

## DEPARTMENT OF NURSING EDUCATION & HEALTH STUDIES

### COURSE OUTLINE – Winter 2023

#### HC1040: Providing Person Centered Care and Comfort – 5 (5.4-0-0) 75Hours/14Weeks

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:**  
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**OFFICE HOURS:** By appointment

#### CALENDAR DESCRIPTION: 5 (5.4-0-0) 75Hours/14Weeks

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 expectations

**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* (5<sup>th</sup> 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

## **DELIVERY MODE(S):**

This course is delivered by 1.3 hours of lecture per week and 2.6 hours of lab per week; over the course of 14 weeks.

## **COURSE OBJECTIVES:**

1. Describe knowledge of providing person-centred care and comfort within the HCA role in the following skill areas: client grooming and personal hygiene, bathing, bed making, assisting with elimination, client mobility, positioning, transfers, and lifts, assisting at mealtimes and with food safety, and using basic knowledge of body systems.
2. Define evidence-informed practice and guidelines for assisting with each of the activities of daily living skills.
3. Describe the importance of the client's strengths needs, rights, preferences, and expectations, and their willingness and ability to participate in their care.
4. Demonstrate ethical person-centred care related to assisting with activities of daily living skills and following the client care plan in the acute and continuing care settings (home care, long-term care, and supportive living).
5. Identify knowledge of the collaborative teams' roles and responsibilities within the assistance of each of the activities of daily living skills.
6. Describe key elements of the palliative care approach that can be applied to the planning, implementation, and assistance of activities of daily living skills.
7. Demonstrate competence (knowledge, skills, behaviours, and attitudes) by applying evidence-informed practice and guidelines when assisting with activities of daily living skills.
8. Apply the principles of professional and accurate communication through instruction, delivery, reporting, and documentation of activities of daily living skills.
9. Apply communication techniques and strategies that support diverse clients displaying responsive behaviours when assisting with activities of daily living skills.
10. Demonstrate client and personal safety by recognizing and responding to safety hazards, near misses, reporting abuse, following infection prevention and control principles, conducting client transfers, and handling and operating health equipment safely

## **LEARNING OUTCOMES:**

### **Module 1 Theory:**

- 1.1 Integrate and apply knowledge of the musculoskeletal system and nervous system with assisting with mobility.
- 1.2 Describe evidence-informed practice while assisting clients with mobility.
- 1.3 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 wheel chair
- 1.4 Describe factors that contribute to falls.
- 1.5 Describe actions to take if a client falls while ambulating.
- 1.6 Apply the person-centred approach in regards to assisting with mobility.

### **Module 1 Lab:**

- 1.1 Demonstrate evidence-informed practice while assisting clients with mobility
- 1.2 Demonstrate the person-centred approach in regards to assisting with mobility

### **Module 2 Theory:**

- 2.1 Describe evidenced-informed practice while assisting with positioning, transfers, and lifts.
- 2.2 Identify and describe causes and signs of skin breakdown, pressure ulcers, and skin tears.
- 2.3 Describe what can be done to prevent pressure ulcers and skin tears.
- 2.4 Describe evidenced-informed practice while assisting with positioning, transfers, and lifts

2.5 Describe evidenced-informed practices for positioning and repositioning for clients in sitting and lying positions.

2.6 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

2.7 (CC) Explain the importance of effective verbal communication with clients and teammates while doing positioning, lifts, and transfers.

### **Module 2 Lab:**

2.1 Demonstrate evidenced-informed practice while assisting with positioning, transfers, and lifts

2.2 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

2.3 (CC) Demonstrate the importance of effective verbal communication with clients and teammates while doing positioning, lifts, and transfers.

### **Module 3 Theory:**

3.1 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

3.2 Explain evidence-informed practices for back rubs.

3.3 Describe evidence-informed practices for compression stockings.

3.4 Describe what head to toe observations would be made while assisting with client grooming and hygiene.

3.5 Explain what competent verbal communication skills are utilized while assisting clients with grooming and hygiene.

### **Module 3 Lab:**

3.1 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

3.2 Demonstrate competent verbal communication skills while assisting client grooming and hygiene.

### **Module 4 Theory:**

4.1 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

4.2 Identify the purposes of bathing a client.

4.3 Examine evidence-informed practice principles of bed making.

4.4 Describe assistive devices used for a client's bed.

4.5 Describe effective verbal communication while assisting with bathing the client.

**Module 4 Lab:**

4.1 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

4.2 Demonstrate effective verbal communication while assisting with bathing the client.

4.3 Demonstrate professionalism while assisting clients with bathing.

**Module 5 Theory:**

5.1 Integrate and apply knowledge of the urinary system and function of the bowel with assistance with elimination.

5.2 Identify evidence-informed practices with elimination.

5.3 Identify potential problems with the urinary system and bowels and how they affect assisting with elimination.

5.4 Describe rectal touch as related to the HCA scope of practice.

5.5 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

5.6 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.

**Module 5 Lab:**

5.1 Demonstrate evidence-informed practices with elimination.

5.2 (CC) Demonstrate professionalism and effective verbal communication while assisting the client with elimination.

5.3 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

**Module 6 Theory:**

6.1 Integrate knowledge of the digestive system with assisting with nutrition and mealtimes.

6.2 Examine and describe evidence-informed practice when assisting with nutrition and mealtimes.

6.3 Describe and identify factors that can affect a client's eating and nutrition.

- 6.4 Identify strategies and assistive devices on how to assist clients with nutritional challenges.  
 6.5 Apply the person-centred care approach in regards to assisting with client nutrition and mealtimes.

**Module 6 Lab:**

- 6.1 Demonstrate evidence-informed practice to meet a client’s nutritional needs.  
 6.2 Demonstrate strategies and assistive devices on how to assist clients with nutritional challenges.  
 6.3 Demonstrate the person-centred care approach in regard to assisting with client nutrition and mealtimes.

**Module 7 Theory:**

- 7.1 Describe safe and evidence-informed practices during preparation of client meals and nourishments.  
 7.2 Apply knowledge of identification and prevention of food hazards.  
 7.3 Describe safe and evidence-informed practices for food storage for leftovers.  
 7.4 Describe and determine common sources and causes of foodborne illness.

**Module 8 Consolidation Lab:**

- 8.1 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.  
 8.2 Use information technology (electronic charting and records) to communicate change in client’s health status to the collaborative care team.  
 8.3 Apply communication strategies and cultural awareness to a client with dementia to help support a client displaying responsive behaviours

**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**

**GRADING CRITERIA:**

**(The following criteria may be changed to suite the particular course/instructor)**

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

**EVALUATIONS: Pass/Fail**

Evaluation	Value	Date
High Impact Consolidation Lab/Scenario Testing	Pass/Fail	
Final Exam (50 multiple choice questions)	Passing mark of 70% or better	
Attendance and Completion of Lab Skills	Pass/Fail	

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

### LECTURES AND LABS:

Attendance at all lectures and labs is expected. Absences from any lecture, or lab will jeopardize overall performance.

### ATTENDANCE AND PARTICIPATION(LAB):

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.

### ATTENDANCE AND PARTICIPATION(LECTURE):

Lab lectures are interactive classes designed to delve into the application of the theory and skills learned over the past week. Attendance at Lab/Lectures is required to Pass the *Attendance and Participation* component of HC1040.

### COURSE SCHEDULE/TENTATIVE TIMELINE:

WEEK	TOPIC
Week 1, 2 & 3	Module 1-Assisting with Client Mobility
Week 4	Module 2-Positioning, Transfers and Lifts
Week 5	Module 3-Client Grooming and Personal Hygiene
Week 6	<b>Practice Midterm/Review Week</b>
Week 7	<b>Reading Week</b>
Week 8	Module 4-Bathing the Client and Bed Making
Week 9	Module 5-Assisting with Elimination
Week 10	Module 6-Assist with Nutrition and Mealtimes

Week 11	Module 7-Food Safety
Week 12 & 13	Consolidation Lab
Week 14	<b>Final Review</b>

### **STUDENT RESPONSIBILITIES:**

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

[www.gprc.ab.ca/d/STUDENTRESPONSIBILITIES](http://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 <https://www.nwpolytech.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.nwpolytech.ca/about/administration/policies/index.html>

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