PSW Clinical Practice Evaluation**

### **Purpose of a Self-Evaluation**

A student's progress toward meeting the course outcomes for the clinical portion of PSHS 125 requires a student to complete a self-evaluation. The student is to evaluate his/her level of performance with each criterion/indicator, indicating whether they are satisfactory, unsatisfactory, or needs progressing. Under each main heading, the student is to elaborate and give an example of how he/she met the criterion and/or how he/she will work to improve on the criterion.

### **Codes for Level of Performance related to Self-Reflection:**

S - Developing competency and consistency

U - Unsatisfactory Performance (demonstrates unsafe practice)

P - Progressing (needs improvement)

*N/A= not applicable*

### **Attendance Requirement**

Attendance is mandatory during the clinical orientation, refresher labs, and simulation. Patterns of absenteeism or inconsistent attendance and punctuality in the clinical component of the program will affect students' learning, skill competency, and evaluation by the instructor.

A student who misses 10% or more of his/her total clinical hours will jeopardize his/her successful course completion. Students are responsible for missed course content since there is no opportunity to make up missed time.

**PSHS 125-PSW Clinical Practice Evaluation**

**PERSONAL SUPPORT WORKER PROGRAM PSHS 125  
CLINICAL EVALUATION INDICATORS  
Semester Two**

**STUDENT'S NAME:** Ashleigh McGregor

**INSTRUCTOR'S NAME:** Lecia Mckenzie

<p><b>1. Attendance/ Accountability:</b> <i>Demonstrates professional conduct; practices in accordance with legislation ....and the practice setting; and demonstrates that the primary duty is to the client to ensure consistently safe, competent and ethical care (College of Nurses of Ontario, 2009).</i></p> <p>Is demonstrated by the student when he/she:</p>	<p><b>Student Self-Evaluation</b> S /U/ P/NA</p>	<p><b>Student</b> <b>Describe specific ways you are meeting this indicator &amp;/or methods you will incorporate to improve upon this indicator.</b> (Use your Mosby textbook to support your rationale/example)</p>
<p>Arrives to clinical/unit on time including after breaks.</p>	<p>S</p>	<p><b>Weeks 1 to 7:</b> I arrive to the facility and the unit on time including after breaks.  Rationale: Support workers should be reliable and arrive at work on time (McGregor, 2025; Wilk et al., 2022, p. 51).</p>
<p>Provides proper notification and/ or documentation of lateness/absence</p>	<p>N/A</p>	<p>I have not been late or absent to clinical, so this does not apply to me. However, should this occur, I would happily provide the appropriate notification and documentation.  Rationale: Rationale: Support workers should also let the supervisor, client, or any other appropriate person know that they are going to be late or absent and give proof where appropriate (McGregor, 2025; Wilk et al., 2022, p. 51).</p>
<p>Wears uniform as per Centennial College's uniform policy. Maintains an appearance that is neat including proper grooming and proper hygiene.</p>	<p>S</p>	<p>I wear the uniform as per Centennial College's uniform policy by wearing clean, ironed scrubs. I have my placement badge and SHN keycard clipped to the neckline of my scrub top, so that I am quickly and easily identifiable. I maintain an appearance that is neat, properly groomed, and follows proper hygiene by having my hair secured in a scrub cap and by not wearing or having any strong scents. I also wear an analog watch with a second hand as my only jewellery.</p>

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		Rationale: Support workers should be well groomed with a clean uniform and clean shoes. Support workers should not be wearing any jewellery; a watch is allowed. Hair should be kept out of the face and off the collar. Name tags should be easy to see (McGregor, 2025; Wilk et al., 2022, p. 15).
Manages time and organizes supplies for patient care	P	I am still improving on how to manage my time and organize my supplies for patient care well. I acknowledge how easy it is to get caught up with one patient as well as being so focused on being too gentle with the patient that speed ends up getting sacrificed. I recognize that being fast enough but still effective is key here since there are multiple patients to care for.  Rationale: Support workers should be organized and complete all assignments on time (McGregor, 2025; Wilk et al., 2022, p. 51).
Completes weekly assignment by the due date	S	I complete the weekly assignments by the due date. I even try to submit what I can early or ahead of time. I also like to print out blank templates, so it is easier to fill the information on that rather than cramming everything into my small notepad. I try to get started on assignments ahead of time as well by having rough drafts ready a few days/1 week before the due date.  Rationale: Support workers should be organized and complete all assignments on time (McGregor, 2025; Wilk et al., 2022, p. 51).
Seeks clarification if unsure of content or skills, accountable and responsible for identifying areas that need improvement with plans & takes corrective action	S	I seek out clarification if unsure of content or skills. I also hold myself accountable or responsible for identifying confusing or lacking areas that need improvement to take further corrective actions.  Rationale: Supervisors are the best point of contact when workers need clarification on policies. It is always advisable to seek out guidance by asking questions or requesting clarification rather than causing harm to reach a patient; the same concept also applies to clinical instructors and students (McGregor, 2025; Wilk et al., 2022, p. 13).
Participates in a PIP reflection with action plans to improve practice or performance as needed and ensures that the reflection if applicable:	N/A	N/A
<b><i>Clinical Instructor Feedback:</i></b>		

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2. Accountability The student demonstrates this by:	Student Self-Evaluation S /U/ P/NA	Student's Comment Describe specific ways you are meeting this indicator &/or methods you will incorporate to improve upon this indicator. (Use your Mosby textbook to support your rationale/example)  Weeks 1 to 7:
Identifying self and explaining her/his role to patients/residents/clients.	S	I am comfortable identifying myself and explaining my role to patients.  Rationale: It is important to alert the patient to my presence at all times by identifying myself whenever I enter the room. I would also provide my name, title, and reason for being there. Next, I would explain what task I would be completing once consent is provided (Wilk et al., 2022, p. 825).
Seeking assistance appropriately from Faculty Instructor and/or Staff PSW in a timely manner.	S	I am comfortable seeking assistance promptly from faculty instructor, staff, and colleagues.  Rationale: Being comfortable enough to ask for clarification on policies is a great trait to have. It is always advisable to seek out guidance by asking questions or requesting clarification rather than causing harm to reach a patient by not asking or requesting (McGregor, 2025; Wilk et al., 2022, p. 13).
Coming prepared to clinical and having completed the required clinical tasks / readings, assignments.	S	I am comfortable coming prepared to clinical and having completed the required clinical tasks, readings, and assignments.  Rationale: Being able to complete the skill steps or tasks outlined on a checklist is applicable in the future work settings. This is said because there will be ADL checklists to record the related intake, hygiene, or other daily activity tasks while on the job. If these checklists are not completed, that means the workers are not fulfilling their job duties, which is incompetent care (McGregor, 2025; Wilk et al., 2022, p. 579).
Ensuring practice is consistent with established care plan,	S	I am comfortable ensuring that my practice is consistent with established care

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<p>guidelines, and legislation.</p>		<p>plans, guidelines, and legislation.</p> <p>Rationale: Unregulated care providers must follow the behavioural codes outlined by their employer; the same concept applies to PSW students and our facility's and school's policies (McGregor, 2025; Wilk et al., 2022, p. 10).</p>
<p>Taking action in situations where patient/resident/client safety and well-being are compromised.</p>	<p>S</p>	<p>I am comfortable taking action in situations where patients' safety and well-being are compromised.</p> <p>Rationale: Ensuring that environmental/safety checks are completed are paramount. Patients must feel protected against harm from reaching them. This means that workers must follow the appropriate safety measures for each patient. This can mean scanning a patient's room for hazards and removing/addressing them; to illustrate, locking a bed or placing the call bell within reach are some examples of following safety measures (McGregor, 2025; Wilk et al., 2022, p. 91).</p>
<p>Maintaining competence and refraining from performing actions for which the PSW student is not competent.</p>	<p>S</p>	<p>I am comfortable maintaining competence and refraining from performing actions for which I am not competent.</p> <p>Rationale: Competence is the ability to do a job well. By maintaining competence and refraining from performing actions for which I am not competent, I am able to keep the patients safe as well as build their trust. This also helps us to provide client-centred care while performing tasks safely and skillfully (Wilk et al., 2022, p. 167).</p>
<p>Taking responsibility for errors when they occur and taking appropriate action to maintain patient/resident/client safety.</p>	<p>S</p>	<p>I am comfortable taking responsibility for errors when they occur and taking appropriate action to maintain patient safety.</p> <p>Rationale: Ensuring that environmental/safety checks are completed are paramount. Patients must feel protected against harm from reaching them. This means that workers must follow the appropriate safety measures for each patient. This can mean scanning a patient's room for hazards and removing/addressing them; to illustrate, locking a bed or placing the call bell within reach are some examples of following safety measures (McGregor, 2025; Wilk et al., 2022, p. 91).</p>

<p><b>Clinical Instructor Feedback:</b></p>		
<p><b>Knowledge &amp; Skills Competence-</b> <i>Demonstrates competence in professional judgments and practice decisions by...using knowledge from many sources. Engages in critical thinking to inform decision making which includes both systematic and analytical processes, along with reflective and critical processes (College of Nurses of Ontario, 2011).</i></p> <p><b>EVALUATION INDICATORS/OBJECTIVES</b></p> <p><b>Safely with initial assistance, under direction and supervision</b></p> <p><b>The student demonstrates this by:</b></p>	<p><b>Student Self-Evaluation</b></p> <p><b>S /U/ P/NA</b></p>	<p><b>Student's Comment</b></p> <p><b>Describe specific ways you are meeting this indicator &amp;/or methods you will incorporate to improve upon this indicator.</b></p> <p>(Use your Mosby textbook to support your rationale/example)</p>
<p><b>1. Identifies and makes observations</b> related to the individualized resident/client/patient needs</p>	<p>P</p>	<p>Weeks 1 to 7:</p> <p>I am continuing to improve on identifying and making observations related to patients' needs.</p> <p>Rationale: Support workers generally spend more time with patients than other members of the care team. Therefore, the PSW is more likely to make an observation or notice a change in the patients' condition and needs to then note the patients' preferences and reactions to interventions (Wilk et al., 2022, p. 574).</p>
<p><b>2. Identifies abilities/limitations</b> related to: physical, environmental, psychosocial, spiritual, cultural, autonomy, independence/interdependence needs.</p>	<p>S</p>	<p>I am able to identify, recognize, and respect the abilities and limitations of the patient to then navigate them with the patient's needs in mind.</p> <p>Rationale: In order to properly relate to a patient and to provide the best possible care, PSWs should keep differences in abilities and limitations in mind whenever</p>

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		navigating the meeting of patients' needs (Wilk et al., 2022, p. 65).
<b>3. Respects and supports resident rights</b> related to dignity, confidentiality, privacy, preferences/choices, and involvement in decision- making.	S	<p>I am able to respect and support the rights of patients regarding all the elements of DIPPS.</p> <p>Rationale: A foundational portion of the worker's job is to promote DIPPS by providing compassionate care or person-centred care. This is done to ensure that patients' dignity is preserved, clients live independently, residents have individualized care, patients can express their preferences, clients' privacy is preserved, and residents are safeguarded from harm (McGregor, 2025; Wilk et al., 2022, p. 16).</p>
<b>4. Organizes individualized care</b> according to the care plan and resident/client/patient timeframes and priorities. Makes, follows & revises organizational plan/s related to changing needs of the client/resident/patient	P	<p>I am continuing to improve my organizing individualized care.</p> <p>Rationale: It is important to organize care tasks in a way that each task gets a time limit to help the worker stay focused and on-task to complete individualized care plan activities. Managing my time well and staying organized are crucial here (Wilk et al., 2022, p. 121).</p>
<p><b>5. Implements care to meet client/resident/patient's needs</b></p> <ul style="list-style-type: none"> <li>○ by individualizing care to meet clients/resident/patients needs.</li> <li>○ by maintaining comfort &amp; safety.</li> <li>○ according to principles and policies of the employer.</li> <li>○ in a timely/efficient manner according to priorities &amp; client/resident/patient preferences.</li> </ul>		<p>I am implementing care to the patients' needs by individualizing their care, maintaining comfort and safety all according to employer principles and policies within a timely and efficient manner while considering patients' preferences.</p> <p>Rationale: Unregulated care providers must follow the behavioural codes outlined by their employer; the same concept applies to PSW students and our facility's and school's policies (McGregor, 2025; Wilk et al., 2022, p. 10).</p>
<b>6. Promotes &amp; encourages client/resident/patient independence by</b> encouraging and maximizing abilities & assists to encourage independence.	S	<p>I promote and encourage patient independence by encouraging and maximizing abilities and assists to engage independence. This is done by allowing patients to do what they are able to safely. This also means respecting them declining assistance or any other similar refusal. It is still important to offer assistance regardless.</p> <p>Rationale: PSWs should encourage the patient to be as independent as possible. This does wonders for the patients' confidence and self-esteem. It is also important to remember to be as understanding and as patient as possible when trying to promote and foster independence (Wilk et al., 2022, p. 373).</p>

<b>Clinical Instructor Feedback:</b>		
<p><b>7. Performs skills related to activities of daily living needs:</b></p> <ul style="list-style-type: none"> <li>- according to the care plan.</li> <li>- by performing safely and according to principles and policies.</li> <li>- by considering the client/resident/patient’s comfort and preferences.</li> <li>- by explaining procedures and the assistance to be given in a timely manner.</li> </ul>	S	<p>I perform skills related to activities of daily living need according to the care plan, safely and according to the principles and policies; considering the patients’ comfort and preferences; and by explaining procedures and the assistance to be given in a timely manner.</p> <p>Rationale: Unregulated care providers must follow the behavioural codes outlined by their employer; the same concept applies to PSW students and our facility’s and school’s policies (McGregor, 2025; Wilk et al., 2022, p. 10).</p>
<b>a) Assists with hygiene/bathing</b>		
i) tub bath	N/A	N/A
ii) shower	N/A	N/A
iii) bed bath	S	<p>I feel more confident in completing the skill of performing a bed bath.</p> <p>Rationale: During any bathing procedure, it is important to observe and assess the client’s skin while ensuring to report anything abnormal or concerning to the nurse. It is important to follow the listed guidelines and procedures when completing bathing activities regarding supplies, ordered steps, directions, changing water timeline, and so on (McGregor, 2025; Wilk et al., 2022, pp. 313-317).</p>
iv) foot care	N/A	N/A

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v) nail care	N/A	N/A
vi) hair care & shampoo	N/A	N/A
vii) mouth care/denture care	S	I feel more confident in completing the skill of performing mouth and denture care.  Rationale: Oral care is an essential part of maintaining overall physical health, so it should never be overlooked. This means that PSWs must perform mouth care and denture care to the best of their ability (Wilk et al., 2022, p. 299)
viii) shaving/makeup	N/A	N/A
<b>b) Assists with dressing/undressing</b>	S	I feel more confident in completing the skill of performing a gown change/putting on and removing a gown from a patient as well as assisting with dressing when a patient is being discharged or wishes to wear their own clothes in the facility.  Rationale: We must pay particular attention and sometimes use special techniques when maneuvering gowns and clothes on and off of patients' bodies, so naturally there are guidelines PSWs must follow when dressing and undressing clients (Wilk et al., 2022, p. 356).
<b>c) Assists with sensory aids and prosthetic devices (eyeglasses/hearing aids/braces/limbs)</b>	S	I feel more confident in handling the sensory aids of patients. I am now more cognizant of taking extreme care that eyeglasses, hearing aids, and other items are kept safely within the patient's room and are not misplaced or accidentally tossed in with laundry for example. These items tend to be expensive and help to orient the patient, so they must be able to be located and safeguarded at all times.  Rationale: In order to properly perform and assist with personal care and grooming, PSWs must ensure that the patients have their dentures, hearing aids, glasses, prostheses, and any other appropriate devices (Wilk et al., 2022, p. 66).
<b>d) Bed Making:</b>		
i) occupied	S	I feel more confident in completing the skill of making an occupied bed and being able to turn or help turn patients while they are in bed during this bedmaking process.  Rationale: While making an occupied bed, it is important to make a toe pleat which allows for movement of the toes and prevents restricted movement and possibly contractures and pressure injuries. Similarly, it is important to remember to move the patient carefully when turning them and to not tuck the linens in too tightly since they are in bed (Wilk et al., 2022, p. 466).
ii) unoccupied	S	I feel more confident in completing the skill of making an unoccupied bed.  Rationale: While making an unoccupied bed and using a mitred corner, the top

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		layers of linens are kept neatly placed by completing this type of fold (Wilk et al., 2022, p. 466).
iii) Linen handling and disposal	S	I feel more confident in completing the skill of handling linens and disposing of them in the designated area and replacing the linen bags.  Rationale: When handling linens, it is important to remember not to place linens on the floor and to put them in the laundry/linen hamper when changing linens. It is also important to not shake the linens out and to not return unused linens to the linen cart/area after they have been inside a patient's room (Wilk et al., 2022, p. 466).
<b>Clinical Instructor Feedback:</b>		
<b>EVALUATION INDICATORS/OBJECTIVES</b>		
<b>Safely with initial assistance, under direction &amp; supervision:</b>  e) <b>Safety</b>	<b>Student Self-Evaluation</b> S /U/ P/NA	<b>Student's Comment</b> <b>Describe specific ways you are meeting this indicator &amp;/or methods you will incorporate to improve upon this indicator.</b> (Use your Mosby textbook to support your rationale/example)  Weeks 1 to 7:
i) Medical Asepsis/Universal Precautions Hand washing/ Personal protective equipment	S	I am comfortable with performing medical asepsis/universal precautions/hand washing and donning and doffing PPE.  Rationale: Ensuring that hand hygiene, handwashing, and donning/doffing PPE are completed are paramount. Patients must feel protected against harm from reaching them including exposure to germs, pathogens, and infections (McGregor, 2025; Wilk et al., 2022, p. 91).
ii) Handling and cleaning equipment	S	I am comfortable with handling equipment and cleaning them as well. I know how to clean shared pieces of equipment with the green wipes while donning gloves.

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		Rationale: Ensuring that hand hygiene, handwashing, and donning/doffing PPE are completed are paramount. Patients must feel protected against harm from reaching them including exposure to germs, pathogens, and infections (McGregor, 2025; Wilk et al., 2022, p. 91).
iii) Uses equipment safely	S	I am comfortable with safely using the facility’s equipment.  Rationale: It is important to ensure that we gather and are familiar with the equipment that needs to be used. Here, reading manuals or instructions can allow for the safe use of the facility’s equipment (Wilk et al., 2022, p. 122).
iv) Safety Rails/Brakes	S	I am comfortable navigating the safety rails and brakes on the bed. I know how to put them on and off.  Rationale: Rationale: Ensuring that environmental/safety checks are completed are paramount. Patients must feel protected against harm from reaching them. This means that workers must follow the appropriate safety measures for each patient. This can mean scanning a patient’s room for hazards and removing/addressing them; to illustrate, locking a bed or placing the call bell within reach are some examples of following safety measures (McGregor, 2025; Wilk et al., 2022, p. 91).
v) Restraints	N/A	N/A
vi) Bedside cleanliness/safety	S	I am comfortable maintaining bedside safety by cleaning up counters and tray tables as well as ensuring personal items are within reach and that there are no tripping hazards.  Rationale: It is always important to check the patients’ bedside and environment for hazards and safety issues. We must then clear the area of potential hazards by removing them or making the report to the nurse should we be unable to address the hazard ourselves (Wilk et al., 2022, p. 240).
vii) Cares for client/resident/patient belongings	S	I am comfortable ensuring that I am properly and safely caring for patients’ belongings and that they are not misplaced by having the belongings stay in the room.  Rationale: We must always respect the patients’ belongings and property. We must not touch personal possessions without permission. Items must also be put back wherever they were found initially (Wilk et al., 2022, p. 66).
<b>f) Assist with Meals and Fluid Intake/Output</b>		
i) Feeds clients/residents/patients including	S	I am comfortable performing the skill of feeding the patients and setting them up to eat by opening their meal items for them. While I continue to work on

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swallowing difficulties		<p>improving the speed of total feedings, I ensure safety and monitor for swallowing difficulty always.</p> <p>Rationale: When workers are completing assistive dining, they should sit at the table along with the client (Wilk et al., 2022, p. 612). Workers should assist clients with handwashing and opening meal items when setting up the meals; this also promotes DIPPS (McGregor, 2025; Wilk et al., 2022, p. 610).</p>
ii) Measures Weight/Height	P	<p>I have not had a chance to measure height and weight just yet.</p> <p>Rationale: Support workers assist with basic support care tasks including measuring height and weight (Wilk et al., 2022, p. 156). It is also important to use the correct scale for each patient while ensuring to weigh the patient with the same scale at the same time and day each time; the patient should only be wearing a gown or pyjamas while being weighed and should have voided before being placed on a scale as well (Wilk et al., 2022, p. 529).</p>
iii) Measures fluid intake & output	S	<p>I am comfortable measuring fluid intake and output by noting how much was eaten and drank along with the output from briefs, catheters, and toileting with the supporting documentation.</p> <p>Rationale: Support workers are held responsible for reporting and documenting the care that was provided, so this can mean filling out the relevant notes like DAR Note, intake/output and vitals flowsheets or care assessments/ADL activities on EPIC (McGregor, 2025; Wilk et al., 2022, p. 5).</p>
<b>g) Assist with Elimination</b>		
i) Observes & describes urine/bowel elimination patterns.		<p>I am comfortable measuring and noting how much was eaten and drank along with the output from briefs, catheters, and toileting by completing the supporting documentation with COCA considerations.</p> <p>Rationale: Support workers are held responsible for reporting and documenting the care that was provided, so this can mean filling out the relevant notes like DAR Note, intake/output and vitals flowsheets or care assessments/ADL activities on EPIC (McGregor, 2025; Wilk et al., 2022, p. 5).</p>
ii) Schedules toileting/Bowel/Bladder retraining.	N/A	N/A
iii) Empties Urinary Drainage Bags & maintains position of devices.	S	<p>I am comfortable emptying the urinary drainage bags and ensuring that the bag is not touching the floor and attached to an immovable part of the bed.</p> <p>Rationale: It is important to always check the care plan and inform the nurse when emptying the urinary drainage bag or when changing to a leg bag while following proper aseptic technique. Keeping the nurse informed reduces the risk of infection, complications, and allows for proper tracking of output as well (Wilk et</p>

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		al., 2022, p. 655).
iv) Application & care of Condom catheters.	P	I have not encountered a patient with a condom catheter yet; however, I would report to the nurse if it were leaking or not secured to an immovable part of the bed.  Rationale: When cleaning a condom catheter, it is important to be mindful of the adhesives and tape being used. We also need to be on the lookout for reddened and open areas, swelling, and urine/tubing/bag abnormalities to be able to make a report to the nurse once observed (Wilk et al., 2022, pp. 662-663).
<b>Clinical Instructor Feedback:</b>		
<b>EVALUATION INDICATORS/OBJECTIVES</b>  <b>Safely with initial assistance under direction &amp; supervision:</b>	<b>Student Self-Evaluation</b> <b>S /U/ P/NA</b>	<b>Student's Comment</b> <b>Describe specific ways you are meeting this indicator &amp;/or methods you will incorporate to improve upon this indicator.</b> (Use your Mosby textbook to support your rationale/example)  <b>Weeks 1 to 7:</b>
v) cares for a client/resident/patient with a Colostomy.	P	I have cared for a client with other GI devices like an NG tube and gastric tube dressing, but I have not encountered a patient with a colostomy just yet.  Rationale: Patients with colostomies may have issues with self-image and reluctance with participating in social and sexual activities, so PSWs should be able to give the patients enough grace when encountering these issues. The PSWs should also be aware of what is normal and abnormal for the colostomy site, stoma, and feces being captured by the bag (Wilk et al., 2022, p. 689).
vi) cares for a client/resident /patient with Incontinence.	S	I am comfortable with caring for a patient with incontinence by knowing how to change them as soon as their brief is soiled and checking for soiling frequently.  Rationale: Patients with incontinence must have their briefs changed when necessary/when soiled. This may also mean that patients require more clothing

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		and linen changes as well. It is really important that patients do not remain in soiled briefs or clothes or on soiled linens (Wilk et al., 2022, p. 356).
vii) participates in Urine/Stool Specimen collection.	N/A	N/A
<b>h) Lifts/Transfers/Ambulation/Mobility Needs</b>		
i) Positions/repositions/ensures alignment	S	<p>I am comfortable positioning, repositioning, and ensuring body alignment of patients. Likewise, I am comfortable asking for assistance in doing these tasks when more than one staff member is required.</p> <p>Rationale: Being able to complete the skill steps or tasks outlined on a checklist is applicable in the future work settings. This is said because there will be ADL checklists to record the related intake, hygiene, or other daily activity tasks that may or may not require additional staff members for completion while on the job. If these checklists are not completed, that means the workers are not fulfilling their job duties, which is incompetent care (McGregor, 2025; Wilk et al., 2022, p. 579).</p>
ii) Lifts /Transfers/Ambulates/Walks	S	<p>I am comfortable transferring, ambulating, and walking with patients as well as seeking assistance when doing these tasks if more than one staff member is required.</p> <p>Rationale: Being able to complete the skill steps or tasks outlined on a checklist is applicable in the future work settings. This is said because there will be ADL checklists to record the related intake, hygiene, or other daily activity tasks that may or may not require additional staff members for completion while on the job. If these checklists are not completed, that means the workers are not fulfilling their job duties, which is incompetent care (McGregor, 2025; Wilk et al., 2022, p. 579).</p>
iii) Wheelchair/Bed/Chairs/Stretcher	S	<p>I am comfortable navigating wheelchairs, beds, chairs, and stretchers and moving patients between these media.</p> <p>Rationale: Workers should always protect themselves and the patients whenever moving, positioning, and transferring activities are taking place. We should use proper posture, balance, body mechanics, and lifting techniques to reduce the chances of injury happening (McGregor, 2025; Wilk et al., 2022, p. 217).</p>
iv) Assists client/resident/patients with walker/cane/crutches.	S	<p>I am comfortable assisting patients with walkers and canes by being able to support their weaker side and follow closely next to/behind them. I have not encountered a patient with crutches as of yet.</p> <p>Rationale: Workers should always protect themselves and the patients whenever</p>

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		moving, positioning, and transferring activities are taking place. We should use proper posture, balance, body mechanics, and lifting techniques to reduce the chances of injury happening (McGregor, 2025; Wilk et al., 2022, p. 217).
v) Uses appropriate equipment safely.	S	I am comfortable navigating the safe use of appropriate equipment.  Rationale: It is important to ensure that we gather and are familiar with the equipment that needs to be used. Here, reading manuals or instructions can allow for the safe use of the facility's equipment (Wilk et al., 2022, p. 122).
vi) Uses proper Body Mechanics in all activities.	S	I am feeling more confident in ensuring the bed is at a proper working height, that I have a wide base of support, that I am bending with my knees and not bending/hinging at my hips when completing care activities.  Rationale: Workers should always protect themselves and the patients whenever moving, positioning, and transferring activities are taking place. We should use proper posture, balance, body mechanics, and lifting techniques to reduce the chances of injury happening (McGregor, 2025; Wilk et al., 2022, p. 217).
vii) Assists with Active/Passive Range of Motion exercises only.	P	I am continuing to improve on assisting with active/passive ROM exercises. However, I try to support the limb and joint that I am working with whenever I am performing care activities.  Rationale: ROM exercises are very important because they prevent problems like joint contractures and muscle atrophy, so PSWs must encourage or help to perform these exercises (Wilk et al., 2022, p. 264).
<b>i) Assists with Air and Oxygen Needs:</b>		
i) Measures T.P.R. accurately and safely & reports findings.	S	I am comfortable measuring TPR accurately and safely whilst using the vitals machine or other devices and reporting findings to the nurse when completed.  Rationale: Support workers are required to measure and report vital signs (McGregor, 2025; Wilk et al., 2022, p. 4). It is also important to follow the outlined guidelines and steps so that vital signs are taken accurately while ensuring to report anything abnormal to the supervisor (McGregor, 2025; Wilk et al., 2022, pp. 530-554).
ii) Positions to promote breathing or oxygen that is in use.	S	I am comfortable positioning patients in such a way to promote breathing or flowing of supplemental oxygen by either sitting them up or elevating the head of the bed.  Rationale: Knowing the different types of Fowler's positions is helpful for improving breathing in patients. It is also important to check the care plan before repositioning the patient if a certain angle/level of Fowler's is intolerable to the

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		patient (Wilk et al., 2022, p. 236).
<p><b>8. Promotes &amp; assists client/resident/patient with Socialization/Rehabilitation/Leisure &amp; Therapeutic Activities:</b> Activities/Cognitive Stimulation: encourages, motivates and involves client/resident/patient in their interests and assists in implementation. Seeks resources as needed.</p>	S	<p>I am comfortable encouraging patients to complete activities that promote cognitive stimulation or satisfies their interests. I am also comfortable seeking out assistance for this if help is needed for implementation or accessing additional resources.</p> <p>Rationale: Patients are encouraged to be intellectually active by participating in games, outings, puzzles, crafting, knitting, or indoor planting. Support workers should remind the patients to do these activities as well as engage them in conversation regarding these activities and other community and social events (Wilk et al., 2022, p. 82).</p>
<p><b>9. Assists in managing difficult behaviours of residents with cognitive impairment:</b> uses therapeutic approaches, appropriate verbal &amp; nonverbal communication environmental cueing.</p>	S	<p>I am feeling more comfortable with managing difficult behaviours of patients with cognitive impairment by being patient with them, providing reassurance and repeated explanations and returning after some time to give them a break when needed.</p> <p>Rationale: It is crucial to use therapeutic approaches by always maintaining professionalism and respect while on the job (McGregor, 2025; Wilk et al., 2022, p. 138).</p>
<p><b>Clinical Instructor Feedback:</b></p>		
<p><b>EVALUATION INDICATORS/OBJECTIVES</b></p> <p>Safely with initial assistance, under direction and supervision</p>	<p><b>Student Self-Evaluatio</b></p>	<p><b>Student's Comment</b></p> <p>Describe specific ways you are meeting this indicator &amp;/or methods you will</p>

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	<b>n S /U/ P/NA</b>	<b>incorporate to improve upon this indicator.</b> (Use your Mosby textbook to support your rationale/example)  <b>Weeks 1 to 7:</b>
-recognizes possible causes of behaviour.	S	I am comfortable recognizing possible causes of behaviour.  Rationale: It is important to be able to find the root of an action by unearthing the underlying reason for a patient doing something or acting a certain way. Sometimes, it can just be that they are experiencing a specific emotion or feeling, but do not know how to properly express that (Wilk et al., 2022, p. 142).
- aware of effects of own behaviour/expectations.	S	I am comfortable being aware of the effects of my own behaviour as well as my expectations and their impact.  Rationale: In order to properly operate on a team, each member must be able to understand the impact of their own behaviour by not blaming others for mistakes and taking responsibility for their own actions (Wilk et al., 2022, p. 151).
<b>10. Cares for resident/client who is dying and promotes</b>  i) physical/psychosocial/cultural support and resident control	S	I have not yet encountered a patient who was actively dying. However, I have cared for palliative care/comfort care patients. Here, I respected the wishes to not perform vitals and having the family feed them instead during their poor appetite.  Rationale: Support workers provide comfort and end-of-life care to dying clients and their families/loved ones so that the patients can die with dignity (Wilk et al., 2022,p. 4).
ii) family support	P	I am continuing to improve on how to navigate family support for a dying patient. Again, since I have not yet encountered an actively dying patient, I cannot offer family support just yet. However, I acknowledge that praying for the family or simply saying that you are sorry for their loss are initial steps to take.  Rationale: Support workers provide comfort and end-of-life care to dying clients and their families/loved ones so that the patients can die with dignity (Wilk et al., 2022,p. 4).
iii) care of body after death.	N/A	N/A
<b>11. Objectively and accurately observes and clearly reports</b> , to appropriate staff any changes from normal.	S	I am comfortable objectively and accurately observing and clearly reporting to the staff any changes noted in patients that are abnormal.  Rationale: It is crucial here to know and be aware of what is normal and abnormal and then being ready to report any and all observations to the nurse or other superior (McGregor, 2025; Wilk et al., 2022, pp. 530-554).

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<p><b>12. Charts accurately, legibly, clearly in a timely manner (written or computer charting).</b></p>	<p>S</p>	<p>I am comfortable charting accurately, legibly, and clearly in a timely manner whether on paper or on the computer.</p> <p>Rationale: Support workers are held responsible for reporting and documenting the care that was provided, so this can mean filling out the relevant notes like DAR Note, intake/output and vitals flowsheets or care assessments/ADL activities on EPIC (McGregor, 2025; Wilk et al., 2022, p. 5).</p>
<p><b>13. Uses effective, appropriate and therapeutic verbal and nonverbal communication techniques/approaches/responses with clients/residents/patients/families, team members/teachers.</b></p>		
<p>i) Listening/active listening</p>	<p>S</p>	<p>I am comfortable participating in listening and active listening.</p> <p>Rationale: The PSW’s speech and listening must remain professional at work to prevent someone from getting offended. Here, it is also important to not use slang, foul/vulgar, or abusive language. Instead, workers should speak and listen with a sense of gentleness and clarity to properly communicate (McGregor, 2025; Wilk et al., 2022, p. 17).</p>
<p>ii) Prompts/probes to encourage</p>	<p>P</p>	<p>I am continuing to improve on prompting and probing to encourage.</p> <p>Rationale: Through effective interpersonal communication, we can gently prompt and probe to encourage patients to share their needs, thoughts, feelings, likes, dislikes, and so much more (Wilk et al., 2022, p. 129).</p>
<p>iii) Appropriate questions to gather client/resident/patient perspectives and information.</p>	<p>S</p>	<p>I am comfortable asking appropriate questions to gather patient perspectives and information.</p> <p>Rationale: Through effective interpersonal communication, we can also learn how to navigate personal and appropriate questions in order to gain some insight into how patients view certain aspects (Wilk et al., 2022, p. 129).</p>
<p>iv) Responds with empathy.</p>	<p>S</p>	<p>I am comfortable responding with empathy.</p> <p>Rationale: By responding with empathy, this allow me to truly connect with patients because I am able to recognize, perceive, and have an understanding of their emotions by seeing things from their viewpoints (Wilk et al., 2022, p. 2).</p>
<p>v) Clarifies/summarizes information that is not understood.</p>	<p>S</p>	<p>I am feeling more confident in clarifying and summarizing information that is not understood.</p>

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		Rationale: It is important to be able to summarize things like the care and service provided over a period of time. PSWs may have to complete summary reports in this case, so it is essential to be able to clarify and summarize information (Wilk et al., 2022, p. 581).
vi) Uses a problem-solving approach.	S	I am feeling more confident in using a problem-solving approach.  Rationale: Support workers need to be effective problem solvers because we have to make decisions throughout the day, like knowing if and when to report and how to feed a patient safely (Wilk et al., 2022, p. xx).
vii) Uses negotiating skills.	S	I am feeling more confident in using negotiating skills.  Rationale: It is important to know how and when to negotiate and when to stand firm with patients. This goes hand in hand with setting boundaries with patients (Wilk et al., 2022, p. 1013).
<b>Clinical Instructor Feedback:</b>		
<b>EVALUATION INDICATORS/OBJECTIVES</b>	<b>Student Self-Evaluation</b>	<b>Student's Comment</b>
<b>Safely with initial assistance under direction and supervision:</b>	<b>S /U/ P/NA</b>	<b>Describe specific ways you are meeting this indicator &amp;/or methods you will incorporate to improve upon this indicator.</b> (Use your Mosby textbook to support your rationale/example)  <b>Weeks 1 to 7:</b>
<b>14. Demonstrates ethical, legal and responsible conduct in a Student -PSW role.</b>		
i) Maintains privacy/confidentiality	S	I am comfortable maintaining privacy and confidentiality.  Rationale: Support workers should draw privacy curtains, cover areas not being worked on, and not share personal health information with anyone who is not authorized access. These are all areas that can help us maintain privacy and confidentiality (Wilk et al., 2022, p. 1091).

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ii) Truthfulness	S	I am comfortable remaining truthful in all aspects of care.  Rationale: Workers must remain truthful by answering questions honestly and acting with honesty in mind (Wilk et al., 2022, p. 206).
iii) Accountability/Responsibility	S	I am comfortable taking accountability/responsibility.  Rationale: PSWs must be able to take accountability and responsibility because we all have to be willing to accept responsibility and be able to explain our actions, inactions, omissions, intentions, and/or decisions (Wilk et al., 2022, p. 150).
iv) Functions safely and competency and within role boundaries.	S	I am feeling more confident that I am functioning safely and competently within the role and boundaries of a PSW.  Rationale: Competence is the ability to do a job well. By maintaining competence and refraining from performing actions for which I am not competent, I am able to keep the patients safe as well as build their trust. This also helps us to provide client-centred care while performing tasks safely and skillfully (Wilk et al., 2022, p. 167).
v) Follows direction/accepts supervision/seeks assistance in a timely manner	S	I am comfortable following directions, accepting supervision, and seeking assistance in a timely manner.  Rationale: Support workers tend to be monitored by nurses so accepting supervision comes with the territory. Support workers must be able to seek assistance and receive the help in a timely manner (Wilk et al., 2022, p. 160).
vi) Demonstrates initiative & continuous learning.	P	I am continuing to improve on taking initiative and demonstrating continuous learning.  Rationale: Showing initiative and being able to participate in self-directed behaviour allows for continuous learning and exemplifies how support workers can exhibit professionalism (Wilk et al., 2022, p. 207).
vii) Follows Agency/College/Policies/Procedures/Guidelines/Attendance/ Conduct/Uniform/Assignments.	S	I follow agency/college/policies/procedures/guidelines/attendance/conduct/uniform/assignments stipulations.  Rationale: Unregulated care providers must follow the behavioural codes outlined by their employer; the same concept applies to PSW students and our facility's and school's policies (McGregor, 2025; Wilk et al., 2022, p. 10).
<b>15. Functions appropriately as a group member and</b>	S	I function appropriately as a group member and assists members of the health

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<p>assists members of the health team when</p> <p>i) reporting/assisting/communicating.</p>		<p>team when reporting/assisting/communicating.</p> <p>Rationale: Being able to work closely with a team and a supervisor should be expected whenever in healthcare facilities. Therefore, it would be a great idea to foster great teamwork by sharing common goals and working well together to avoid conflict and communicate effectively (Wilk et al., 2022, p. 42).</p>
<p>ii) prompts and maintains positive interpersonal relationships with others.</p>	S	<p>I also prompt and maintain positive interpersonal relationships with other colleagues and health team members.</p> <p>Rationale: In order to build relationships with colleagues and other members of the team, we must exchange information among people to build rapport and establish connections (Wilk et al., 2022, p. 130).</p>
<p><b>16. Practices reflective self-evaluation</b></p> <p>i) Recognizes strengths, limitations and needs for improvement.</p>	S	<p>I practice reflective self-evaluation by recognizing my strengths, limitations, and needs for improvement.</p> <p>Rationale: Part of being a professional means that we have to engage in reflective practices. We must be able to conduct an internal review and self-evaluate any and all of the care we provide to be able to improve clinical performance (Wilk et al., 2022, p. 18).</p>
<p><b>Clinical Instructor Feedback:</b></p>		
<p><b>3. Interprofessional Communication-Set boundaries within the therapeutic relationship through communication with respect, honesty, and integrity (College of Nurses of Ontario, 2009).</b></p> <p>The student demonstrates this by:</p>	<p><b>Student Self-Evaluation</b></p> <p>S /U/ P/NA</p>	<p><b>Student's Comment</b></p> <p><b>Describe specific ways you are meeting this indicator &amp;/or methods you will incorporate to improve upon this indicator.</b></p> <p>(Use your Mosby textbook to support your rationale/example)</p> <p>Weeks 1 to 7:</p>
<p>Utilizing expertise of each team member effectively.</p>	S	<p>I am comfortable using the expertise of each team member effectively.</p> <p>Rationale: Being able to work closely with a team and a supervisor should be</p>

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		expected whenever in healthcare facilities. Therefore, it would be a great idea to rely on and use the expertise of team members in an effective manner (Wilk et al., 2022, p. 42).
Communicating both orally and in writing concisely assuring confidentiality.	S	<p>I am comfortable communicating both orally and in writing concisely while assuring confidentiality.</p> <p>Rationale: To communicate effectively with words, words must be chosen carefully with simple language used while speaking clearly, slowly and distinctly. It is also important here to be concise and present information in a logical manner and presenting one question at a time (Wilk et al., 2022, p. 147).</p>
Keeping Faculty Instructor and care partner informed of changes in patient's/resident's/client's status throughout shift and at end of shift.	S	<p>I am comfortable keeping the faculty instructor and care partner informed of changes in the patients' statuses throughout the shift and at the end of shift.</p> <p>Rationale: Keeping the faculty instructor and care partner informed of all of what is going on is crucial here. Everyone should know and be aware of what is normal and abnormal and then being ready to report any and all observations to the appropriate parties so that everyone is on the same page (McGregor, 2025; Wilk et al., 2022, pp. 530-554).</p>
Treating patient/resident/client with dignity and respect.	S	<p>I am comfortable treating patients with dignity and respect.</p> <p>Rationale: A foundational portion of the worker's job is to promote DIPPS by providing compassionate care or person-centred care. This is done to ensure that patients' dignity is preserved, clients live independently, residents have individualized care, patients can express their preferences, clients' privacy is preserved, and residents are safeguarded from harm (McGregor, 2025; Wilk et al., 2022, p. 16).</p>
Demonstrating a caring attitude verbally and non-verbally.	S	<p>I am comfortable demonstrating a caring attitude verbally and non-verbally.</p> <p>Rationale: Verbals and non-verbals/body language are extremely crucial when communicating, as they convey so much. Through facial expressions, gestures, and postures, one can gain so much insight into how a person is feeling mentally, emotionally, and physically. Culture also comes into play here because gestures can mean different things to people from separate cultures, so workers must be mindful (McGregor, 2025; Wilk et al., 2022, p. 105).</p>
Documenting correctly and accurately using the agency tools.	S	<p>I am comfortable documenting correctly and accurately using the agency tools.</p> <p>Rationale: Support workers are held responsible for reporting and documenting the care that was provided, so this can mean filling out the relevant notes like DAR Note, intake/output and vitals flowsheets or care assessments/ADL activities on EPIC (McGregor, 2025; Wilk et al., 2022, p. 5).</p>

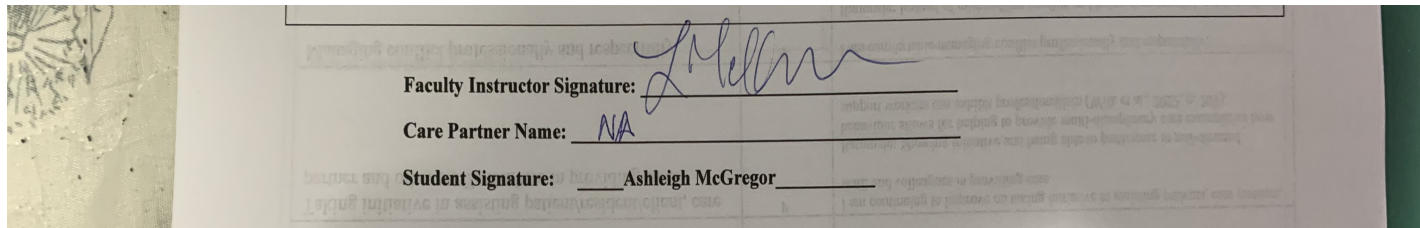
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<p>Actively listening without interruption or judgment.</p>	<p>S</p>	<p>I am comfortable actively listening without interruption or judgment.</p> <p>Rationale: Interrupting, shouting, yelling, or otherwise not being respectful/not listening while someone else is speaking all halt or hinder communication (Wilk et al., 2022, p. 140). Workers should never shout, yell, or fight with patients or their loved ones, or with colleagues (McGregor, 2025; Wilk et al., 2022, p. 17).</p>
<p><b>Clinical Instructor Feedback:</b></p>		
<p><b>4. Therapeutic Relationships and Professionalism-</b> <i>Established and maintains professional relationships with the health care team and the clients. Empathy and caring is shown to the clients who are the focus of the relationship. Relationships are based on trust, respect, intimacy and the appropriate use of power (College of Nurses of Ontario, 2009).</i></p> <p><b>The student demonstrates this by:</b></p>	<p><b>Student Self-Evaluation</b> S /U/ P/NA</p>	<p><b>Student's Comment</b> <b>Describe specific ways you are meeting this indicator &amp;/or methods you will incorporate to improve upon this indicator.</b></p> <p>(Use your Mosby textbook to support your rationale/example)</p> <p><b>Weeks 1 to 7:</b></p>
<p>Being respectful when patient/resident/client, staff PSW, peers, Faculty Instructor are speaking.</p>	<p>S</p>	<p>I am comfortable being respectful when patients, staff, colleagues, and the facility instructor are speaking.</p> <p>Rationale: Interrupting, shouting, yelling, or otherwise not being respectful/not listening while someone else is speaking all halt or hinder communication (Wilk et al., 2022, p. 140). Workers should never shout, yell, or fight with patients or their loved ones, or with colleagues (McGregor, 2025; Wilk et al., 2022, p. 17).</p>

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<p>Accepting feedback from patient/resident/client, staff PSW, peers, Faculty Instructor in a professional manner.</p>	<p>S</p>	<p>I am comfortable accepting feedback from the patients, staff, colleagues, and the facility instructor in a professional manner.</p> <p>Rationale: Receiving constructive feedback given in a gentle, supportive fashion can reinforce a patient’s self-esteem by encouraging and praising them in areas of success; the same can be said of a student with an instructor, so being open to feedback is important (McGregor, 2025; Wilk et al., 2022, p. 169).</p>
<p>Responding professionally to patients/residents/clients, peers, Faculty Instructor, and staff.</p>	<p>S</p>	<p>I am comfortable responding professionally to patients, staff, colleagues, and the facility instructor.</p> <p>Rationale: The PSW’s speech must remain professional at work to prevent someone from getting offended. Here, it is also important to not use slang, foul/vulgar, or abusive language. Instead, workers should speak with a sense of gentleness, clarity, and professionalism (McGregor, 2025; Wilk et al., 2022, p. 17).</p>
<p>Behaving in a professional manner in the lab and in placement and refraining from bullying behaviour.</p>	<p>S</p>	<p>I am comfortable behaving in a professional manner during simulation and while at the facility, ensuring to refrain from bullying behaviour.</p> <p>Rationale: Bullying in the workplace involves using hurtful or isolating comments/actions while in the context of being at work. Rather, workers should ensure that all actions and communication towards fellow staff members demonstrate respect, ethics, friendliness, and professionalism (McGregor, 2025; Wilk et al., 2022, p. 190).</p>
<p>Taking initiative in assisting patient/resident/client, care partner and other staff members in providing care.</p>	<p>P</p>	<p>I am continuing to improve on taking initiative in assisting patients, care partners, staff, and colleagues in providing care.</p> <p>Rationale: Showing initiative and being able to participate in self-directed behaviour allows for helping to provide multi-disciplinary care exemplifies how support workers can exhibit professionalism (Wilk et al., 2022, p. 207).</p>
<p>Managing conflict professionally and respectfully.</p>	<p>S</p>	<p>I am comfortable managing conflict professionally and respectfully.</p> <p>Rationale: Instead of mishandling conflict and being disrespectful, workers should ensure that all actions and communication towards fellow staff members demonstrate respect, ethics, friendliness, and professionalism so that conflict can be professionally and respectfully managed in a proper way (McGregor, 2025; Wilk et al., 2022, p. 190).</p>
<p><b>Clinical Instructor Feedback:</b></p>		

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