



DEPARTMENT OF PRACTICAL NURSE AND HEALTH CARE AIDE

COURSE OUTLINE – Spring 2024

HC 1070 VA4/VL1: Special Activities for Clients with Various Health Conditions – 5 (5.1-0-2.4) 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:

A central feature of this course is the extensive section on meeting the care and comfort needs of clients with a diagnosis of dementia. Learners also learn about care strategies for assisting other diverse client groups such as clients with a mental health diagnosis and clients with developmental delays and physical disabilities. Health care aides employed by home care agencies may have the opportunity to provide care for infants and children, as well as caring for clients living with life-limiting illness, and who could benefit from hospice, palliative, and end-of-life care. This course provides the information and skills needed to assist with these care assignments

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

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:**

1.1 Define and use appropriate terminology related to assisting with the care of the infant.

1.2 Identify the developmental tasks associated with the infant.

1.3 Describe issues facing infants such as sudden infant death syndrome (SIDS) and shaken infant syndrome.

1.4 (CCD) Discuss culturally sensitive approaches in assisting with the care of infants.

1.5 Describe how to provide comfort, support, and safety when assisting with the care of infants within the person-centred care approach.

1.6 Describe accurate observations to include when assisting with the care of infants.

1.7 Describe reporting and recording requirements when assisting with the care of infants.

2.1 Define and use appropriate terminology related to assisting with the care of the child.



2.2 Identify the developmental tasks associated with the following stages of childhood: toddler, preschool, school age, and adolescence.

2.3 Describe the safe care associated with toddler, preschool, school age, and adolescence stages of childhood.

2.4 Explain child abuse including the signs of child abuse and the difference between discipline and child abuse.

2.5 (P&E) Recognize that the family of a dying client may include children and identify the common questions and concerns that children may have.

2.6 (CCD) Describe how to provide comfort, support, and safety when assisting with culturally sensitive care of children within the person-centred care approach.

2.7 Describe accurate observations to include when assisting with the care of children.

2.8 Describe reporting and recording requirements when assisting with the care of children

3.1 Define and use appropriate terminology related to caring for clients with dementia.

3.2 Examine personal feelings and experiences as they relate to aging and caring for clients with dementia.

3.3 Review stages, signs, and symptoms of dementia.

3.4 Review memory loss in the context of the client diagnosed with dementia. 3.5 Compare depression, delirium, and dementia.

3.6 Identify common responsive behaviours in clients diagnosed with dementia. 3.7 Describe strategies to effectively prevent and manage responsive behaviours while caring for clients with dementia.

3.8 Explore strategies including validation and reminiscence to promote effective communication with clients with dementia.

3.9 (CCD) Discuss care strategies to provide safe, culturally sensitive, individualized care to the client diagnosed with dementia.

3.10 Describe how to provide comfort, support, and safety when assisting with the care of the client with dementia within the person-centred care approach. 3.11

Describe accurate observations to include when caring for clients diagnosed with dementia.

3.12 Describe reporting and recording requirements when caring for clients diagnosed with dementia.

3.13 Explore the role of the collaborative care team when caring for clients diagnosed with dementia.

3.14 Examine the role of the family when caring for clients diagnosed with dementia

4.1 Define and use appropriate terminology related to caring for clients with a mental health diagnosis.

4.2 Describe your personal feelings and experiences dealing with clients with a mental health diagnosis.

4.3 Describe the impact of mental health disorders on society and families.

4.4 (CCD) Discuss cultural influences on mental health disorders and treatment. 4.5

Describe common mental health disorders, causes, general signs, and symptoms as



well as medication, treatment, and compliance.

4.6 Discuss the collaborative care team and working safely as an HCA when dealing with clients who have been diagnosed with mental health disorders.

4.7 Describe specific mental health diagnoses, signs and symptoms, common treatments, and care strategies for those diagnosed with a mental health disorder.

4.8 Discuss suicidal behaviour disorder including risk factors, warning signs of suicidal intent, and care strategies for the client at risk for suicide.

4.9 (MH&A) Discuss responsive behaviours that may require deescalation techniques and the warning signs of a client in distress.

4.10 (MH&A) Describe appropriate de-escalation interventions (such as verbal and non-verbal techniques, disengagement, and restraints) to deal with a responsive behaviour in a crisis situation in order to protect the safety of self, the client, and others.

4.11 Describe how to provide comfort, support, and safety when caring for clients with a mental health diagnosis within the person-centred care approach.

4.12 Describe accurate observations to include when caring for clients with a mental health diagnosis.

4.13 Describe reporting and recording requirements when caring for clients with a mental health diagnosis

5.1 Define and use appropriate terminology related to caring for clients with physical disabilities and developmental delays.

5.2 Describe your personal feelings and experiences dealing with clients with physical disabilities and developmental delays.

5.3 Discuss common physical disabilities and developmental delays.

5.4 Describe how the aging process affects clients with physical disabilities and developmentally delayed clients.

5.5 (CCD) Discuss culturally sensitive approaches in assisting with the care of clients with physical disabilities and developmental delays.

5.6 Describe the importance of maintaining client independence during care activities.

5.7 Discuss appropriate communication techniques and strategies during care of clients with physical disabilities and developmental delays.

5.8 Describe how to provide comfort, support, and safety when caring for clients with physical disabilities and developmental delays within the person-centred care approach.

5.9 Describe accurate observations to include when caring for clients with physical disabilities and developmental delays.

5.10 Describe reporting and recording requirements when caring for clients with physical disabilities and developmental delays.

6.1 Identify appropriate terminology related to caring for clients living with life-limiting illness, and who could benefit from hospice, palliative and end-of-life care.

6.2 (P&E) Discuss societal and personal attitudes and feelings surrounding caring for persons with declining conditions and nearing the end of life.



6.3 (P&E) Identify loss as normal and grief as the adaptive response to loss; identify ways to support a grieving person before, during, and following death. 6.4 (P&E)

Describe the four common patterns of decline to death and the accompanying challenges for the client and their family.

6.5 (P&E) Discuss the key elements of the palliative care approach and how the HCA can integrate this into the person-centred care approach.

6.6 Describe legal issues involved with hospice, palliative, and end-of-life care including personal directives, substitute decision maker, do not resuscitate orders, and medical assistance in dying (MAID).

6.7 (P&E) Reflect on personal beliefs and values about medical assistance in dying (MAID) and identify the role of the HCA if/when a client asks for information about or requests MAID.

6.8 (CCD) Discuss and demonstrate care strategies to provide safe, culturally sensitive, individualized care to the client who would benefit from hospice, palliative, and end-of-life care.

6.9 (P&E) Examine the role of and describe strategies to support the family when caring for clients who would benefit from hospice, palliative, and end-of-life care.

6.10 (P&E) Identify the common symptoms experienced by declining and dying persons, and demonstrate comfort measures that the HCA can implement to prevent, respond in the moment, and support the family.

6.11 (P&E) Identify questions that the HCA can use to gather information when a person is experiencing a symptom or a change in condition, and discuss and demonstrate how to use the person-centred care approach to gather information, observe, record, and report this information to the collaborative care team.

6.12 Explore the role of the HCA as a vital member of the collaborative care team, and the responsibility to advocate for the client and family

7.1 Define and use appropriate terminology related to caring for clients at the end of life.

7.2 (P&E) Describe the physical changes that often occur in the last days and hours of life as well as when death occurs and following, and demonstrate the associated comfort measures to meet patient and family needs.

7.3 (P&E) Explore with family their wishes to be involved in personal care during the dying process while being sensitive to the needs and wishes of the client.

7.4 (CCD) Review care strategies related to cultural and religious practices and rituals before, during, and following death.

7.5 (P&E) Describe ways to create a special space for family to be with the deceased following death.

7.6 (P&E) Describes the role of the HCA when providing postmortem care, including how to safely position and prepare the body after death and prior to transferring to the morgue/funeral home.

7.7 (P&E) Identify information and observations that are important to gather, report, and record to apply the person-centred care approach and best meet the needs of the person, the family, and the agency, before, during, and following death.

7.8 (P&E) Identify the importance of self-awareness related to participating in the care of a client and family at the end of life, and engage in reflective activities to enhance excellence in care and care for self.

7.9 Consider and explore ways to maintain therapeutic/professional boundaries when working closely with clients over a prolonged period of time.

7.10 (P&E) Explore the grief experienced when working closely with clients who are declining and dying, and the concept of compassion fatigue.

7.11 (PD) Explore and discuss the resources available within the work setting to support the HCA and ways to access and request help

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
Course Exam	Pass/Fail (70% or better)	July 11 th , 2024
Completed of Lab Skills	Pass/Fail	July 10 th , 2024

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

1. Final Exam

The final exam includes all content covered in Weeks 1-9. It is a cumulative exam. Question format will be multiple choice questions only.

GRADING CRITERIA:

Alpha Grade	4-Point Equivalence	Percentage Conversion (unless otherwise specified in the Course Outline)	Descriptor
P	N/A	70-100	Pass
F	N/A	0-69	Fail

COURSE SCHEDULE/TENTATIVE TIMELINE:

<u>Week</u>	<u>Topic</u>
Week 1	Module 1: Assisting the Care of Infants
Week 2	Module 2: Assisting with the Child
Week 3	Module 3: Care for Clients with a Diagnosis of Dementia
Week 4	Module 3: Care for Clients with a Diagnosis of Dementia
Week 5	Module 4: Caring for Clients with a Mental Health Diagnosis
Week 6	Module 5: Assisting Clients Physical Disabilities and Developmental Delays
Week 7	Module 6: Palliative and End-of-Life Care
Week 8	Module 6: Palliative and End-of-Life Care/Module 7: Meeting Care Preceding and Following Death
Week 9	Reading Week
Week 10	Consolidation Lab/ Final Exam

** Tentative/Subject to change

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:

LECTURES:

Attendance at all lectures is encourage. 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 schedule practice labs.