

DEPARTMENT OF PRACTICAL NURSE AND HEALTH CARE AIDE

COURSE OUTLINE – Winter 2025

HC 1070 A3/L1/L2: Special Activities for Clients with Various Health Conditions – 5
(5.1-0-2.4) 75 Hours/10 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

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OFFICE HOURS: By Appointment

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CALENDAR DESCRIPTION:

A central feature of this course is the extensive section on meeting the care and comfort needs of clients with a diagnosis of dementia. Learners also learn about care strategies for assisting other diverse client groups such as clients with a mental health diagnosis and clients with developmental delays and physical disabilities. Health care aides employed by home care agencies may have the opportunity to provide care for infants and children, as well as caring for clients living with life-limiting illness, and who could benefit from hospice, palliative, and end-of-life care. This course provides the information and skills needed to assist with these care assignments

PREREQUISITE(S)/COREQUISITE:

HC1010, HC1020, HC1030, HC1040, & HC1050

REQUIRED TEXT/RESOURCE MATERIALS:



Alberta Government. (2018, April). Alberta health care aide competency profile.

Retrieved November 9, 2021, from

<https://open.alberta.ca/publications/9781460137253>

Wilk, M. (2022). Sorrentino's Canadian clinical skills: Skills for personal support workers. <https://evolve.elsevier.com>

Wilk, M. (2022). Sorrentino's Canadian textbook for the support worker (5th ed.). Elsevier Inc.

Wilk, M., & Sekhon, N. (2022). Workbook to accompany Sorrentino's Canadian textbook for the support worker (5th ed.). Elsevier Inc.

Post-secondary institutions may also want to supplement the curriculum with other resources. There

are many open resources that have valuable information for developing learning activities

RECOMMENDED TEXTBOOKS

Murray, L. (2014). Integrating a Palliative Approach: Essentials for Personal Support Workers. Saanichton, BC, Canada: Life and Death Matters.

DELIVERY MODE(S): Lecture and Lab.

LEARNING OUTCOMES:

1. Integrate knowledge of human growth and development with the care needs of infants, children, and clients with physical disabilities and developmental delays, mental health and addictive disorders and palliative and end-of-life care.
2. Integrate knowledge and examine dementia in relation to the following:
 - a. Responsive behaviours
 - b. Impact on families
 - c. Role of the collaborative care team
3. Examine mental health and addictive disorders in relation to the following:
 - a. Causes
 - b. General signs and symptoms
 - c. Common treatments
 - d. Impact on families and society
4. Describe key elements of the palliative care approach that can be applied to the care planning and provision of person-centred care as part of the collaborative care team to support clients.
5. Analyze own personal feelings and experiences as they relate to the following:
 - a. Clients with dementia



- b. Clients with mental health and addictive disorders
 - c. Clients with physical disabilities and developmental delays
 - d. Clients receiving palliative care and at the end of life
 - e. Meeting care needs at the time of death (post-mortem care)
6. Examine the HCA role and responsibilities across the acute and continuing care settings (home care, long-term care, and supportive living) when applying the person-centred care principles and following the care plan for the following:
 - a. Infants
 - b. Children
 - c. Clients with dementia
 - d. Clients with mental health and addictive disorders
 - e. Clients with physical disabilities and developmental delays
 - f. Clients receiving palliative care and at the end of life
7. Examine cultural competence and diversity in the provision of care to the following:
 - a. Infants
 - b. Children
 - c. Clients with dementia
 - d. Clients with mental health and addictive disorders
 - e. Clients with physical disabilities and developmental delays
 - f. Clients in palliative care and at the end of life
8. Apply knowledge of client, personal, and environmental safety when providing care to the following:
 - a. Clients with dementia
 - b. Clients with mental health and addictive disorders
 - c. Clients with physical disabilities and developmental delays
 - d. Clients in palliative care and at the end of life
9. Demonstrate competence (knowledge, skills, behaviours, and attitudes) by applying evidence-informed practice and guidelines, such as de-escalation training, when providing individualized care to the following:
 - a. Clients with dementia
 - b. Clients with mental health and addictive disorders
 - c. Clients in palliative care and at the end of life
10. Apply communication techniques and strategies that support person-centred care and the collaborative team to a variety of situations/scenarios with the following:
 - a. Clients with dementia
 - b. Clients with mental health and addictive disorders
 - c. Clients with physical disabilities and developmental delays
 - d. Clients in palliative care and at the end of life

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.alberta.ca>.

Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.

EVALUATIONS:

Evaluation	Value	Date
Course Exam	Pass/Fail (70% or better)	March 11 th , 2025 (Tentative)
Completed of Lab Skills	Pass/Fail	March 15 th , 2025

This course follows the Health Care Aide Provincial Curriculum Program Standards and Policies developed by the Government of Alberta.

1. Final Exam

The final exam includes all content covered in Weeks 1-9. It is a cumulative exam. Question format will be multiple choice questions only.

GRADING CRITERIA:

Alpha Grade	4-Point Equivalence	Percentage Conversion (unless otherwise specified in the Course Outline)	Descriptor
P	N/A	70-100	Pass
F	N/A	0-69	Fail

COURSE SCHEDULE/TENTATIVE TIMELINE:

<u>Week</u>	<u>Topic</u>
Week 1	Module 1: Assisting the Care of Infants
Week 2	Module 2: Assisting with the Child
Week 3	Module 3: Care for Clients with a Diagnosis of Dementia
Week 4	Module 4: Caring for Clients with a Mental Health Diagnosis
Week 5	Module 5: Assisting Clients Physical Disabilities and Developmental Delays
Week 6	Module 6: Palliative and End-of-Life Care
Week 7	Reading Week
Week 8	Module 7: Meeting Care Preceding and Following Death
Week 9	Review/ Consolidation Lab
Week 10	Consolidation Lab/ Final Exam

**** Tentative/Subject to change**

STUDENT RESPONSIBILITIES:

As a student at NWP, you have rights and responsibilities. It is your responsibility to be familiar with the information contained in this Course Outline and the PN student handbook and to clarify any areas of concern with the instructor. It is also your responsibility to be familiar with NWP Policies. Please take the time to familiarize yourself with the policies that might impact you while you are here:

- NWP Department of Practical Nurse & Health Care Aide, [HCA Student Handbook](#)
- NWP Policies: <https://www.nwpolytech.ca/about/administration/policies/>

STATEMENT ON ACADEMIC MISCONDUCT:

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available at <https://www.nwpolytech.ca/about/administration/policies/index.html>

**Note: all Academic and Administrative policies are available on the same page.

ADDITIONAL INFORMATION:

LECTURES:

Attendance at all lectures is encourage. Absence could jeopardize overall performance.

LABS:

By the end of each lab, students are responsible to demonstrate beginning proficiency and competence with each of the skills offered in this course. Attendance at all labs is required and students are responsible to consult with the Lab Instructor to make up for missed labs. To develop proficiency and psychomotor expertise students are encouraged to practice at home or during regularly schedule practice labs.