

DEPARTMENT OF NURSING EDUCATION & HEALTH STUDIES

COURSE OUTLINE – Winter 2023

HC1090 AC1/AC2: Consolidated Clinical Placement (0-0-40) 80Hours/2Weeks

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:

Under the direction of a regulated health-care professional and buddied with an unregulated health-care professional, students will work in a variety of health-care settings such as continuing care or acute care, providing person-centred care and support for clients and their families.

PREREQUISITE(S)/COREQUISITE: HC1010, HC1020, HC1030, HC1040, HC1050, HC1060, HC1070 & HC1080

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):

In Person. Dates and locations of the onsite components can be found on MyClass in the course calendar.

COURSE OBJECTIVES:

1. Perform within the role and responsibilities of the HCA to provide safe, compassionate, and competent person-centred care in the health-care setting.
2. Exhibit professional and effective communication and conflict management skills when appropriate with the collaborative care team in the clinical setting.
3. Apply the principles of documentation according to evidence-informed practices and employer policies and procedures using information technology (electronic records and charting) when applicable in the clinical setting.

4. Develop helping relationships, determine, and maintain professional boundaries when providing person-centred care in the clinical setting.
5. Apply the principles of privacy and confidentiality and communication strategies specific to diverse clients of different cultural backgrounds and to clients displaying responsive behaviours.
6. Apply knowledge in growth and development, structure and function of the human body, and chronic illness when implementing the client's care plan.
7. Perform skills required within the HCA role to provide holistic care for clients with various health needs in their activities of daily living using evidence-informed practices.
8. Perform and prioritize time management strategies, organization of care, and situations for decision-making and problem solving within the role of the HCA.
9. Recognize, respond, and report safety hazards and use government legislation, employer policies and procedures, and evidence-informed practices to promote client, self, and environment safety.
10. Utilize professional feedback and self-reflection to identify areas of improvement and implement strategies for improvement within the HCA competency profile.

LEARNING OUTCOMES:

1. Use knowledge of growth and development and of structure and function of the human body when providing person-centred care.
2. Implement effective time management, decision-making, and problem-solving skills (e.g., prioritization).
3. Apply knowledge of the role of the Health Care Aide (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. Collaborate when working within the collaborative care team to provide person-centred care.
5. Consistently demonstrate evidence-informed principles associated with meeting the client's care needs and practices including assisting with activities of daily living and complex skills.
 - a. Range of motion
 - b. Skin care
 - c. Wound care
 - d. Nasogastric/gastrostomy tube feeds
 - e. Urinary catheters and drainage systems
 - f. Measuring vital signs, pain, height/weight
 - g. Specimen collection
 - h. Ostomy care
 - i. Respiratory care including oral suctioning
 - j. Medication assistance
6. Consistently maintain the skills required to meet the client's:
 - a. Nutritional needs
 - b. Bathing needs
 - c. Mobility needs
 - d. Elimination needs
 - e. Personal hygiene and grooming

- f. Bed making
- 7. Utilize effective, assertive communication strategies when:
 - a. Providing collaborative person-centred client care
 - b. Using telephone communication
 - c. Using electronic forms of communication (e.g., emails)
 - d. Reporting to members of the collaborative care team, including regulated health-care professionals
- 8. Implement effective communication strategies in specialized situations.
 - a. Speech and language disorders
 - b. Mental health and addictions
 - c. (D) Dementia
 - d. (P&E) End-of-life care
 - e. (CCD) Cultural diversity
- 9. Perform accurate legal documentation in client records by using:
 - a. Approved legal abbreviations
 - b. (IT) Information technology (digital literacy)
- 10. Demonstrate confidentiality in all interactions.
- 11. 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)
- 12. Recognize, respond, and report safety hazards to the appropriate member(s) of the collaborative care team.
- 13. (PD) Demonstrate professional growth through self-reflection.
 - a. Accept and incorporate constructive feedback.
 - b. Compare self to HCA competencies.

EVALUATIONS: Pass/Fail

Evaluation	Value	Date
Midterm Evaluation	Met/Unmet Expectations	April 21, 2023
Final Evaluation	Met/Unmet Expectations	April 28, 2023
Clinical Assignment	Complete/Incomplete	April 22, 2023
Clinical Reflection	Complete/Incomplete	April 28, 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 prior to clinical sessions. Absences from any lecture, or lab will jeopardize overall performance.

ATTENDANCE AND PARTICIPATION(Clinical):

By the end of each clinical, students are responsible to demonstrate beginning proficiency and competence with each of the skills offered in this course. Attendance at all clinical dates is required and students responsible to consult with the Instructor to make up for missed days. To develop proficiency and psychomotor expertise students are encouraged to practice at home or during regularly schedule practice labs.

COURSE SCHEDULE/TENTATIVE TIMELINE:

Refer to the HC1090 MyClass site for the course calendar and course schedule/tentative timeline.

STUDENT RESPONSIBILITIES:

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

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.