

DEPARTMENT OF NURSING EDUCATION & HEALTH STUDIES

COURSE OUTLINE – Winter 2023

HC 1030: Communication and Documentation in the Health-Care Environment

4 (5-0-0) 60 hours/12 weeks

Northwestern Polytechnic respectfully acknowledges that we are located on Treaty 8 territory, the traditional homeland and gathering place for many diverse Indigenous peoples. We are honoured to be on the ancestral lands of the Cree, Dene/Beaver and Métis, whose histories, languages, and cultures continue to influence our vibrant community. We are grateful to have the opportunity to work, learn, and live on this land.

INSTRUCTOR:
Madison Lovsin,
RN BSCN

PHONE:780-835-6635

OFFICE: TIB151

EMAIL:Mlovsin@nwpolytech.ca

OFFICE HOURS: By appointment

CALENDAR DESCRIPTION:

This course will focus on the role and responsibilities of the health care aide when communicating effectively as a member of the collaborative care team. Strong communication skills are an important part of being a successful health care aide. The health-care environment requires competent verbal, written, and electronic communication skills, which are part of digital literacy. This course will focus on professional communication with other team members, clients, and client's families; written communication, including documentation in client records and report completion; problem-solving strategies; and handling conflict successfully. A focus on communicating effectively with clients from all cultures while demonstrating cultural competence and understanding the diversity of individuals will be included. Communication strategies for overcoming the challenges and barriers to communication between the client and caregiver caused by disease, illness, and aging in the client will also be discussed.

PREREQUISITE(S)/COREQUISITE: HC1010, HC 1020, HC 1040

DELIVERY MODE(S):

This course is delivered through 5 hr/week of lecture over 12 weeks and has 10 hours of associated lab hours.

REQUIRED TEXTBOOKS

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

Note: Use only the video clips from *Sorrentino's Canadian Textbook for the Support Worker* series (except where indicated) that are referenced in the Learner Guide, as the video clips that are not referenced may have practices that are not taught in the HCA Curriculum.

RECOMMENDED TEXTBOOKS

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

ADDITIONAL HCA PROVINCIAL CURRICULUM COURSE RESOURCES

Nearly all of the courses in the HCA I Curriculum have “references” at the end of each module with direct links for resources that can be accessed by learners or instructors. It is not the role of this Instructor Guide to monitor the accessibility of the website links listed in the references for each course.

If instructors have the Internet available in the classroom, they may wish to link directly to some of the listed references. Learners who have access to the Internet may wish to do further research as a learning enhancement activity. For these learners, it is important that the “source” of the information be obtained.

College libraries have many resources and librarians who can possibly help with journal articles or appropriate audio-visual materials.

There are many federal and provincial government-sponsored websites with current information related to the services provided by HCAs:

- Health Canada
- Government of Alberta
- Alberta Health Services
- Alberta Seniors and Community Supports
- Alberta Continuing Care Association
- Food Safe Alberta

COURSE OBJECTIVES:

1. Describe principles of communication, including privacy and confidentiality, required for maintaining effective helping and professional relationships.

2. Demonstrate principles of communication that the HCA will use in helping relationships and when working in a collaborative care team to implement the client's care plan.
3. Analyze own communication style and compare it to effective communication strategies required in the HCA role.
4. Apply effective conflict management strategies in relationships.
5. Demonstrate evidence-informed practice principles of accurate documentation and information technology (electronic records and charting) when applicable.
6. Describe the impact that culture and diversity can have on communication.
7. Demonstrate communication strategies and use resources and tools where available specific to diverse clients of different cultural backgrounds.
8. Describe various communication strategies to use with clients experiencing communication impairments or who are displaying responsive behaviours.
9. Apply communication techniques and strategies that support person-centred care and the collaborative team to a variety of situations/scenarios: clients with communication impairments, displaying responsive behaviours, and confused and/or unconscious clients in palliative care and end-of-life situations.
10. Demonstrate and practise effective communication strategies used when delivering person-centred care.

LEARNING OUTCOMES:

1. Demonstrate communication in a personal and professional relationship.
2. Describe the process and factors that influence communication.
3. Compare verbal and non-verbal communication.
4. Examine effective and ineffective communication methods that promote the client-centred relationship.
5. Describe the importance of communicating a client's care plan.
6. Develop effective oral communication skills.
7. Demonstrate communication in a personal and professional relationship.
8. Demonstrate effective communication strategies that promote a client-centred relationship.
9. Examine the concepts of conflict and conflict management.
10. Describe how to accept and critically assess feedback.
11. Explain the concept of feedback to promote a healthy working environment.
12. Outline models for giving constructive feedback.
13. Examine bullying behaviour and its effects in the workplace.
14. Demonstrate receiving feedback.
15. Apply models for giving constructive feedback in common health-care situations.
16. Discuss Indigenous peoples, Canadian generational experiences, immigrants, and refugees.
17. Identify ways to provide culturally sensitive care and support based on individual differences.
18. Describe methods to reflect on intercultural learning that promote cultural competence.
19. Describe the effects of culture on the client, family, religion, health beliefs, and communication.
20. Discuss culture, the four layers of diversity, and sexual orientation as a part of diversity.
21. Describe concepts of prejudice, discrimination, stereotyping, and cultural conflict.
22. Analyze how your own cultural biases and moral judgements may affect your relationships with clients and their families.
23. Identify communication tools and resources used with people from diverse backgrounds.
24. Demonstrate culturally appropriate communication techniques.

25. Explore person, community, and religious beliefs, and activities that might be used by the client or the family before, during, and /or following death.
26. Identify commonly used terminology related to client care in documentation.
27. Examine the purpose of the client chart and documents contained in the client chart.
28. Examine the importance of confidentiality of the client chart and information.
29. Identify legal abbreviations to be used in documentation.
30. Examine evidence-informed practices of documentation including narrative charting.
31. Identify the principles of charting using the Focus “Data Action Response” (FDAR)
32. Describe electronic medical records.
33. Examine the role and responsibilities of the HCA when applying the CARE model to documentation.
34. Describe the role of employer policies and procedures in documentation.
35. Examine how to appropriately and professionally communicate using information technology (email) and telephone (SMS text).
36. Demonstrate evidence-informed principles of documentation, including narrative charting.
37. Practice documentation following evidence-informed practices and Focus “Data Action Response” (FDAR).
38. Demonstrate appropriate and professional communication using information technology (email) and telephone (SMS text).
39. Examine factors related to speech and language that create barriers to effective communication.
40. Examine communication aids, barriers, and strategies that promote person-centred care with those who have speech, language, ear, and hearing, eye, and vision disorders.
41. Examine factors related to dementia and mental health disorders that create barriers to effective communication.
42. Examine person-centred communication strategies for clients who are confused and/or unconscious related to palliative and end-of-life situations.
43. Demonstrate person-centred communication strategies for clients with the following:
 - a. Speech, language, ear, hearing, eye, and vision disorders
 - b. Displaying responsive behaviours
 - c. Confused and/or unconscious clients in palliative care and end-of-life situations

TRANSFERABILITY:

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.ca>.

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

EVALUATIONS:

Evaluation	Value	Date
Course Exam	70% or better (Pass/Fail)	
Completion of Lab Skills	Pass/Fail	

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

LECTURES:

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

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Refer to the HC1030 MyClass site for the course calendar and course schedule/tentative timeline.

Week	Topic
Week 1, 2, 3	Module 1: Communication in a Collaborative Team
Week 4, 5	Module 2: Dealing with Problems and Conflict
Week 6	Module 3: Cultural Competency and Diveristy
Week 7	Reading Week
Week 8, 9	Module 4: Documentation
Week 10, 11, 12	Module 5: Communication Impairments

STUDENT RESPONSIBILITIES:

Refer to the College Policy on Student Rights and Responsibilities at:

www.gprc.ab.ca/d/STUDENTRESPONSIBILITIES

For policies related to clinical absences, immunizations, uniforms, and other clinical requirements please see the GPRC Department of Nursing Education & Health Studies Student Handbook on MyClass

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

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