

## DEPARTMENT OF NURSING EDUCATION & HEALTH STUDIES

### COURSE OUTLINE – Spring 2023

#### **HC1070 A3: Special Activities for Clients with Various Health Conditions 5 (7.5-0-0) 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

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

### **COURSE OBJECTIVES:**

1. Integrate knowledge of human growth and development with the care needs of infants, children, and clients with physical disabilities and developmental delays, mental health and addictive disorders and palliative and end-of-life care.
2. Integrate knowledge and examine dementia in relation to the following:
  - a) Responsive behaviours
  - b) Impact on families
  - c) Role of the collaborative care team
3. Examine mental health and addictive disorders in relation to the following:
  - a) Causes
  - b) General signs and symptoms
  - c) Common treatments
  - d) Impact on families and society
4. Describe key elements of the palliative care approach that can be applied to the care planning and provision of person-centred care as part of the collaborative care team to support clients.
5. Analyze own personal feelings and experiences as they relate to the following:
  - a) Clients with dementia
  - b) Clients with mental health and addictive disorders
  - c) Clients with physical disabilities and developmental delays
  - d) Clients receiving palliative care and at the end of life
  - e) Meeting care needs at the time of death (post-mortem care)
6. Examine the HCA role and responsibilities across the acute and continuing care settings (home care, long-term care, and supportive living) when applying the person-centred care principles and following the care plan for the following:
  - a) Infants
  - b) Children
  - c) Clients with dementia
  - d) Clients with mental health and addictive disorders
  - e) Clients with physical disabilities and developmental delays
  - f) Clients receiving palliative care and at the end of life
7. Examine cultural competence and diversity in the provision of care to the following:
  - a) Infants
  - b) Children
  - c) Clients with dementia
  - d) Clients with mental health and addictive disorders
  - e) Clients with physical disabilities and developmental delays
  - f) Clients in palliative care and at the end of life
8. Apply knowledge of client, personal, and environmental safety when providing care to the following:
  - a) Clients with dementia
  - b) Clients with mental health and addictive disorders
  - c) Clients with physical disabilities and developmental delays
  - d) Clients in palliative care and at the end of life
9. Demonstrate competence (knowledge, skills, behaviours, and attitudes) by applying evidence-informed practice and guidelines, such as de-escalation training, when providing individualized care to the following:
  - a) Clients with dementia

- b) Clients with mental health and addictive disorders
- c) Clients in palliative care and at the end of life

10. Apply communication techniques and strategies that support person-centred care and the collaborative team to a variety of situations/scenarios with the following:

- a) Clients with dementia
- b) Clients with mental health and addictive disorders
- c) Clients with physical disabilities and developmental delays
- d) Clients in palliative care and at the end of life

## **LEARNING OUTCOMES:**

### **Module 1 Theory:**

- 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 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.

### **Module 2 Theory:**

- 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 Recognize that the family of a dying client may include children and identify the common questions and concerns that children may have.
- 2.6 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.

**Module 3 Theory:**

3.1 Demonstrate the person-centred care approach to provide comfort, support, and safety when assisting with activities of daily living (ADLs) with a client diagnosed with dementia who is also showing symptoms of depression. 3.2 Apply appropriate strategies and communication techniques to deal with and prevent responsive behaviours when providing individualized care to a client diagnosed with dementia who is also showing symptoms of depression.

**Module 4 Theory:**

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 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 Discuss responsive behaviours that may require deescalation techniques and the warning signs of a client in distress.

4.10 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.

**Module 4 Lab:**

4.1 Demonstrate the person-centred care approach to provide comfort, support, and safety when caring for a client diagnosed with suicidal behaviour.

4.2 Apply appropriate communication strategies to provide safe, competent, individualized care to the client diagnosed with suicidal behaviour.

4.3 Demonstrate verbal and non-verbal de-escalation techniques when preventing a crisis situation when dealing with a client with a mental health or addiction disorder.

4.4 Demonstrate how to competently deal with responsive behaviours using appropriate de-escalation techniques and the person-centred care approach to provide comfort, support, and safety when dealing with a client with a mental health or addiction disorder.

### **Module 5 Theory:**

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 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.

### **Module 6 Theory:**

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 Discuss societal and personal attitudes and feelings surrounding caring for persons with declining conditions and nearing the end of life.

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

6.5 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 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 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 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 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.

### **Module 6 Lab:**

6.1 Demonstrate the ability to convey empathy, offer a compassionate presence, sit in silence, and ask open-ended questions while avoiding judgement, labelling, and attempts to fix suffering.

6.2 Demonstrates comfort measures and ways to position and/or reposition the patient to increase physical comfort while maximizing dignity and privacy.

6.3 Apply communication techniques to gather information about the client's symptoms including pain.

### **Module 7 Theory:**

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

7.2 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 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 Review care strategies related to cultural and religious practices and rituals before, during, and following death.
- 7.5 Describe ways to create a special space for family to be with the deceased following death.
- 7.6 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 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 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 Explore the grief experienced when working closely with clients who are declining and dying, and the concept of compassion fatigue.
- 7.11 Explore and discuss the resources available within the work setting to support the HCA and ways to access and request help.

#### **Consolidation Lab:**

1. Demonstrate and integrate a person-centred care approach to provide comfort, support, and safety when caring for a client that has a mental health condition (depression/suicidal intent and substance abuse) that presents after a life altering event.
2. Apply knowledge from this course to provide competent, culturally sensitive, individualized care and communication strategies to clients with a mental health diagnosis (depression/suicidal intent & substance abuse) that presents after a life altering event.
3. Discuss ways to assist a client/family member experiencing care giver burden.

#### **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
Final Exam (50 multiple choice questions)	Passing mark of 70% or better	June 29, 2023(Tentative)
Completion Lab Skills	Pass/Fail	June 26, 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 HC1070.

**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	Consolidation Testing
Week 9	Consolidation Testing/Review
Week 10	Review/Final Exam

**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.