



**M:** Course Objectives / Learning Outcomes

This course is based on the competencies as outlined in the Provincial Curriculum Guide for Home Support and Resident Care Attendant Programs, 1992.

In this course, students will have opportunities to:

1. Utilize a problem-solving approach to provide care-giving assistance that promotes the physical, social and spiritual well-being of the individual.
2. Assist residents/clients to maintain independent functioning within their capabilities.
3. Communicate effectively with residents/clients, families and health team members.
4. Perform selected care-giving skills safely and in an organized manner.
5. Identify own beliefs, values, standards and choices as they impact on job responsibilities and personal well-being.
6. Perform job in a responsible and accountable manner.

**N:** Course Content:

This course will be organized around application of the following concepts:

1. Problem-solving
  - assessing
  - planning
  - implementing
  - evaluating
2. Promotion of independence
3. Communication
  - caring
  - observing, reporting and recording
4. Care-giving skills
  - safety
  - organization
  - comfort
5. Values, beliefs and standards
6. Responsibility and accountability

**O:** Methods of Instruction

1. Students work complete shifts while assigned as a member of the health care team (home support agency and/or continuing care facility).
2. Students have opportunities to work both day and evening shifts in assigned facilities.

**P:** Textbooks and Materials to be Purchased by Students

1. Home Support / Resident Care Evaluation Record

**Q:** Means of Assessment

This is a **Mastery** course. Evaluation of the course will be based on the course objectives, and will be consistent with Douglas College policies on course evaluation.

Students will receive detailed outlines of performance expectations at the beginning of the course.

Evaluation for Mastery will include the following components:

1. Satisfactory performance of objectives as assessed by the clinical instructor and in conjunction with the preceptor.
2. Student participation in evaluation of his/her own clinical performance.

**R:** Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Yes

\_\_\_\_\_  
Course Designer(s)

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Education Council / Curriculum Committee Representative

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Dean / Director

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Registrar