

## DEPARTMENT OF NURSING EDUCATION & HEALTH STUDIES

### COURSE OUTLINE – Spring 2023

#### HC1060 A3/L1/L2: Meeting Complex Care Needs 5 (2.4-0-5.1) 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.

**INSTRUCTOR:**

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**OFFICE HOURS:**

By Appointment

**CALENDAR DESCRIPTION:**

This course builds on the foundational skills and concepts introduced in previous courses and also introduces new skills to the learner. Learners will have the opportunity to acquire the knowledge to learn advanced skills such as active and passive range-of-motion exercises, wound care, tube feeds, catheter care, ostomy care, specimen collection, and respiratory care. In addition, accurate measurement of vital signs is demonstrated, practiced, and assessed. This course will also assist learners to work safely within the legal roles and responsibilities of health care aides in this province while providing medication assistance. This course is included in the HCA Preparation for Employment provincial standard.

**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

**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 through 24 total theory hours with 51 hours of lab components over 10 weeks.

### **COURSE OBJECTIVES:**

1. Describe knowledge of assisting with complex skills (ROM, wound care, nasogastric/gastrostomy tube feeds, urinary catheters/drainage, measuring vital signs, pain, height/weight, specimen collection, ostomies, respiratory care, oral suctioning, and medication assistance) using basic knowledge of the body systems.
2. Identify the limitations of the HCA role and responsibilities when assisting with complex skills as outlined by government legislation and employer policies and procedures.
3. Define evidence-informed practice and guidelines for each complex skill.
4. Demonstrate ethical person-centred care related to assisting with each complex skill 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 team's roles and responsibilities within each complex skill.
6. Describe key elements of the palliative care approach that can be applied to the planning, implementation, and delivery of complex skills.
7. Demonstrate competence (knowledge, skills, behaviours, and attitudes) by applying evidence-informed practice and guidelines when assisting with complex skills.
8. Apply the principles of professional and accurate communication through instruction, delivery, reporting, and documentation of complex skills.
9. Apply communication techniques and strategies that support diverse clients displaying responsive behaviours when assisting with the delivery of complex skills.
10. Demonstrate client and personal safety by recognizing and responding to safety hazards, near misses, reporting abuse, following infection prevention and control principles, client handling, and operating health equipment safely.

## **LEARNING OUTCOMES:**

### **Module 1 Theory:**

- 1.1 Define range of motion (ROM) and its purpose.
- 1.2 Define and utilize appropriate terminology related to ROM.
- 1.3 Define active, active-assistive, and passive ROM.
- 1.4 Explain how to safely perform active and passive ROM on all types of diverse clients.
- 1.5 Identify the signs of pain and fatigue in a client who is performing ROM exercises.
- 1.6 Explain compassionate caring for the client receiving assistance with ROM.
- 1.7 Explain how to ensure client comfort, support, and safety related to ROM.
- 1.8 Describe accurate observations to include during assistance with ROM.
- 1.9 Identify what client changes to report and record in relation to ROM.

### **Module 1 Lab:**

- 1.1 Apply knowledge and follow evidence-informed practice principles while demonstrating the following skills in the lab setting.
  - a. Observe demonstration of ROM exercises.
  - b. Perform active and passive ROM exercises.

1.2 Demonstrate how to safely perform active and passive ROM on all types of diverse clients.

**Module 2 Theory:**

- 2.1 Identify risk factors for breakdown in skin integrity.
- 2.2 List the areas of the body most at risk for pressure injury.
- 2.3 Define and use appropriate terminology related to wound care.
- 2.4 Identify concerns with pressure, shearing, friction, and moisture in relation to wounds.
- 2.5 Describe a wound and pressure ulcer staging.
- 2.6 Examine strategies for wound and pressure injury prevention.
- 2.7 Describe the importance of following the care plan to prevent wounds and to apply a non-sterile dressing.
- 2.8 Describe non-sterile dressings.
- 2.9 Identify Compassionate Caring through Competence.
- 2.10 Describe accurate observations of a wound and assistance with wound care.
- 2.11 Explain how to respond to clients with diverse needs such as a dementia client or a palliative care client who require assistance with wound care.
- 2.12 Identify pain management techniques during wound treatment.
- 2.13 Describe how to enhance quality of life and to comfort to a client who requires assistance with wound care.
- 2.14 Identify what client changes to report and record in relation to wound care.

**Module 2 Lab:**

- 2.1 Apply knowledge and follow evidence-informed practice principles while demonstrating a simple dressing change.
- 2.2 Demonstrate ability to respond to clients with diverse needs such as a dementia client or a palliative care client who requires assistance with wound care.
- 2.3 Demonstrate a basic knowledge of pain management techniques during wound treatment.
- 2.4 Demonstrate proper positioning to reduce pressure for different areas of the body.

**Module 3 Theory:**

- 3.1 Identify the structures and functions of the digestive system as they relate to nasogastric and gastrostomy care and tube feeds.
- 3.2 Define and utilize appropriate terminology related to assisting with nasogastric and gastrostomy care and tube feeds.
- 3.3 Define tube feeds and conditions requiring nasogastric and gastrostomy care and tube feeds.
- 3.4 Describe enteral tube feed and site care.
- 3.5 Differentiate between continuous tube feeding and intermittent tube feeding.
- 3.6 Describe the safe preparation of formula for tube feeds.
- 3.7 Describe the importance of the client care plan in preparing a client and equipment for a tube feed.
- 3.8 Identify signs and symptoms of client distress following a tube feed.

3.9 Describe compassionate caring through competence for the client receiving assistance with nasogastric and gastrostomy care and tube feeds.

3.10 Describe how to respond to a client with diverse needs receiving a tube feed, nasogastric, or gastrostomy care.

3.11 Describe how to ensure client comfort, support, and safety related to nasogastric and gastrostomy care and tube feeds.

3.12 Describe accurate observations to include in documentation and reporting during assistance with tube feeds, nasogastric and gastrostomy care, and include methods to measure and record intake.

**Module 3 Lab:**

3.1 Apply knowledge and follow evidence-informed practice principles while demonstrating skills related to tube feeds.

**Module 4 Theory:**

4.1 Describe conditions requiring catheters and drainage systems.

4.2 Define and use appropriate terminology related to the care of urinary catheter and drainage systems.

4.3 Describe all types of urinary catheters, their purpose, and complications associated with each.

4.4 Identify infection prevention and control guidelines (IPC) in the context of urinary catheters and drainage systems.

4.5 Describe the care of catheters and drainage systems, including securing the catheter.

4.6 Describe the importance of the client care plan to determine urinary catheter and drainage system care for all types of diverse clients.

4.7 Describe how to provide compassionate caring through competence for the client receiving assistance with urinary catheter and drainage systems.

4.8 Describe how to enhance quality of life for clients with diverse needs requiring urinary catheter and drainage systems care.

4.9 Describe accurate observations during assistance with urinary catheter and drainage systems, including methods used to measure and record output.

4.10 Describe reporting and recording client changes related to urinary catheter and drainage systems.

**Module 4 Lab:**

4.1 Apply knowledge and follow evidence-informed practice principles while demonstrating the following skills in the lab setting. a.

Observing skin, urine, and tubing

b. Applying and removing external drainage systems

c. Providing catheter care for male and female clients

d. Emptying and changing drainage bags

e. Measuring output

**Module 5 Theory:**

5.1 Describe conditions requiring ostomies.

5.2 Define and use terminology related to ostomy care.

5.3 Identify locations of ostomy sites.

- 5.4 Describe the care of ostomies in relation to types, application process, and removal of ostomy products.
- 5.5 Identify infection prevention and control guidelines as they apply to ostomy care.
- 5.6 Identify potential problems related to ostomies.
- 5.7 Describe the importance of the client care plan in determining ostomy care.
- 5.8 Describe compassionate care through competence for the client receiving assistance with ostomy care.
- 5.9 Describe how to enhance quality of life through compassion for clients requiring assistance with ostomy care.
- 5.10 Describe accurate observations during assistance with ostomy care, including methods used to measure and record output.
- 5.11 Describe reporting and recording client changes related to ostomy care.

**Module 5 Lab:**

- 5.1 Apply knowledge and follow evidence-informed practice principles while demonstrating the following skills in the lab setting.
  - a. Observing the skin, the feces, and the appliance
  - b. Applying and removing the ostomy appliance
  - c. Performing ostomy care
  - d. Emptying the reusable ostomy bag
  - e. Disposing of the ostomy appliance

**Module 6 Theory:**

- 6.1 Describe temperature, pulse, respiration, blood pressure, and oxygen saturation levels.
- 6.2 Define and use appropriate terminology related to measuring vital signs, observing pain, and for measuring height and weight
- 6.3 Describe the importance of the care plan in determining baseline data and which vital signs require measurement.
- 6.4 Describe equipment and its use for measuring temperature, pulse, respirations, blood pressure, oxygen saturation levels, and methods used for weighing and measuring the client.
- 6.5 Describe the importance of the care plan to determine baseline data and when to measure height and weight.
- 6.6 Describe types of pain.
- 6.7 Identify signs and symptoms of pain.
- 6.8 Identify tools that will assist in the observation of pain and non-medication strategies for pain relief and management for all clients including those with diverse needs.
- 6.9 Describe compassionate caring through competence when measuring vital signs, pain, height, and weight.
- 6.10 Describe accurate observations to include when measuring vital signs, pain, height, and weight, and how to effectively report and record client changes.
- 6.11 Describe how vital signs, pain, height, and weight measurements assist in enhancing the quality of life in diverse clients.

**Module 6 Lab:**

- 6.1 Apply knowledge and follow evidence-informed practice principles while demonstrating the following skills in the lab setting.
- Measuring vital signs and oxygen saturation accurately
  - Measuring height and weight accurately
  - Observing for pain using observation tools

### **Module 7**

#### **Theory:**

- 7.1 Identify infection prevention and control guidelines as they apply to specimen collection.
- 7.2 Describe the collection of urine, stool, and sputum specimens.
- 7.3 Define and use appropriate terminology related to assisting with specimen collection.
- 7.4 Identify the types of specimens and the equipment used to collect specimens.
- 7.5 Describe the importance of the client care plan in determining the specimens to be collected from a client.
- 7.6 Describe compassionate caring through competence for the client receiving assistance during specimen collection.
- 7.7 Describe how to ensure client comfort, support, and safety related to specimen collection for patients with dementia.
- 7.8 Describe accurate observations to include during assistance with specimen collection including reporting and recording client changes related to specimen collection.

#### **Module 7 Lab:**

Apply knowledge and follow evidence-informed practice principles while demonstrating the following skills in the lab setting.

- Collecting a urine specimen
- Collecting a stool specimen
- Collecting a sputum specimen

#### **Module 8 Theory:**

- 8.1 Describe conditions requiring respiratory care and oral suctioning.
- 8.2 Identify signs and symptoms of respiratory distress.
- 8.3 Define and use appropriate terminology related to assisting with respiratory care and oral suctioning.
- 8.4 Describe the HCA role in assisting with respiratory care and oral suctioning under Government Organization Act.
- 8.5 Review Work place Hazardous Material Information System (WHIMIS) in relation to oxygen use and care of oxygen equipment.
- 8.6 Explain the role of the HCA in caring for, cleaning, and maintaining oral suction and oxygen equipment using infection prevention and control (IPC) guidelines.
- 8.7 Describe the purpose of and equipment for oxygen therapy, oral suctioning, and mechanical ventilation.
- 8.8 Describe the application and regulation of oxygen.
- 8.9 Describe procedures for oral suctioning.
- 8.10 Describe the purpose of chest physiotherapy and the preparation to receive chest physiotherapy.
- 8.11 Identify signs and symptoms of respiratory fatigue and distress following chest physiotherapy.

- 8.12 Describe the importance of the client care plan when assisting with oxygen therapy, oral suctioning, and chest physiotherapy.
- 8.13 Describe how to enhance quality of life of a patient who requires oxygen and respiratory needs.
- 8.14 Describe compassionate caring through competence for the client receiving assistance with respiratory care and oral suctioning.
- 8.15 Describe accurate observations to report and record during assistance with respiratory care and oral suctioning for diverse patients including a palliative patient.

### **Module 8 Lab:**

Apply knowledge and follow evidence-informed practice principles while demonstrating the following skills in the lab setting.

- Observing the client for respiratory fatigue and distress
- Applying, regulating, and removing oxygen
- Assembling suctioning equipment
- Performing oral suctioning
- Cleaning suctioning equipment

### **Module 9 Theory:**

- 9.1 Describe the purpose of medications.
- 9.2 Define and use appropriate terminology related to medication assistance.
- 9.3 Identify accepted abbreviations used in medication assistance.
- 9.4 Review the Government Organization Act in relation to medication assistance by an HCA, including direct and indirect supervision, including the clients' rights and how they pertain to unregulated health-care providers providing medication assistance.
- 9.5 Describe the four conditions necessary for an HCA to provide medication assistance.
- 9.6 Compare side effects, adverse effects, and anaphylaxis.
- 9.7 Identify the actions that must be taken when a client is experiencing side effects, adverse effects, or anaphylaxis.
- 9.8 Identify the various forms of medications that HCAs may be assigned to assist with.
- 9.9 Describe various controlled-dosage systems for the providing assistance with oral medications.
- 9.10 Describe agency form or care plans used to record medication assistance.
- 9.11 Describe the importance of a client's care plan when an HCA provides medication assistance.
- 9.12 Identify the nine rights and three safety checks of safe medication assistance.
- 9.13 Describe medication assistance using the nine rights, three safety checks, and infection prevention and control (IPC) guidelines for the following types of medications: oral solid and oral liquid medications, eye drops and eye ointments, ear drops, topical medications, transdermal patches, rectal medications, inhaled medications, and pre-drawn insulin.
- 9.14 Identify common medication errors and how medication errors can occur.

- 9.15 Identify strategies to prevent interruptions during medication preparation and assistance.
- 9.16 Follow employer policies and procedures for reporting medication incidents.
- 9.17 Identify strategies for assisting clients with physical impairments and cognitive deficits to take their medications.
- 9.18 Describe compassionate care through competency for clients receiving medication assistance.
- 9.19 Describe how to enhance quality of life while providing medication assistance.
- 9.20 Describe accurate observations to report and record medication assistance.

### **Lab 9 Lab:**

- 9.1 Apply knowledge and follow evidence-informed practice principles while demonstrating the following skills in the lab setting.
- Observing the client for changes that impact medication assistance
  - Preparing and assisting with medications using the nine rights, three safety checks and IPC guidelines for the following types of medications: oral solid and oral liquid medications, eye drops and eye ointments, ear drops, topical medications, transdermal patches, rectal medications, inhaled medications, and pre-drawn insulin.
  - Documenting medication assistance information on appropriate forms

### **Module 10 Theory:**

- 10.1 Demonstrates comfort measures such as oral care, respiratory care, repositioning the client to increase physical comfort while maximizing dignity, and privacy for a client receiving palliative care at the end of life.
- 10.2 Use information technology (electronic charting and records) to communicate change in client's health status to the collaborative care team.
- 10.3 Apply culturally competent and effective communication strategies as part of person-centred care to a client with late-stage dementia at the end of life.

### **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:**

Evaluation	Value	Date
<b>Final Exam (50 multiple choice questions)</b>	Passing mark of 70% or better	June 27, 2023 (Tentative)
<b>Completion Lab Skills</b>	Pass/Fail	June 22, 2023

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 HC1060.

**COURSE SCHEDULE/TENTATIVE TIMELINE (SUBJECT TO CHANGE):**

<b>Week</b>	<b>Topic</b>
Week 1	Module 1
Week 2	Module 2
Week 3	Module 3
Week 4	Module 4
Week 5	Module 5
Week 6	Module 6
Week 7	Module 7
Week 8	Module 8
Week 9	Module 9

Week 10	Module 10 & Final Exam
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**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.