

DEPARTMENT OF PRACTICAL NURSE AND HEALTH CARE AIDE

COURSE OUTLINE–Fall 2023

HC 1050 AC1/AC2: Clinical Placement Experience I– 3 (0–0–40) 80 Hours for 2 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:

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OFFICE HOURS:

By Appointment

CALENDAR DESCRIPTION:

During this clinical placement you will experience the role of the health care aide by working under the direction of a regulated health-care professional. You will have the opportunity to work in a continuing care setting such as home care, supportive living (designated supportive living or DSL), senior lodges, long term care, and group homes.

PREREQUISITE(S)/COREQUISITE:

HC1010, HC1020, HC1030 & HC1040

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): Clinical

LEARNING OUTCOMES:

1. Explain knowledge of growth and development and of structure and function of the human body when providing person-centred care
2. Demonstrate effective time management, decision-making, and problem-solving skills (e.g., prioritization).
3. Demonstrate the role of HCA within the health-care system in these areas
 - a. Applying legislative knowledge governing the HCA
 - b. Completing daily care plans
 - c. Providing person-centred care
4. Practise collaboratively within the collaborative care team to provide person-centred care.
5. Demonstrate evidence-informed principles associated with meeting the client's care needs and practices including assisting with activities of daily living
 - a. Nutritional needs
 - b. Bathing needs
 - c. Mobility needs
 - d. Elimination needs
 - e. Personal hygiene and grooming
 - f. Bed making
6. Demonstrate effective, assertive communication strategies when:
 - a. Providing collaborative person-centred client care



- b. Using telephone communication
 - c. Using electronic forms of communication (e.g., email)
 - d. Reporting to members of the collaborative care team, including regulated health-care professionals
7. Implement effective communication strategies in specialized situations
- a. Speech and language disorders
 - b. Mental health and addictions
 - c. Dementia
 - d. End-of-life care
 - e. Cultural diversity
8. Demonstrate accurate legal documentation in client records by using:
- a. Approved legal abbreviations
 - b. Information technology (digital literacy)
 - c. Positioning and transfer aids
9. Demonstrate confidentiality in all interactions
10. Implement safety practices in providing person-centred care through the use of the following.
- a. Proper body mechanics
 - b. Positioning and transfer aids
 - c. Restraints
 - d. Appropriate client handling and transfers
 - e. Safe operation of mechanical lifts and other health equipment
 - f. Infection control practices (hand hygiene and cleaning personal protective equipment and other equipment)
 - g. Environmental safety (WHIMIS)
11. Report safety hazards to the appropriate member(s) of the collaborative care team.
- a. Accept and incorporate constructive feedback
 - b. Compare self to HCA competencies
12. Demonstrate professional growth through self-reflection

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>.

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

EVALUATIONS:

Evaluation	Value	Date
Midterm Evaluation	Successful/Unsuccessful	December 15 th , 2023
Final Evaluation	Successful/Unsuccessful	December 22 nd , 2023
CARE Approach Assignment	Complete/Incomplete	December 13 th , 2023
Clinical Reflection Assignment	Complete/Incomplete	December 20 th , 2023

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

GRADING CRITERIA:

Alpha Grade	4-Point Equivalence	Descriptor
P	N/A	Pass
F	N/A	Fail

COURSE SCHEDULE/TENTATIVE TIMELINE:

HC1050 will be Monday to Friday, consisting of 8-hour days over the course of 2 weeks. More Clinical information will be posted on MyClass.

STUDENT RESPONSIBILITIES:

For policies related to clinical absences, immunizations, uniforms, and other clinical requirements refer to the Health Care Aide handbook on MyClass or at https://www.nwpolytech.ca/doc.php?d=HCA_HBK

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:

ATTENDANCE AND PARTICIPATION(CLINICAL):

By the end of each clinical, students are responsible to demonstrate satisfactory performance and competence with each of the learning outcomes outlined in the Clinical Evaluation Tool. Students should consult with their clinical instructor regarding any missed clinical days. Students may be required to make up missed clinical days. To develop proficiency and psychomotor expertise students are encouraged to practice at home or during regularly schedule practice labs.