

## DEPARTMENT OF PRACTICAL NURSE AND HEALTH CARE AIDE

### COURSE OUTLINE – Winter 2024

#### HC1040: Providing Personal Centered Care and Comfort – 5 (2.1-0-3.3) 75 Hours/ 14 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.

**INSTRUCTOR:** Jaclyn Lucas, RN BScN

**OFFICE:** TBI 235

**OFFICE HOURS:** By appointment

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#### CALENDAR DESCRIPTION:

In this course, the learner will learn to support clients to maintain their independence and meet their care needs according to individual care plans. The learner will acquire the skills and knowledge needed to assist clients with daily grooming and hygiene and to assist clients to walk and use mobility aides and wheelchairs safely. The learner will learn several methods for carrying out client lifts and transfers, with a focus on client safety and comfort. Upon completion of the course, the learner will have an excellent baseline knowledge of standards for meeting client nutritional needs and strict guidelines in safe food handling as set out in minimum provincial expectation.

#### PREREQUISITE(S)/COREQUISITE:

HC1010, HC1020, HC1030

#### 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.

## 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 and apply knowledge of the musculoskeletal system and nervous system with assisting with mobility.
2. Describe evidence-informed practice while assisting clients with mobility.
3. Identify and describe ambulation aids and their maintenance including the following.
  - a. Prosthetic devices
  - b. Ambulation aids
  - c. Manual and electric wheelchairs
  - d. Transfer belts
  - e. One-person transfer to wheelchair
4. Describe factors that contribute to falls.
5. Describe actions to take if a client falls while ambulating.
6. Apply the person-centered approach in regards to assisting with mobility.
7. Demonstrate evidence-informed practice while assisting clients with mobility
8. Demonstrate the person-centered approach in regards to assisting with mobility
9. Describe evidenced-informed practice while assisting with positioning, transfers, and lifts.
10. Identify and describe causes and signs of skin breakdown, pressure ulcers, and skin tears.
11. Describe what can be done to prevent pressure ulcers and skin tears.
12. Describe evidenced-informed practice while assisting with positioning, transfers, and lifts
13. Describe evidenced-informed practices for positioning and repositioning for clients in sitting and lying positions.
14. Describe evidence-informed practice for the following:
  - a. One- or two-person transfers
  - b. Transfer clients from bed to stretcher
  - c. Mechanical lifts following manufacturer's instructions
  - d. Using proper body mechanics when doing transfers and lifts
  - e. Perform positioning for both sitting and lying



15. Explain the importance of effective verbal communication with clients and teammates while doing positioning, lifts, and transfers.
16. Demonstrate evidenced-informed practice while assisting with positioning, transfers, and lifts
17. Demonstrate evidence-informed practice for the following.
  - a. One- or two-person transfers
  - b. Transfer clients from bed to stretcher
  - c. Mechanical lifts following manufacturer's instructions
  - d. Using proper body mechanics when doing transfers and lifts
  - e. Perform positioning for both sitting and lying
18. Demonstrate the importance of effective verbal communication with clients and teammates while doing positioning, lifts, and transfers
19. Identify and describe evidence-informed and safe practices for the following:
  - a. Dressing and undressing clients
  - b. Oral care for conscious and unconscious clients
  - c. Denture care techniques
  - d. Hair care techniques
  - e. Makeup application practices
  - f. Shaving
  - g. Hand, foot, and nail care
  - h. Pericare for male and female clients
  - i. Providing assistance with menstrual care
20. Explain evidence-informed practices for back rubs.
21. Describe evidence-informed practices for compression stockings.
22. Describe what head to toe observations would be made while assisting with client grooming and hygiene.
23. Explain what competent verbal communication skills are utilized while assisting clients with grooming and hygiene.
24. Demonstrate evidence-informed and safe practices for the following:
  - a. Dressing and undressing clients
  - b. Oral care for conscious and unconscious clients
  - c. Denture care techniques
  - d. Hair care techniques
  - e. Makeup application practices
  - f. Shaving
  - g. Hand, foot, and nail care
  - h. Pericare for male and female clients
  - i. Providing assistance with menstrual care
25. Demonstrate competent verbal communication skills while assisting client grooming and hygiene
26. Describe evidence-informed practice principles while demonstrating the following skills:
  - a. Complete bed-bath
  - b. Partial bed-bath
  - c. Follow the care plan
  - d. Complete the flow sheet
  - e. Write progress notes



27. Identify the purposes of bathing a client.
28. Examine evidence-informed practice principles of bed making.
29. Describe assistive devices used for a client's bed.
30. Describe effective verbal communication while assisting with bathing the client.
31. Demonstrate evidence-informed practice principles while performing the following skills:
  - a. Complete bed-bath
  - b. Partial bed-bath
  - c. Follow the care plan
  - d. Complete the flow sheet
  - e. Write progress notes
32. Demonstrate effective verbal communication while assisting with bathing the client.
33. Demonstrate professionalism while assisting clients with bathing
34. Integrate and apply knowledge of the urinary system and function of the bowel with assistance with elimination.
35. Identify evidence-informed practices with elimination.
36. Identify potential problems with the urinary system and bowels and how they affect assisting with elimination.
37. Describe rectal touch as related to the HCA scope of practice.
38. Describe the importance of the following in regards to assisting with elimination:
  - a. The role of hydration, nutrition, and exercise play in bowel and bladder function
  - b. The importance of the client care plan when assisting with bowel and bladder elimination
39. Apply knowledge of evidence-informed practice on the following skills:
  - a. Communicate effectively when assisting clients with elimination.
  - b. Assist with bowel and bladder elimination using bedpan and urinal.
  - c. Assist in one-person transfer and apply transfer belt to go to commode and toilet.
  - d. Apply incontinence products.
  - e. Observe, measure, and record urinary and bowel output as directed by the care plan.
40. Demonstrate evidence-informed practices with elimination.
41. Demonstrate professionalism and effective verbal communication while assisting the client with elimination.
42. Demonstrate effective and evidence-informed practice on the following skills:
  - a. Communicate effectively when assisting clients with elimination.
  - b. Assist with bowel and bladder elimination using bedpan and urinal.
  - c. Assist in one-person transfer and apply transfer belt to go to commode and toilet.
  - d. Apply incontinence products.
  - e. Observe, measure, and record urinary and bowel output as directed by the care plan
43. Integrate knowledge of the digestive system with assisting with nutrition and mealtimes.
44. Examine and describe evidence-informed practice when assisting with nutrition and mealtimes.

45. Describe and identify factors that can affect a client's eating and nutrition.
46. Identify strategies and assistive devices on how to assist clients with nutritional challenges.
47. Apply the person-centered care approach in regards to assisting with client nutrition and mealtimes.
48. Demonstrate evidence-informed practice to meet a client's nutritional needs.
49. Demonstrate strategies and assistive devices on how to assist clients with nutritional challenges.
50. Demonstrate the person-centered care approach in regard to assisting with client nutrition and mealtimes.
51. Describe safe and evidence-informed practices during preparation of client meals and nourishments.
52. Apply knowledge of identification and prevention of food hazards.
53. Describe safe and evidence-informed practices for food storage for leftovers.
54. Describe and determine common sources and causes of foodborne illness.
55. Integrate and demonstrate skills associated with assisting with activities of daily living required to care for a dementia client receiving palliative care and with a changing health status.
56. Use information technology (electronic charting and records) to communicate change in client's health status to the collaborative care team.
57. Apply communication strategies and cultural awareness to a client with dementia to help support a client displaying responsive behaviors

## 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.alberta.ca>

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## EVALUATIONS:

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

Evaluation	Value	Date
Final Exam	Pass/Fail (70% or better)	Week 15
Completion of Lab Skills	Pass/Fail	End of Course

## 1. Final Exam

The final exam includes all content covered in Weeks 1-12. It is a cumulative exam. Question format will be multiple choice questions only.

### GRADING CRITERIA:

Alpha Grade	4-Point Equivalence	Percentage Conversion	Descriptor
P	N/A	70-100	Pass
F	N/A	0-69	Fail

### COURSE SCHEDULE/TENTATIVE TIMELINE:

Refer to MyClass site for the course outline and schedule.

<u>Week</u>	<u>Topic</u>
Week 1	Introductions, Prep, Orientation, Start on Module 1
Week 1 & 2	Module 1: Assisting with Client Mobility
Week 3	Module 2: Positioning, Transfer and Lifts
Week 4, 5, & 6	Module 3: Client Grooming and Personal Hygiene
Week 7	Reading Week
Week 8 & 9	Module 4: Bathing the Client and Bed Making
Week 10 & 11	Module 5: Changing the Incontinent Brief
Week 12	Module 6: Assisting a Client to Eat Meals
Week 13	Module 7: Food Safety
Week 14	Consolidation
Week 15	Final Exam

\*Tentative/Subject to change

### STUDENT RESPONSIBILITIES:

For policies related to clinical absences, immunizations, uniforms, and other clinical

requirements, please see the Health Care Aide handbook that can be found on the NWP website under the Health Care Aide program or MyClass.

## **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 encouraged. 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 scheduled practice labs.