

M: Course Objectives / Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Safely and competently perform all course skills in the laboratory setting.
2. Provide care and assistance for residents experiencing moderate to complex health challenges.
3. Provide person-centered care and assistance that recognizes and respects the uniqueness of each individual resident.
4. Perform personal care skills in an organized manner ensuring the comfort and appropriate independence of the client/resident.
5. Use an informed problem-solving approach to provide care and assistance that promotes the physical, psychological, social, cognitive and spiritual well-being of residents and families.
6. Provide personal care and assistance competently in ways that maintain safety for self and others.
7. Perform the care-giver role in a reflective, responsible, accountable and professional manner within the parameters of the HCA role.
8. Communicate clearly, accurately and in sensitive ways with residents and families.
9. Demonstrate an understanding of interactions with other members of the healthcare team which would contribute to effective working relationships and the achievement of goals, and successfully apply this knowledge at a beginning level.
10. Recognize and respond to own self-development, learning and health enhancement needs.

N: Course Content:

NOTE: All skills are taught in such a way that both facility and community contexts are recognized.

Problem-solving when carrying out care-giving procedures

- Planning and implementing care based on the person's needs, the established care plan and facility/agency policies.
- Assessing the client/resident and the situation prior to commencing care
- Identifying unsafe environments or situations.
- Seeking assistance if necessary in order to maintain the safety of the client/resident and/or the care provider.
- Organizing equipment and supplies in order to efficiently complete tasks.
- Checking equipment for safety and functionality.
- Reporting equipment malfunction.
- Performing the procedure(s).
- Maintaining client/resident privacy and dignity.
- Encouraging independence and self-care as much as possible.
- Cleaning equipment after use and returning to appropriate place.
- Tidying the resident/client's environment.
- Evaluating effectiveness of the procedure.
- Reporting and recording actions, results and observations.

Asepsis and Prevention of Infection

- Standard and routine precautions.
- Hand Washing.
- Gloving.
- Isolation Precautions.

Promoting personal hygiene

- Oral hygiene.
- Bathing – bed bath, tub baths and showers.
- Providing perineal care.
- Assisting with grooming and dressing.
- A.M. and h.s. care.
- Back massage and skin care.
- Using pressure relieving devices.

Moving, positioning and transferring a client/resident

- Body mechanics in the home and facility.
- Turning a person in bed.

- Using positioning devices.
- Assisting with transferring and moving a person in a hospital bed and a regular bed.
- Transferring a person to a stretcher.
- Moving a person to the side of a bed and assisting him/her to sit.
- Transferring a person from bed to chair or wheelchair and back.
- Transferring a person from a wheelchair to a bath chair or toilet.
- Using mechanical lifts including ceiling lifts.
- Assisting the individual to use a walker safely.

Bedmaking

- Making closed, open, and occupied beds.

Promoting exercise and activity

- Bed rest.
- Assisting with ambulation.
- Assisting with walking devices – especially safe use of walkers with resting seat.
- Assisting with wheelchairs.
- Dealing with falls.

Promoting healthy nutrition and fluid intake

- Preparing simple, nutritionally sound meals (in the home).
- Practicing safe food handling and storage.
- Using food preparation equipment.
- Serving meals in ways that encourage normalizing interactions.
- Assisting clients/residents with eating and drinking.
- Utilizing safe eating assistance techniques with individuals who are experiencing difficulty biting, chewing and/or swallowing.
- Cleaning equipment, dishes, and utensils after use.
- Observing and recording intake and output.

Promoting urinary and bowel elimination

- Using bedpans and urinals.
- Toileting techniques.
- Using commodes.
- Assisting the person with urinary and bowel incontinence.
- Using urinary incontinence products.
- Assisting the person with condom catheter drainage.
- Assisting the person with an established catheter.
- Emptying drainage bags.
- Collecting urine specimens.
- Factors affecting bowel elimination.
- Assisting with bowel training.
- Administering enemas and suppositories.
- Assisting the person with an established ostomy.
- Collecting stool specimens.

Heat and cold applications

- Knowing policies and procedures of facility/agency
- Administering cold packs under supervision of RN.

Assisting with Medications

- Assisting vs. Administering in relation to parameters of practice.
- Roles and responsibilities, legal implications of actions.
- Observing resident/client for untoward effects (i.e. recognizing what is not normal and reporting it).
- General types of medications (capsules, tablets, ointments, suppositories, liquids, drops).
- Common abbreviations used with medications.
- Label reading.
- Critical “rights” of assisting with medications.
- Individual’s right to refuse medication.
- Assisting with pre-packaged, pre-measured oral medications.
- Assisting with oral, eye and transdermal medications.
- Assisting with metered dose inhalers.
- Assisting with topical application of ointments.
- Documentation.

O:	<p>Methods of Instruction:</p> <ul style="list-style-type: none"> Lecture Practice Group discussion/group activities Audio-visual materials Case studies/simulation Clinical experiences
P:	<p>Textbooks and Materials to be Purchased by Students:</p> <p>A list of recommended textbooks and materials is provided to students at the beginning of the semester.</p>
Q:	<p>Means of Assessment:</p> <p>Course evaluation is consistent with Douglas College course evaluation policy. An evaluation schedule is presented at the beginning of the course.</p> <p>This is a <u>MASTERY</u> course. Students will receive a detailed outline of performance expectations at the beginning of the course.</p>
R:	<p>Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</p>

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar