

COURSE HCA3400: ROLE & RESPONSIBILITIES

Level: Advanced

Prerequisite: Grade 10 English

Description: Students develop an understanding of the legislation related to health care in Alberta and of the role and responsibilities of the health care aide as an individual and as a team member.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a post-secondary institution that has received licensing from Alberta Health to provide the Health Care Aide credential. Instruction of this course must come from an individual with a minimum qualification of a licensed practical nurse (LPN).

Note: A listing of licensed post-secondary institutions is available on the [Alberta Dual Credit](#) website.

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Outcomes: The student will:

- 1. examine concepts of health and wellness and of illness and disability**
 - 1.1 describe the past and current definitions of health in Canada
 - 1.2 explain the health-illness continuum
 - 1.3 describe holism and the five dimensions of health
 - 1.4 describe the 12 determinants of health
 - 1.5 explain the relationship between health and wellness
 - 1.6 explain the concept of health beliefs and the factors that influence health beliefs and behaviours
 - 1.7 examine the importance of respecting each individual's health-care beliefs and behavioural choices
 - 1.8 identify factors that affect an individual's response to personal illness and disability
 - 1.9 describe common personal reactions to illness and disability
 - 1.10 identify common attitudes towards individuals with illness and disability
- 2. examine health within the context of the Canadian health-care system and the *Canada Health Act***
 - 2.1 define health according to the Ottawa Charter for Health Promotion
 - 2.2 describe the five principles of the *Canada Health Act*
 - 2.3 examine federal and provincial roles supporting the *Canada Health Act*

- 3. describe the role, responsibilities and unique contributions of the health care aide (HCA) to the health of clients across a variety of workplace settings**
 - 3.1 describe the concepts of health promotion and disease prevention
 - 3.2 describe the role of the HCA
 - 3.3 describe the roles and responsibilities of the HCA in the province of Alberta
 - 3.4 describe various types of clients for whom HCAs provide care
 - 3.5 describe the settings where the HCA commonly works, including community-based and facility-based settings
 - 3.6 describe the concept of family
 - 3.7 explain the HCA role in assisting families
 - 3.8 identify the sources of information that describe the roles and responsibilities of the HCA in Alberta
 - 3.9 describe quality improvement programs that are used in health care
 - 3.10 identify how an HCA can participate in quality improvement programs
 - 3.11 describe the concept of professionalism and the attitudes and behaviours that demonstrate professionalism
 - 3.12 describe the concepts of compassion, caring, compassionate care and support
 - 3.13 describe the typical needs of a client including dignity, independence, the ability to express preferences and safety from harm
 - 3.14 describe the holistic approach to working with clients and their families
 - 3.15 describe the concept of psychosocial health and the four factors that influence psychosocial health
 - 3.16 describe each of the five levels of Maslow's hierarchy of needs
- 4. explain the importance of the helping relationship within the role of the HCA**
 - 4.1 describe the professional helping relationship and how it differs from friendship
 - 4.2 describe the required behaviours that contribute to a positive helping relationship
 - 4.3 identify the benefits of the helping relationship to client health
 - 4.4 describe the characteristics of client-centred care
 - 4.5 compare the concepts of independence, dependence and interdependence within the professional helping relationship
 - 4.6 describe the relationship between independence and self-esteem
 - 4.7 explain the relationship between a client's coping skills and how the client may adjust to care
 - 4.8 identify the three most common client responses related to adjusting to care
- 5. describe the importance of respect for culture and diversity**
 - 5.1 define race, ethnicity and culture
 - 5.2 describe concepts of prejudice, discrimination, stereotyping and cultural conflict
 - 5.3 describe the effects of culture on the client, family, religion, health beliefs and communication
 - 5.4 identify ways to provide culturally sensitive care and support
 - 5.5 analyze how cultural biases and moral judgements may affect relationships with clients and their families
- 6. examine health-care ethics within the role of the HCA**
 - 6.1 explain the purpose of a code of ethics
 - 6.2 identify the four principles of health-care ethics
 - 6.3 describe the principles used to solve ethical dilemmas
- 7. develop skill in self-awareness**
 - 7.1 describe the influence of the HCA's self-confidence on the caring behaviours towards others
 - 7.2 identify techniques to improve self-confidence
 - 7.3 identify the importance of developing self-awareness
 - 7.4 relate self-awareness to role performance and to the development of helping relationships
 - 7.5 identify techniques to improve skills in self-awareness
- 8. describe societal and technological changes that require HCA participation in lifelong learning and continuing education**
- 9. use terminology related to the role and responsibilities of the HCA**

10. examine the roles and responsibilities of the HCA when applying the ICARE model (i.e., in the role of the health care aide, I perform the following actions: Compassionate Caring; Accurate Observations; Report and Record; Ensure Comfort, Support and Safety)

11. demonstrate knowledge of the legislation that governs health care in Alberta and how that legislation relates directly to the role and responsibilities of the HCAs in the province of Alberta

- 11.1 describe the purpose of the *Alberta Health Professions Act (HPA)* and *Government Organization Act (GOA)*
- 11.2 explain how the *HPA* and the *GOA* affect the role and responsibilities of the HCA
- 11.3 describe the purpose of the *Alberta Health Information Act (HIA)*
- 11.4 explain how the *HIA* affects the role and responsibilities of the HCA
- 11.5 describe the purpose of the *Freedom of Information and Protection of Privacy Act (FOIP)*
- 11.6 explain how the *FOIP* affects the role and responsibilities of the HCA
- 11.7 describe the purpose of a personal directive
- 11.8 explain how the *Alberta Personal Directives Act* affects client care planning
- 11.9 describe the purpose of the *Personal Information Protection and Electronic Documentation Act (PIPEDA)*
- 11.10 explain how the *PIPEDA* affects the role and responsibilities of the HCA
- 11.11 describe the purpose of the *Alberta Protection for Persons in Care Act (PPCA)*
- 11.12 explain how the *PPCA* affects the responsibilities of the HCA
- 11.13 describe the purpose of the *Adult Guardianship and Trusteeship Act (AGTA)*
- 11.14 describe how the *AGTA* affects the role and responsibilities of the HCA
- 11.15 describe the *Occupational Health and Safety Code* regarding “working alone” legislation as it relates to the role and responsibilities of the HCA
- 11.16 describe the purpose of the Canadian Charter of Rights and Freedoms (CCRF)
- 11.17 explain how the CCRF affects the role and responsibilities of the HCA
- 11.18 use terminology associated with the legislation governing the roles and responsibilities of the HCA

12. apply the ICARE model to legislation governing the role and responsibilities of the HCA in the province of Alberta

- 12.1 describe a caring attitude as it relates to Alberta health-care legislation
- 12.2 describe client observations as they relate to Alberta health-care legislation
- 12.3 describe the importance of accurate recording and reporting of client changes as governed by Alberta health-care legislation
- 12.4 describe how to ensure client comfort, privacy and safety according to Alberta health-care legislation

13. describe the importance of interdisciplinary teams within the health-care system

- 13.1 describe the concept of team and the goal of a health-care team
- 13.2 describe trends in health care that have increased the need for care providers to work in teams

14. examine the assignment of tasks to the HCA within the health-care team

- 14.1 describe the role and unique contribution of health-care team members
- 14.2 describe the importance of the client and family as collaborative members of the health-care team
- 14.3 identify the goal of teamwork in health care
- 14.4 examine the benefits and challenges of working on a team

15. examine the care-planning process in facilities and community-based settings

- 15.1 describe teamwork in facilities and community settings
- 15.2 differentiate between direct and indirect supervision in a facility and in a community-based setting
- 15.3 identify team members who can assign tasks to the HCA
- 15.4 identify factors that affect decisions about assigning care activities to the HCA
- 15.5 describe the role and responsibilities of the HCA when assigned care activities
- 15.6 identify the steps of the care-planning process in facilities and in community-based settings
- 15.7 describe the function of the client care plan
- 15.8 describe the HCA's contributions to the health-care team in the care-planning process
- 15.9 compare objective and subjective data
- 15.10 describe verbal reporting in a facility and in a community-based setting
- 15.11 identify guidelines for providing a verbal telephone report to a supervisor

16. examine time management, decision making, and problem solving within the role of the HCA

- 16.1 describe the concept of time management
- 16.2 identify the importance of setting goals to manage time
- 16.3 describe ways to save time and stay organized in the workplace

17. examine the role and responsibilities of the HCA when applying the ICARE model within the team care-planning process

- 17.1 describe decision making as it relates to the role of the HCA in the workplace
- 17.2 identify three skills that help improve decision making, including focus, flexibility and decisiveness
- 17.3 identify positive behaviours when working with colleagues
- 17.4 identify positive behaviours when working with clients and their families
- 17.5 identify types of workplace problems that may occur in facilities and in community-based settings
- 17.6 describe the problem-solving process, including identifying the problem, analyzing the problem and devising a plan
- 17.7 use terminology related to functioning effectively as a team member
- 17.8 describe the concept of compassionate caring within the team care-planning process
- 17.9 describe client observations that impact the team care-planning process
- 17.10 describe the importance of recording and reporting client changes to the team care-planning process
- 17.11 describe methods to support the team care-planning process

18. demonstrate basic competencies

- 18.1 demonstrate fundamental skills to:
 - 18.1.1 communicate
 - 18.1.2 manage information
 - 18.1.3 use numbers
 - 18.1.4 think and solve problems
- 18.2 demonstrate personal management skills to:
 - 18.2.1 demonstrate positive attitudes and behaviours
 - 18.2.2 be responsible
 - 18.2.3 be adaptable
 - 18.2.4 learn continuously
 - 18.2.5 work safely
- 18.3 demonstrate teamwork skills to:
 - 18.3.1 work with others
 - 18.3.2 participate in projects and tasks

19. create a transitional strategy to accommodate personal changes and build personal values

- 19.1 identify short-term and long-term goals
- 19.2 identify steps to achieve goals

COURSE HCA3405: SAFETY SYSTEMS

Level:	Advanced
Prerequisite:	HCA3400: Role & Responsibilities
Description:	Students develop an understanding of the role of the health care aide to recognize and manage environmental, client and self-care safety issues.
Parameters:	<p>This course can only be offered through a partnership (i.e., a memorandum of understanding) with a post-secondary institution that has received licensing from Alberta Health to provide the Health Care Aide credential. Instruction of this course must come from an individual with a minimum qualification of a licensed practical nurse (LPN).</p> <p>Note: A listing of licensed post-secondary institutions is available on the Alberta Dual Credit website.</p>
Resources:	<i>Mosby's Canadian Textbook for the Support Worker</i> (3rd Canadian edition), by Sheila A. Sorrentino et al (Includes a textbook, a student workbook and a DVD set of nursing assistant video skills.)
Other Resources:	<i>Canadian Fundamentals of Nursing</i> (5th Edition), by Patricia A. Potter et al; <i>Study Guide to Canadian Fundamentals of Nursing</i> (2014), by Patricia A. Potter et al; <i>Mosby's Textbook for Nursing Assistants</i> (2011), by Sheila A. Sorrentino et al
Outcomes:	The student will:
1. examine principles of environmental safety in facilities and community-based settings	
1.1	describe environmental hazards and hazard assessment as they apply to the role and responsibilities of the HCA
1.2	describe the Workplace Hazardous Materials Information System (WHMIS) as it applies to health care
1.3	identify the dangers of slips, trips and falls in facilities and community-based settings
1.4	describe strategies for the prevention of slips, trips and falls
1.5	describe safety guidelines to follow when using electrical equipment
1.6	explain household management safety, including guidelines for dealing with pest infestations, linen washing and light housekeeping
1.7	describe the role and responsibilities of the HCA in environmental emergencies such as fire and electrical hazards, including the role of REACT:
1.7.1	remove those in danger
1.7.2	ensure door is closed
1.7.3	activate alarm
1.7.4	call fire department
1.7.5	try to extinguish fire
1.8	describe guidelines to follow for emergency preparedness
1.9	describe three common micro-organisms
1.10	explain the concept of normal flora
1.11	identify various routes of transmission of micro-organisms

- 2. examine Infection Prevention and Control (IPC) principles**
 - 2.1 describe infection and common signs of infection
 - 2.2 describe the triangle of infection
 - 2.3 describe factors that increase the risk of infection
 - 2.4 describe infection prevention and control
 - 2.5 identify routine immunizations
 - 2.6 describe infections associated with health care and the factors that increase the risk of infection
 - 2.7 explain the development of multidrug-resistant organisms
 - 2.8 describe blood-borne pathogens and how they are transmitted
 - 2.9 describe guidelines for routine practices and transmission-based precautions
- 3. describe the role and responsibilities of the HCA in preventing the spread of infection**
 - 3.1 describe IPC guidelines as they apply to the role and responsibilities of the HCA
 - 3.2 describe the concept and purpose of clean technique
 - 3.3 describe the principles of hand hygiene and guidelines for proper hand hygiene
 - 3.4 describe the purpose and guidelines for wearing non-sterile gloves
 - 3.5 describe the purpose and use of personal protective equipment (PPE) related to IPC, including masks, protective apparel, eye protection and face shields
 - 3.6 describe the procedure for putting on, removing and disposing of PPE
 - 3.7 describe the management of waste products in facilities and in community-based settings
 - 3.8 describe the procedure for bagging biohazardous waste items
 - 3.9 explain the care of supplies and equipment, including cleaning, disinfection and sterilization
 - 3.10 demonstrate best practices in hand hygiene, applying PPE and caring for supplies and equipment
 - 3.11 use appropriate terminology related to environmental safety
- 4. examine the role and responsibilities of the HCA when applying the ICARE (I perform the following actions: Compassionate Caring; Accurate Observation; Report and Record; Ensure Comfort, Support, and Safety) model to environmental safety**
 - 4.1 describe the concept of compassionate caring in relation to environmental safety
 - 4.2 describe observations that influence environmental safety
 - 4.3 describe the importance of recording and reporting related to environmental safety
 - 4.4 describe methods to support client safety and comfort related to environmental safety
- 5. demonstrate best practice principles for hand hygiene, applying PPE and caring for supplies and equipment while working in a lab setting**
- 6. examine the principles of client safety**
 - 6.1 describe the concept of client safety
 - 6.2 describe factors that increase the risk of accidental injury when providing care for a client
 - 6.3 describe strategies to promote safety for a client, including the use of a call bell and client identification
 - 6.4 identify factors that increase the risk of falls among the elderly
 - 6.5 describe strategies to prevent falls among the elderly
 - 6.6 describe actions to take when a client falls

- 7. examine the role and responsibilities of the HCA when applying the ICARE model to client safety**
 - 7.1 describe common causes of poisoning in clients in facilities and community-based settings
 - 7.2 describe actions to take when poisoning is suspected
 - 7.3 identify the common causes of burns in clients in facilities and community-based settings
 - 7.4 describe strategies to prevent burns
 - 7.5 describe actions to take when a client is burned
 - 7.6 describe suffocation and carbon monoxide poisoning and safety measures to prevent suffocation and carbon monoxide poisoning
 - 7.7 describe common equipment accidents, including those involving electrical cords and oxygen tanks
 - 7.8 describe safety measures to prevent equipment accidents
 - 7.9 describe causes of fires in facilities and community-based settings
 - 7.10 describe safety measures to prevent fires
 - 7.11 describe actions to take during a fire and evacuation, including the use of REACT
 - 7.12 describe the personal right to risk
 - 7.13 describe the importance of managed risk agreements within the care plan
 - 7.14 use terminology related to client safety
 - 7.15 describe the concept of compassionate caring related to client safety
 - 7.16 explain what the HCA should observe about the client in order to provide proper client safety
 - 7.17 describe the importance of recording and reporting changes in the client in order to provide proper client safety
 - 7.18 describe methods to support client safety and comfort
- 8. demonstrate best practice principles when applying restraints**
 - 8.1 describe the philosophy of least restraint
 - 8.2 describe strategies to support the least restraint philosophy
 - 8.3 compare three types of restraints
 - 8.4 describe the legal implications for the HCA and other care providers with the use of restraints
 - 8.5 describe guidelines regarding the safe use of restraints
 - 8.6 identify safe alternatives to restraints and their use
- 9. examine the principles of body mechanics**
 - 9.1 describe body mechanics, the purpose of body mechanics and guidelines for proper body mechanics
 - 9.2 describe the role and function of the Workers' Compensation Board
 - 9.3 describe the role and function of *Occupational Health and Safety* legislation
 - 9.4 describe the role and responsibilities of the HCA in following the principles of body mechanics
 - 9.5 practise the principles of body mechanics
- 10. examine personal safety and the impact of personal safety on the HCA in the workplace**
 - 10.1 identify personal safety measures when driving to and from work and when visiting clients in community-based settings
 - 10.2 identify appropriate clothing and accessories to wear in order to maintain personal safety in the workplace
 - 10.3 describe appropriate personal hygiene for the workplace
- 11. examine the effects of fatigue on shift workers**
 - 11.1 describe fatigue
 - 11.2 identify the factors that contribute to fatigue
 - 11.3 describe the effects of fatigue on role performance and safety for self and clients
 - 11.4 describe strategies for preventing fatigue

12. examine stress, burnout and stress management and the impact of each on the HCA in the workplace

- 12.1 describe the concept of stress
- 12.2 describe the common causes of stress
- 12.3 identify the physical, emotional and behavioural signs of stress
- 12.4 describe the effects of stress across the five dimensions of health
- 12.5 identify factors that can influence an individual's response to stress
- 12.6 describe defence mechanisms
- 12.7 describe strategies that can be used to manage stress
- 12.8 describe burnout
- 12.9 identify the signs and symptoms of burnout
- 12.10 determine personal stress-management strategies

13. examine aggression, bullying and harassment and the impact of each on the HCA in the workplace

- 13.1 describe aggressive behaviours, such as bullying, in facilities and in community-based settings
- 13.2 describe effective responses to aggressive behaviour, such as bullying
- 13.3 describe workplace harassment
- 13.4 identify strategies for responding to workplace harassment
- 13.5 describe the role and responsibilities of the HCA in following the employer policy and procedures regarding aggressive behaviour and workplace harassment
- 13.6 use terminology related to self-care and safety

14. demonstrate basic competencies

- 14.1 demonstrate fundamental skills to:
 - 14.1.1 communicate
 - 14.1.2 manage information
 - 14.1.3 use numbers
 - 14.1.4 think and solve problems
- 14.2 demonstrate personal management skills to:
 - 14.2.1 demonstrate positive attitudes and behaviours
 - 14.2.2 be responsible
 - 14.2.3 be adaptable
 - 14.2.4 learn continuously
 - 14.2.5 work safely
- 14.3 demonstrate teamwork skills to:
 - 14.3.1 work with others
 - 14.3.2 participate in projects and tasks

15. create a transitional strategy to accommodate personal changes and build personal values

- 15.1 identify short-term and long-term goals
- 15.2 identify steps to achieve goals

COURSE HCA3410: COMMUNICATION LEVEL 1

Level:	Advanced
Prerequisites:	HCA3400: Role & Responsibilities HCA3405: Safety Systems
Description:	Students develop skills for professional person-to-person communication and develop strategies to properly communicate with clients and their families.
Parameters:	This course can only be offered through a partnership (i.e., a memorandum of understanding) with a post-secondary institution that has received licensing from Alberta Health to provide the Health Care Aide credential. Instruction of this course must come from an individual with a minimum qualification of a licensed practical nurse (LPN). Note: A listing of licensed post-secondary institutions is available on the Alberta Dual Credit website.
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Outcomes:	The student will:

- 1. examine the purpose of communication in a personal relationship and in a professional relationship**
 - 1.1 compare personal and professional relationships, including boundaries and sharing of personal information
 - 1.2 identify the purposes of communication in the relationship with the health-care team, including:
 - 1.2.1 sharing information
 - 1.2.2 promoting teamwork
- 2. describe the process of communication**
 - 2.1 identify the components of the communication process:
 - 2.1.1 sender
 - 2.1.2 receiver
 - 2.1.3 feedback
 - 2.1.4 message
 - 2.2 describe the purpose of each component in the communication process:
 - 2.2.1 sender
 - 2.2.2 receiver
 - 2.2.3 feedback
 - 2.2.4 message

- 3. describe factors that influence the process of communication**
 - 3.1 describe how a message can be understood and misunderstood
 - 3.2 identify unique factors that influence communication
 - 3.3 describe the concept of perception
 - 3.4 identify the importance of receiving another's message accurately
- 4. compare verbal and non-verbal communication**
 - 4.1 describe effective verbal communication strategies
 - 4.2 describe effective non-verbal communication strategies
- 5. examine effective communication methods that promote the helping relationship**
 - 5.1 describe various effective communication methods
 - 5.2 use effective communication methods
- 6. examine ineffective communication methods that threaten the helping relationship**
 - 6.1 identify communication barriers that threaten the helping relationship
 - 6.2 practise recognizing barriers to effective communication
 - 6.3 describe how to change conversation practices from ineffective to effective communication methods
- 7. examine the effects of culture on communication and the helping relationship**
 - 7.1 identify non-verbal communication techniques that vary among cultures
 - 7.2 describe differences in communication among individuals from common cultures in Canada
 - 7.3 identify non-judgemental ways to communicate with different cultures
- 8. examine assertive communication strategies**
 - 8.1 compare assertive, aggressive and passive communication styles
 - 8.2 practise assertive communication strategies
- 9. develop effective communication skills for telephone conversations**
 - 9.1 identify how messages can be misinterpreted over the phone
 - 9.2 describe the hear-back method of promoting effective telephone communication
 - 9.3 practise using effective communication techniques for telephone conversations
- 10. examine the role and responsibilities of the HCA when applying the ICARE (I perform the following actions: Compassionate Caring; Accurate Observation; Report and Record; Ensure Comfort, Support, and Safety) model during person-to-person communication**
 - 10.1 describe the concept of caring during person-to-person communication
 - 10.2 describe the concept of accurate observation during person-to-person communication
 - 10.3 describe the purpose of reporting and recording following person-to-person communication
 - 10.4 describe how to ensure client comfort and safety during person-to-person communication
- 11. examine physical factors related to speech and language that create barriers to effective communication**
 - 11.1 identify speech and language disorders and their causes
 - 11.2 describe the impact of speech and language disorders on quality of life
 - 11.3 describe how the communication process is affected by speech and language disorders
- 12. examine communication aids and strategies that promote the helping relationship with clients who have speech and language disorders**
 - 12.1 determine communication strategies to promote a helping relationship with clients with speech and language disorders
 - 12.2 identify aids that can assist clients with speech and language disorders to communicate
- 13. examine physical factors related to hearing that create barriers to effective communication**
 - 13.1 identify ear disorders and hearing problems and their causes
 - 13.2 describe the impact of ear disorders or hearing problems on quality of life
 - 13.3 describe how the communication process is affected by ear disorders and hearing problems
- 14. examine communication aids and strategies that promote the helping relationship with clients with ear disorders and hearing problems**
 - 14.1 determine communication strategies to promote a helping relationship with clients with ear disorders and hearing problems
 - 14.2 identify aids that can assist clients with ear disorders and hearing problems to communicate

- 15. examine physical factors related to eye disorders and vision problems that create barriers to effective communication**
 - 15.1 identify eye disorders and vision problems and their causes
 - 15.2 describe the impact of eye disorders and vision problems on quality of life
 - 15.3 describe how the communication process is affected by eye disorders and vision problems
- 16. examine communication aids and strategies that promote the helping relationship with clients with eye disorders and vision problems**
 - 16.1 determine communication strategies to promote a helping relationship with clients with both eye disorders and vision problems
 - 16.2 identify aids that can assist clients with both eye disorders and vision problems to communicate
- 17. examine the role and responsibilities of the HCA when applying the ICARE model during communications with clients with communication impairments**
 - 17.1 describe the importance of compassion when providing care to clients with communication impairments
 - 17.2 describe the importance of observing client changes related to communication impairments
 - 17.3 describe the importance of reporting and recording changes in clients with communication impairments
 - 17.4 describe methods to ensure safety and comfort for clients with communication impairments
- 18. demonstrate basic competencies**
 - 18.1 demonstrate fundamental skills to:
 - 18.1.1 communicate
 - 18.1.2 manage information
 - 18.1.3 use numbers
 - 18.1.4 think and solve problems
 - 18.2 demonstrate personal management skills to:
 - 18.2.1 demonstrate positive attitudes and behaviours
 - 18.2.2 be responsible
 - 18.2.3 be adaptable
 - 18.2.4 learn continuously
 - 18.2.5 work safely
 - 18.3 demonstrate teamwork skills to:
 - 18.3.1 work with others
 - 18.3.2 participate in projects and tasks
- 19. create a transitional strategy to accommodate personal changes and build personal values**
 - 19.1 identify short-term and long-term goals
 - 19.2 identify steps to achieve goals

COURSE HCA3415: COMMUNICATION LEVEL 2

- Level:** Advanced
- Prerequisites:** HCA3400: Role & Responsibilities
HCA3405: Safety Systems
- Description:** Students develop professional communication skills for solving problems, managing conflict effectively and documenting health status and care of the client.
- Parameters:** This course can only be offered through a partnership (i.e., a memorandum of understanding) with a post-secondary institution that has received licensing from Alberta Health to provide the Health Care Aide credential. Instruction of this course must come from an individual with a minimum qualification of a licensed practical nurse (LPN).
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- Outcomes:** The student will:
- 1. examine the concept of conflict and conflict management**
 - 1.1 describe the concept of conflict and why it occurs
 - 1.2 explain the importance of dealing with conflict
 - 1.3 identify effective communication strategies to prevent and manage conflict
 - 2. explain the concept of feedback to promote a healthy working environment**
 - 2.1 compare criticism and constructive feedback
 - 2.2 describe how constructive feedback promotes a positive working environment
 - 3. outline the THANCS (timely, helpful, appropriate, never labelling, collaborative and specific) model for giving constructive feedback**
 - 3.1 describe the THANCS model for providing constructive feedback
 - 3.2 practise giving constructive feedback using the THANCS model
 - 3.3 identify how feedback can help your personal and professional life
 - 4. describe how to accept feedback from others**
 - 4.1 describe strategies for accepting feedback from others
 - 4.2 practise receiving feedback from others
 - 5. examine the purpose of the client chart**
 - 5.1 describe the purpose of the client chart
 - 5.2 describe types of client charts
 - 5.3 describe the importance of maintaining the confidentiality of the client's chart
 - 5.4 identify the types of documents contained in a client's chart
 - 5.5 describe the purpose of recording on the client's chart
 - 5.6 describe minimum data sets
 - 5.7 describe the role of the HCA in completing minimum data sets

- 6. examine the best practice principles of documentation**
 - 6.1 identify the types of information to be documented on the client's chart
 - 6.2 describe the 24-hour clock for recording time
 - 6.3 identify common terminology related to client care used in documentation
 - 6.4 identify legal abbreviations to be used in documentation
 - 6.5 describe narrative charting
 - 6.6 identify best practices of narrative charting
 - 6.7 identify the principles of charting using the DATA method (description of event; accurately record information; timely manner; action, including follow-up)
 - 6.8 describe the role of employer policies and procedures in documentation
 - 6.9 practise documentation following best practices and DATA
- 7. examine the role and responsibilities of the HCA when applying the ICARE (I perform the following actions: Compassionate Caring; Accurate Observation; Report and Record; Ensure Comfort, Support, and Safety) model to documentation**
 - 7.1 describe privacy as a concept of caring related to documentation
 - 7.2 describe the concept of accuracy of observation related to documentation
 - 7.3 describe the concept of recording and reporting related to documentation
 - 7.4 describe how documentation ensures client safety and comfort
- 8. demonstrate basic competencies**
 - 8.1 demonstrate fundamental skills to:
 - 8.1.1 communicate
 - 8.1.2 manage information
 - 8.1.3 use numbers
 - 8.1.4 think and solve problems
 - 8.2 demonstrate personal management skills to:
 - 8.2.1 demonstrate positive attitudes and behaviours
 - 8.2.2 be responsible
 - 8.2.3 be adaptable
 - 8.2.4 learn continuously
 - 8.2.5 work safely
 - 8.3 demonstrate teamwork skills to:
 - 8.3.1 work with others
 - 8.3.2 participate in projects and tasks
- 9. create a transitional strategy to accommodate personal changes and build personal values**
 - 9.1 identify short-term and long-term goals
 - 9.2 identify steps to achieve goals

COURSE HCA3420: THE HUMAN BODY

- Level:** Advanced
- Prerequisites:** HCA3410: Communication Level 1
HCA3415: Communication Level 2
- Description:** Students learn about the structure, function, location and terminology of body systems; review the various stages and milestones of human growth and development; and examine strategies to support clients in their growth and development.
- Parameters:** This course can only be offered through a partnership (i.e., a memorandum of understanding) with a post-secondary institution that has received licensing from Alberta Health to provide the Health Care Aide credential. Instruction of this course must come from an individual with a minimum qualification of a licensed practical nurse (LPN).
- Note:** A listing of licensed post-secondary institutions is available on the [Alberta Dual Credit](#) website.
- Resources:** *Mosby's Canadian Textbook for the Support Worker* (3rd Canadian edition), by Sheila A. Sorrentino et al (Includes a textbook, a student workbook and a DVD set of nursing assistant video skills.)
- Other Resources:** *Canadian Fundamentals of Nursing* (5th Edition), by Patricia A. Potter et al; *Study Guide to Canadian Fundamentals of Nursing* (2014), by Patricia A. Potter et al; *Mosby's Textbook for Nursing Assistants* (2011), by Sheila A. Sorrentino et al
- Outcomes:** The student will:
- 1. examine the 12 body systems**
 - 1.1 describe the basic structure, function and location of organs of the:
 - 1.1.1 integumentary system
 - 1.1.2 musculoskeletal system
 - 1.1.3 nervous system
 - 1.1.4 sensory system
 - 1.1.5 circulatory system
 - 1.1.6 lymphatic system
 - 1.1.7 respiratory system
 - 1.1.8 digestive system
 - 1.1.9 urinary system
 - 1.1.10 reproductive system
 - 1.1.11 endocrine system
 - 1.1.12 immune system
 - 1.2 use appropriate medical terminology related to the 12 body systems
 - 2. describe common stages of human growth and development across the lifespan**
 - 3. examine Erikson's theory of psychosocial development**
 - 3.1 describe Erik Erikson's theory of psychosocial development
 - 3.2 identify the psychosocial tasks related to Erickson's theory of psychosocial development
 - 3.3 apply the knowledge of Erickson's development theory to client care

- 4. examine the role and responsibilities of the HCA in applying the ICARE model to human growth and development**
 - 4.1 use terminology related to human growth and development
 - 4.2 describe compassionate caring to honour individuality related to human growth and development
 - 4.3 describe milestones or tasks to observe related to human growth and development
 - 4.4 describe milestones or tasks to report and record related to human growth and development
 - 4.5 describe methods to ensure client safety and comfort related to human growth and development
- 5. demonstrate basic competencies**
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
 - 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. create a transitional strategy to accommodate personal changes and build personal values**
 - 6.1 identify short-term and long-term goals
 - 6.2 identify steps to achieve goals

COURSE HCA3425: AGING & ILLNESS

Level: Advanced

Prerequisites: HCA3410: Communication Level 1
HCA3415: Communication Level 2

Description: Students learn about healthy aging and independence, study chronic conditions and associated pain, and examine the role and responsibilities of the health care aide in caring for clients of varying levels of health.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a post-secondary institution that has received licensing from Alberta Health to provide the Health Care Aide credential. Instruction of this course must come from an individual with a minimum qualification of a licensed practical nurse (LPN).

Note: A listing of licensed post-secondary institutions is available on the [Alberta Dual Credit](#) website.

Resources: *Mosby's Canadian Textbook for the Support Worker* (3rd Canadian edition), by Sheila A. Sorrentino et al (Includes a textbook, a student workbook and a DVD set of nursing assistant video skills.)

Other Resources: *Canadian Fundamentals of Nursing* (5th Edition), by Patricia A. Potter et al; *Study Guide to Canadian Fundamentals of Nursing* (2014), by Patricia A. Potter et al; *Mosby's Textbook for Nursing Assistants* (2011), by Sheila A. Sorrentino et al

Outcomes: The student will:

1. integrate knowledge of growth and development tasks of young, middle and late adulthood with healthy aging and independence

- 1.1 review the growth and development tasks of young, middle and late adulthood
- 1.2 identify the characteristics of late adulthood as young-old, middle-old and old-old
- 1.3 identify the physical changes that may occur during the aging process in the following body systems:
 - 1.3.1 integumentary system
 - 1.3.2 musculoskeletal system
 - 1.3.3 nervous system
 - 1.3.4 circulatory system
 - 1.3.5 respiratory system
 - 1.3.6 digestive system
 - 1.3.7 urinary system
 - 1.3.8 reproductive system
- 1.4 identify pain reaction in late adulthood

2. examine healthy aging and independence in an adult

- 2.1 describe the goal of independence in healthy aging
- 2.2 identify the social, spiritual and recreational needs of late adulthood
- 2.3 use terminology related to healthy aging and independence

- 3. examine the role and responsibilities of the HCA in applying the ICARE model to healthy aging and independence**
 - 3.1 describe the concept of compassionate caring related to supporting independence in healthy aging
 - 3.2 describe observations that indicate a change in a client's level of independence
 - 3.3 describe the importance of recording and reporting changes related to the client's ability to meet his or her own physical, social, spiritual and recreational needs
 - 3.4 describe methods to ensure client safety and comfort as the client ages
- 4. integrate knowledge of the body systems with chronic conditions**
- 5. examine common chronic conditions**
 - 5.1 describe the common chronic illnesses
 - 5.2 identify categories of chronic conditions according to body system
 - 5.3 distinguish between learned dependence and physical impairment
- 6. examine chronic pain in relation to chronic conditions**
 - 6.1 compare acute pain and chronic pain
 - 6.2 describe the effects of chronic pain on quality of life
 - 6.3 use terminology related to chronic conditions
- 7. examine the role and responsibilities of the HCA in applying the ICARE model to chronic conditions and pain**
 - 7.1 describe the concept of compassionate caring for a client with a chronic condition and pain
 - 7.2 describe observations that indicate a change in a client with a chronic condition and pain
 - 7.3 describe the importance of recording and reporting client changes related to chronic conditions and pain
 - 7.4 describe methods to ensure safety and comfort for a client with a chronic condition and pain
- 8. demonstrate basic competencies**
 - 8.1 demonstrate fundamental skills to:
 - 8.1.1 communicate
 - 8.1.2 manage information
 - 8.1.3 use numbers
 - 8.1.4 think and solve problems
 - 8.2 demonstrate personal management skills to:
 - 8.2.1 demonstrate positive attitudes and behaviours
 - 8.2.2 be responsible
 - 8.2.3 be adaptable
 - 8.2.4 learn continuously
 - 8.2.5 work safely
 - 8.3 demonstrate teamwork skills to:
 - 8.3.1 work with others
 - 8.3.2 participate in projects and tasks
- 9. create a transitional strategy to accommodate personal changes and build personal values**
 - 9.1 identify short-term and long-term goals
 - 9.2 identify steps to achieve goals

COURSE HCA3430: CLIENT HYGIENE

Level: Advanced

Prerequisites: HCA3420: The Human Body
HCA3425: Aging & Illness

Description: Students develop an understanding of how to professionally and compassionately provide personal grooming and hygiene care to clients.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a post-secondary institution that has received licensing from Alberta Health to provide the Health Care Aide credential. Instruction of this course must come from an individual with a minimum qualification of a licensed practical nurse (LPN).

Note: A listing of licensed post-secondary institutions is available on the [Alberta Dual Credit](#) website.

Resources: *Mosby's Canadian Textbook for the Support Worker* (3rd Canadian edition), by Sheila A. Sorrentino et al (Includes a textbook, a student workbook and a DVD set of nursing assistant video skills.)

Other Resources: *Canadian Fundamentals of Nursing* (5th Edition), by Patricia A. Potter et al; *Study Guide to Canadian Fundamentals of Nursing* (2014), by Patricia A. Potter et al; *Mosby's Textbook for Nursing Assistants* (2011), by Sheila A. Sorrentino et al

Outcomes: The student will:

1. examine best practices related to client grooming and personal hygiene

- 1.1 identify safe techniques for dressing and undressing clients
- 1.2 identify causes and signs of skin breakdown and pressure sores, and describe basic skin care to prevent skin breakdown
- 1.3 explain the purpose of back rubs
- 1.4 describe appropriate oral care techniques for conscious and unconscious clients
- 1.5 describe appropriate denture-care techniques
- 1.6 describe appropriate hair-care techniques
- 1.7 describe safe hand, foot and nail care
- 1.8 describe safe-shaving practices
- 1.9 describe safe makeup application practices
- 1.10 describe the principles of providing peri-care for male and female clients
- 1.11 explain the role of adult incontinence products and the problems related to incontinence products
- 1.12 explain the purpose and application of compression stockings
- 1.13 use appropriate terminology related to client grooming and personal hygiene

- 2. examine the role and responsibilities of the HCA when applying the ICARE model to grooming and personal hygiene**
 - 2.1 describe compassionate caring for the client receiving grooming and personal hygiene assistance
 - 2.2 describe accurate observations of the client related to grooming and personal hygiene
 - 2.3 describe reporting and recording client changes related to grooming and personal hygiene
 - 2.4 demonstrate the ability to observe the client from head to toe while assisting with grooming and personal hygiene
 - 2.5 describe how to ensure client comfort, support and safety related to grooming and personal hygiene
- 3. demonstrate best practice principles of grooming and personal hygiene**
 - 3.1 apply knowledge and follow best practice principles while demonstrating the following skills in the lab setting:
 - 3.1.1 observe the client from head to toe while assisting with grooming and personal hygiene
 - 3.1.2 demonstrate the ability to encourage self-care in clients related to grooming and personal hygiene
 - 3.1.3 demonstrate how to safely dress and undress clients
 - 3.1.4 provide skin care and back rubs
 - 3.1.5 provide appropriate oral care procedures for conscious and unconscious clients
 - 3.1.6 provide denture care
 - 3.1.7 provide hair care
 - 3.1.8 provide toenail care
 - 3.1.9 assist clients with shaving
 - 3.1.10 provide peri-care for male and female clients
 - 3.1.11 apply and remove incontinence products
 - 3.1.12 apply and remove compression stockings
 - 3.1.13 report observations and document the care provided to clients
- 4. demonstrate basic competencies**
 - 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information
 - 4.1.3 use numbers
 - 4.1.4 think and solve problems
 - 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
 - 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. create a transitional strategy to accommodate personal changes and build personal values**
 - 5.1 identify short-term and long-term goals
 - 5.2 identify steps to achieve goals

COURSE HCA3435: BATHING & ELIMINATION

Level: Advanced

Prerequisites: HCA3420: The Human Body
HCA3425: Aging & Illness

Description: Students learn how to assist clients with bathing and personal hygiene in a safe, comfortable and supportive manner. Students also learn about the urinary and digestive systems, how they function and the associated issues in order to provide a higher level of care and service to clients.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a post-secondary institution that has received licensing from Alberta Health to provide the Health Care Aide credential. Instruction of this course must come from an individual with a minimum qualification of a licensed practical nurse (LPN).

Note: A listing of licensed post-secondary institutions is available on the [Alberta Dual Credit](#) website.

Resources: *Mosby's Canadian Textbook for the Support Worker* (3rd Canadian edition), by Sheila A. Sorrentino et al (Includes a textbook, a student workbook and a DVD set of nursing assistant video skills.)

Other Resources: *Canadian Fundamentals of Nursing* (5th Edition), by Patricia A. Potter et al; *Study Guide to Canadian Fundamentals of Nursing* (2014), by Patricia A. Potter et al; *Mosby's Textbook for Nursing Assistants* (2011), by Sheila A. Sorrentino et al

Outcomes: The student will:

- 1. examine best practices while assisting with bathing**
 - 1.1 review the structure and function of the skin
 - 1.2 explain the purposes of bathing a client
 - 1.3 describe the types of baths used in providing client care
 - 1.4 use appropriate terminology related to bathing
- 2. examine the role and responsibilities of the HCA when applying the ICARE model to bathing**
 - 2.1 describe compassionate caring for the client receiving assistance with bathing
 - 2.2 describe accurate observations of the client to report when assisting with bathing
 - 2.3 describe reporting and recording client changes when assisting with bathing
 - 2.4 describe how to ensure client comfort, support and safety when assisting with bathing
- 3. demonstrate best practice principles while assisting a client with bathing**
 - 3.1 apply knowledge and follow best practice principles while demonstrating the following skills in the lab setting:
 - 3.1.1 completing a bed bath
 - 3.1.2 completing a partial bed bath
 - 3.1.3 completing peri-care for female and male clients
 - 3.1.4 following the client care plan
 - 3.1.5 completing the flow sheet
 - 3.1.6 writing progress notes

- 4. integrate knowledge of the urinary system and the structure and function of the bowel to assist with elimination**
 - 4.1 review the structure and function of the:
 - 4.1.1 urinary system
 - 4.1.2 bowel
- 5. examine best practices while assisting with elimination**
 - 5.1 describe incontinence
 - 5.2 identify common causes of urinary problems
 - 5.3 describe care measures for clients with urinary incontinence
 - 5.4 describe constipation
 - 5.5 identify common causes of bowel problems
 - 5.6 describe rectal touch as related to the scope of practice of the HCA
 - 5.7 describe the role that nutrition, hydration and exercise provide in bowel and bladder function
 - 5.8 describe the importance of a client care plan when assisting with bowel and bladder elimination
 - 5.9 use appropriate terminology related to elimination and bowel and bladder function
- 6. examine the role and responsibilities of the HCA when applying the ICARE model to elimination**
 - 6.1 describe compassionate caring for the client receiving assistance with elimination
 - 6.2 describe accurate observations of the client to report during assistance with elimination
 - 6.3 describe reporting and recording client changes related to elimination
 - 6.4 describe how to ensure client comfort, support and safety related to elimination
- 7. demonstrate best practice principles of assisting clients with elimination**
 - 7.1 apply knowledge and follow best practice principles while demonstrating the following skills in the lab setting:
 - 7.1.1 assisting with bowel and bladder elimination using the commode, bedpan and urinal
 - 7.1.2 observing, measuring and recording urinary and bowel output as directed in the care plan
- 8. demonstrate basic competencies**
 - 8.1 demonstrate fundamental skills to:
 - 8.1.1 communicate
 - 8.1.2 manage information
 - 8.1.3 use numbers
 - 8.1.4 think and solve problems
 - 8.2 demonstrate personal management skills to:
 - 8.2.1 demonstrate positive attitudes and behaviours
 - 8.2.2 be responsible
 - 8.2.3 be adaptable
 - 8.2.4 learn continuously
 - 8.2.5 work safely
 - 8.3 demonstrate teamwork skills to:
 - 8.3.1 work with others
 - 8.3.2 participate in projects and tasks
- 9. create a transitional strategy to accommodate personal changes and build personal values**
 - 9.1 identify short-term and long-term goals
 - 9.2 identify steps to achieve goals

COURSE HCA3440: BED MAKING & MOBILITY

Level: Advanced

Prerequisites: HCA3420: The Human Body
HCA3425: Aging & Illness

Description: Students learn the methods of bed making, including using assistive devices to ensure client comfort and safety practises to follow when making an occupied bed. Students learn the common types of ambulation aids and how to safely use them with clients.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a post-secondary institution that has received licensing from Alberta Health to provide the Health Care Aide credential. Instruction of this course must come from an individual with a minimum qualification of a licensed practical nurse (LPN).

Note: A listing of licensed post-secondary institutions is available on the [Alberta Dual Credit](#) website.

Resources: *Mosby's Canadian Textbook for the Support Worker* (3rd Canadian edition), by Sheila A. Sorrentino et al (Includes a textbook, a student workbook and a DVD set of nursing assistant video skills.)

Other Resources: *Canadian Fundamentals of Nursing* (5th Edition), by Patricia A. Potter et al; *Study Guide to Canadian Fundamentals of Nursing* (2014), by Patricia A. Potter et al; *Mosby's Textbook for Nursing Assistants* (2011), by Sheila A. Sorrentino et al

Outcomes: The student will:

1. examine best practices while bed making

- 1.1 review Infection Prevention and Control (IPC) guidelines related to handling soiled linens
- 1.2 describe bed-making techniques
- 1.3 describe assistive devices used for a client's bed
- 1.4 describe principles of client care and safety related to bed making
- 1.5 describe the importance of the client care plan related to bed making
- 1.6 use appropriate terminology related to making beds

2. examine the role and responsibilities of the HCA when applying the ICARE model to bed making

- 2.1 describe compassionate caring for the client during bed making
- 2.2 describe accurate observations of the client to report during bed making
- 2.3 describe reporting and recording client changes related to bed making
- 2.4 describe how to ensure client comfort, support and safety related to bed making

3. demonstrate best practice principles of bed making

- 3.1 apply knowledge and follow best practice principles while demonstrating the following skills in the lab setting:
 - 3.1.1 making a bed
 - 3.1.2 making a bed with assistive devices

- 4. integrate knowledge of the musculoskeletal and nervous systems with mobility**
 - 4.1 review the structure and function of the musculoskeletal and nervous systems
 - 4.2 describe the goals of client mobility
 - 4.3 describe the purpose of transfer belts
 - 4.4 identify prosthetic devices necessary for client mobility
 - 4.5 identify a variety of ambulation aids
 - 4.6 identify the purpose of prosthetic devices
 - 4.7 differentiate between manual and electric wheelchairs
 - 4.8 explain the care and maintenance of ambulation aids
 - 4.9 explain the care of prosthetic devices
 - 4.10 examine the principles of proper body mechanics
 - 4.11 identify factors that contribute to falls
 - 4.12 describe appropriate actions to take if a client falls while ambulating
 - 4.13 use appropriate terminology related to assisting with client mobility
- 5. examine the role and responsibilities of the HCA when applying the ICARE model to client mobility**
 - 5.1 describe compassionate caring for the client receiving assistance with mobility
 - 5.2 describe accurate observations of the client to report during assistance with mobility
 - 5.3 describe reporting and recording client changes related to mobility
 - 5.4 describe how to ensure client comfort, support and safety related to mobility
- 6. demonstrate best practice principles while assisting clients with mobility**
 - 6.1 apply knowledge and follow best practice principles while demonstrating the following skills in the lab setting:
 - 6.1.1 observing the client for changes that impact mobility
 - 6.1.2 applying a transfer belt
 - 6.1.3 assisting the client with ambulation aids
 - 6.1.4 assisting the client with prosthetic devices
- 7. demonstrate basic competencies**
 - 7.1 demonstrate fundamental skills to:
 - 7.1.1 communicate
 - 7.1.2 manage information
 - 7.1.3 use numbers
 - 7.1.4 think and solve problems
 - 7.2 demonstrate personal management skills to:
 - 7.2.1 demonstrate positive attitudes and behaviours
 - 7.2.2 be responsible
 - 7.2.3 be adaptable
 - 7.2.4 learn continuously
 - 7.2.5 work safely
 - 7.3 demonstrate teamwork skills to:
 - 7.3.1 work with others
 - 7.3.2 participate in projects and tasks
- 8. create a transitional strategy to accommodate personal changes and build personal values**
 - 8.1 identify short-term and long-term goals
 - 8.2 identify steps to achieve goals

COURSE HCA3445: POSITIONING & MEALS

Level: Advanced

Prerequisites: HCA3420: The Human Body
HCA3425: Aging & Illness

Description: Students learn how to use proper body mechanics to safely position or transfer a client, how to operate mechanical lifts and how to assist the client at mealtime.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a post-secondary institution that has received licensing from Alberta Health to provide the Health Care Aide credential. Instruction of this course must come from an individual with a minimum qualification of a licensed practical nurse (LPN).

Note: A listing of licensed post-secondary institutions is available on the [Alberta Dual Credit](#) website.

Resources: *Mosby's Canadian Textbook for the Support Worker* (3rd Canadian edition), by Sheila A. Sorrentino et al (Includes a textbook, a student workbook and a DVD set of nursing assistant video skills.)

Other Resources: *Canadian Fundamentals of Nursing* (5th Edition), by Patricia A. Potter et al; *Study Guide to Canadian Fundamentals of Nursing* (2014), by Patricia A. Potter et al; *Mosby's Textbook for Nursing Assistants* (2011), by Sheila A. Sorrentino et al

Outcomes: The student will:

- 1. integrate knowledge of the musculoskeletal system with positioning, transferring and lifting**
 - 1.1 review the structure and function of the musculoskeletal system, with a focus on joints
 - 1.2 review body mechanics and client and staff safety during positioning, transferring and lifting
- 2. examine best practices while assisting with positioning, transferring and lifting**
 - 2.1 review the use and correct application of applying a transfer belt
 - 2.2 describe best practices of positioning and repositioning for clients in sitting or lying positions
 - 2.3 examine the best practice of a zero manual lift policy
 - 2.4 compare a lift and a transfer
 - 2.5 identify a variety of transfer aids
 - 2.6 describe one- and two-person transfers
 - 2.7 describe best practice methods of transferring clients from a bed to a stretcher
 - 2.8 identify a variety of mechanical lifts
 - 2.9 describe best practices for mechanical lifts
 - 2.10 use terminology related to lifts and transfers
- 3. examine the role and responsibilities of the HCA when applying the ICARE model to positioning, transferring and lifting**
 - 3.1 describe compassionate caring for the client being assisted with positioning, transferring or lifting
 - 3.2 describe accurate observations of the client to report when being assisted with positioning, transferring or lifting
 - 3.3 describe reporting and recording client changes related to positioning, transferring and lifting
 - 3.4 describe how to ensure client comfort, support and safety related to positioning, transferring and lifting

- 4. demonstrate best practice principles for positioning, transfers and lifts**
 - 4.1 apply knowledge and follow best practice principles while demonstrating the following in the lab setting:
 - 4.1.1 observe the client for changes that impact positioning, transferring and lifting
 - 4.1.2 use proper body mechanics to maintain client and staff safety during a lift and a transfer
 - 4.1.3 perform one- and two-person transfers of the client from a bed to a chair or wheelchair
 - 4.1.4 perform mechanical lifts following the manufacturer's instructions for operating the mechanical lift
 - 4.1.5 perform a sliding transfer with a slide sheet/slider board
 - 4.1.6 transfer the client from a bed to a stretcher
 - 4.1.7 perform positioning for both sitting and lying
- 5. integrate knowledge of the digestive system with assisting at mealtime**
- 6. examine best practices when assisting clients at mealtime**
 - 6.1 describe Canada's Food Guide
 - 6.2 describe the importance of meeting a client's nutritional needs
 - 6.3 describe special diets related to a client's needs
 - 6.4 identify factors that can affect a client's eating and nutrition, including dysphagia
 - 6.5 describe methods of assisting clients in remaining safe and independent at mealtimes
 - 6.6 describe assistive devices to promote client independence at mealtime
 - 6.7 describe how to create a pleasant client-centred dining environment
- 7. describe safe and good practices during preparation of client meals and nourishments**
 - 7.1 describe intake as it relates to food
 - 7.2 describe how to observe, measure and record intake
 - 7.3 describe safe feeding techniques, and explain the importance of following the techniques
 - 7.4 describe the importance of following the care plan to meet the client's nutritional needs
 - 7.5 describe food preparation in a variety of care settings
 - 7.6 describe methods of texture modification
 - 7.7 describe safe methods of food preparation and storage
 - 7.8 explain the control of micro-organisms
- 8. demonstrate knowledge of identification and prevention of food hazards**
 - 8.1 define the terms potentially hazardous, non-hazardous and perishable
 - 8.2 explain why some foods are potentially more dangerous than others
 - 8.3 explain the relationship between time and temperature control in the prevention of food-borne illness
 - 8.4 describe best practice for storing leftovers
 - 8.5 describe the common sources and causes of food-borne illness
 - 8.6 review micro-organisms and the food handler's role in preventing the transmission of food contaminants
 - 8.7 discuss personal hygiene practices relevant to safe food handling
 - 8.8 use terminology related to assisting at mealtime
- 9. examine the role and responsibilities of the HCA when applying the ICARE model to assisting at mealtime**
 - 9.1 describe compassionate caring for the client receiving assistance at mealtime
 - 9.2 describe accurate observations of the client to report during assistance at mealtime
 - 9.3 describe reporting and recording client changes related to mealtime
 - 9.4 describe how to ensure client comfort, support and safety at mealtimes

10. demonstrate best practice principles to meet a client's nutritional needs

10.1 apply knowledge and follow best practice principles while demonstrating the following skills in the lab setting:

10.1.1 observing the client's ability to eat safely

10.1.2 performing safe feeding techniques

10.1.3 modifying the texture of fluids following client care plans and employer policy and procedure

10.1.4 measuring and recording intake

11. demonstrate basic competencies

11.1 demonstrate fundamental skills to:

11.1.1 communicate

11.1.2 manage information

11.1.3 use numbers

11.1.4 think and solve problems

11.2 demonstrate personal management skills to:

11.2.1 demonstrate positive attitudes and behaviours

11.2.2 be responsible

11.2.3 be adaptable

11.2.4 learn continuously

11.2.5 work safely

11.3 demonstrate teamwork skills to:

11.3.1 work with others

11.3.2 participate in projects and tasks

12. create a transitional strategy to accommodate personal changes and build personal values

12.1 identify short-term and long-term goals

12.2 identify steps to achieve goals

COURSE HCA3450: CLINICAL PRACTICE 1A

Level: Advanced

Prerequisites: HCA3430: Client Hygiene
HCA3435: Bathing & Elimination
HCA3440: Bed Making & Mobility
HCA3445: Positioning & Meals

Description: Students complete a minimum of 20 hours of work, under the direction of a regulated health-care professional, in a designated assisted living (DAL) site providing care and support for clients. Students will consistently demonstrate competency in best practice theory and skills.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a post-secondary institution that has received licensing from Alberta Health to provide the Health Care Aide credential.

Note: A listing of licensed post-secondary institutions is available on the [Alberta Dual Credit](#) website.

This course must be completed under the direct supervision of a professional nurse who is fulfilling the role of clinical instructor or under the indirect supervision of the clinical instructor through a mentored practice experience.

Note: This 1-credit course option must be used in conjunction with HCA3455: Clinical Practice 1B and cannot be used with HCA3460: Clinical Practice 1.

Resources: *Mosby's Canadian Textbook for the Support Worker* (3rd Canadian edition), by Sheila A. Sorrentino et al (Includes a textbook, a student workbook and a DVD set of nursing assistant video skills.)

Other Resources: *Canadian Fundamentals of Nursing* (5th Edition), by Patricia A. Potter et al; *Study Guide to Canadian Fundamentals of Nursing* (2014), by Patricia A. Potter et al; *Mosby's Textbook for Nursing Assistants* (2011), by Sheila A. Sorrentino et al

Outcomes: The student will:

1. work safely and effectively as a health care aide

- 1.1 demonstrate an understanding of interdisciplinary team members and their roles within the health-care system
- 1.2 complete daily assignment of tasks appropriate to the HCA within the health-care team
- 1.3 participate in the care-planning process in facilities and in community-based settings
- 1.4 follow client care plans while completing client care
- 1.5 demonstrate time management, decision making and problem solving within the role of the HCA
- 1.6 demonstrate principles and skills related to creating a safe work environment
- 1.7 employ the principles of environmental safety in facilities and in community-based settings
- 1.8 report safety hazards
- 1.9 utilize Infection Prevention and Control (IPC) principles
- 1.10 demonstrate the consistent use of best practice principles for hand hygiene, applying personal protective equipment and caring for supplies and equipment

- 1.11 demonstrate knowledge of the legislation that governs health care in Alberta and how that legislation relates directly to the role, responsibilities and scope of practice for the HCA in the province of Alberta
- 2. communicate effectively with supervisors, co-workers, clients and clients' families within the health-care environment**
 - 2.1 demonstrate best practices of effective communication methods that promote the helping relationship
 - 2.2 demonstrate knowledge of how culture may affect communication in the helping relationship
 - 2.3 demonstrate best practices in assertive communication strategies
 - 2.4 demonstrate effective communication skills for telephone conversations
 - 2.5 demonstrate the ability to effectively utilize communication aids and strategies to promote the helping relationship with clients with speech and language disorders
 - 2.6 demonstrate skills while using communication aids and strategies that promote the helping relationship with clients with eye disorders and vision problems
 - 2.7 demonstrate ability to maintain confidentiality of the client's chart
 - 2.8 demonstrate knowledge of employer policies regarding use of legal abbreviations used in documentation
 - 2.9 demonstrate best practices and legal guidelines of narrative charting
 - 2.10 demonstrate documentation following best practices and DATA (description of event; accurately record information; timely manner; action, including follow-up)
 - 2.11 demonstrate principles of accurate observation in documentation
 - 2.12 demonstrate best practices when recording and reporting in documentation
- 3. demonstrate basic competencies**
 - 3.1 demonstrate fundamental skills to:
 - 3.1.1 communicate
 - 3.1.2 manage information
 - 3.1.3 use numbers
 - 3.1.4 think and solve problems
 - 3.2 demonstrate personal management skills to:
 - 3.2.1 demonstrate positive attitudes and behaviours
 - 3.2.2 be responsible
 - 3.2.3 be adaptable
 - 3.2.4 learn continuously
 - 3.2.5 work safely
 - 3.3 demonstrate teamwork skills to:
 - 3.3.1 work with others
 - 3.3.2 participate in projects and tasks
- 4. create a transitional strategy to accommodate personal changes and build personal values**
 - 4.1 identify short-term and long-term goals
 - 4.2 identify steps to achieve goals

COURSE HCA3455: CLINICAL PRACTICE 1B

Level: Advanced

Prerequisites: HCA3430: Client Hygiene
HCA3435: Bathing & Elimination
HCA3440: Bed Making & Mobility
HCA3445: Positioning & Meals

Description: Students complete a minimum of 20 hours of work, under the direction of a regulated health-care professional, in a designated assisted living (DAL) site providing care and support for clients. Students will consistently demonstrate competency in best practice theory and skills.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a post-secondary institution that has received licensing from Alberta Health to provide the Health Care Aide credential.

Note: A listing of licensed post-secondary institutions is available on the [Alberta Dual Credit](#) website.

This course must be completed under the direct supervision of a professional nurse who is fulfilling the role of clinical instructor or under the indirect supervision of the clinical instructor through a mentored practice experience.

Note: This 1-credit course option must be used in conjunction HCA3450: Clinical Practice 1A and *cannot* be used with HCA3460: Clinical Practice 1.

Resources: *Mosby's Canadian Textbook for the Support Worker* (3rd Canadian edition), by Sheila A. Sorrentino et al (Includes a textbook, a student workbook and a DVD set of nursing assistant video skills.)

Other Resources: *Canadian Fundamentals of Nursing* (5th Edition), by Patricia A. Potter et al; *Study Guide to Canadian Fundamentals of Nursing* (2014), by Patricia A. Potter et al; *Mosby's Textbook for Nursing Assistants* (2011), by Sheila A. Sorrentino et al

Outcomes: The student will:

1. work safely and effectively as a health care aide

- 1.1 demonstrate an understanding of interdisciplinary team members and their roles within the health-care system
- 1.2 complete daily assignment of tasks appropriate to the HCA within the health-care team
- 1.3 participate in the care-planning process in facilities and in community-based settings
- 1.4 follow client care plans while completing client care
- 1.5 demonstrate time management, decision making and problem solving within the role of the HCA
- 1.6 demonstrate principles and skills related to creating a safe work environment
- 1.7 employ the principles of environmental safety in facilities and in community-based settings
- 1.8 report safety hazards
- 1.9 utilize Infection Prevention and Control (IPC) principles
- 1.10 demonstrate the consistent use of best practice principles for hand hygiene, applying personal protective equipment and caring for supplies and equipment

- 1.11 demonstrate knowledge of the legislation that governs health care in Alberta and how that legislation relates directly to the role, responsibilities and scope of practice for the HCA in the province of Alberta
- 2. communicate effectively with supervisors, co-workers, clients and clients' families within the health-care environment**
 - 2.1 demonstrate best practices of effective communication methods that promote the helping relationship
 - 2.2 demonstrate knowledge of how culture may affect communication in the helping relationship
 - 2.3 demonstrate best practices in assertive communication strategies
 - 2.4 demonstrate effective communication skills for telephone conversations
 - 2.5 demonstrate the ability to effectively utilize communication aids and strategies to promote the helping relationship with clients with speech and language disorders
 - 2.6 demonstrate skills while using communication aids and strategies that promote the helping relationship with clients with eye disorders and vision problems
 - 2.7 demonstrate ability to maintain confidentiality of the client's chart
 - 2.8 demonstrate knowledge of employer policies regarding use of legal abbreviations used in documentation
 - 2.9 demonstrate best practices and legal guidelines of narrative charting
 - 2.10 demonstrate documentation following best practices and DATA (description of event; accurately record information; timely manner; action, including follow-up)
 - 2.11 demonstrate principles of accurate observation in documentation
 - 2.12 demonstrate best practices when recording and reporting in documentation
- 3. demonstrate knowledge and understanding of structure and function of the human body, health and chronic illness**
- 4. provide client care and comfort**
 - 4.1 demonstrate best practice principles:
 - 4.1.1 of grooming and personal hygiene
 - 4.1.2 while assisting a client with bathing
 - 4.1.3 of assisting clients with elimination
 - 4.1.4 of bed making
 - 4.1.5 while assisting clients with mobility
 - 4.1.6 for positioning, transfers and lifts utilizing proper body mechanics
 - 4.1.7 of use and application of restraints
 - 4.2 demonstrate understanding of the principles of body mechanics
 - 4.3 describe safe food practices during preparation and service of client meals and nourishments
 - 4.4 demonstrate knowledge of identification and prevention of food hazards
 - 4.5 demonstrate best practice principles to meet a client's nutritional needs based on the client's care plan
- 5. demonstrate basic competencies**
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
 - 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks

- 6. create a transitional strategy to accommodate personal changes and build personal values**
 - 6.1 identify short-term and long-term goals
 - 6.2 identify steps to achieve goals

COURSE HCA3460: CLINICAL PRACTICE 1 (2 CREDITS)

Level:	Advanced
Prerequisites:	HCA3430: Client Hygiene HCA3435: Bathing & Elimination HCA3440: Bed Making & Mobility HCA3445: Positioning & Meals
Description:	Students complete a minimum of 40 hours of work, under the direction of a regulated health-care professional, in a designated assisted living (DAL) site providing care and support for clients. Students will consistently demonstrate competency in best practice theory and skills.
Parameters:	<p>This course can only be offered through a partnership (i.e., a memorandum of understanding) with a post-secondary institution that has received licensing from Alberta Health to provide the Health Care Aide credential.</p> <p>Note: A listing of licensed post-secondary institutions is available on the Alberta Dual Credit website.</p> <p>This clinical practice may be completed under the direct supervision of a professional nurse who is fulfilling the role of clinical instructor or under the indirect supervision of the clinical instructor through a mentored practice experience.</p> <p>Note: This 2-credit course option can be used <i>instead of</i> HCA3450: Clinical Practice 1A <i>and</i> HCA3455: Clinical Practice 1B.</p>
Resources:	<i>Mosby's Canadian Textbook for the Support Worker</i> (3rd Canadian edition), by Sheila A. Sorrentino et al (Includes a textbook, a student workbook and a DVD set of nursing assistant video skills.)
Other Resources:	<i>Canadian Fundamentals of Nursing</i> (5th Edition), by Patricia A. Potter et al; <i>Study Guide to Canadian Fundamentals of Nursing</i> (2014), by Patricia A. Potter et al; <i>Mosby's Textbook for Nursing Assistants</i> (2011), by Sheila A. Sorrentino et al
Outcomes:	The student will:
1. work safely and effectively as a health care aide	
1.1	demonstrate an understanding of interdisciplinary team members and their roles within the health-care system
1.2	complete daily assignment of tasks appropriate to the HCA within the health-care team
1.3	participate in the care-planning process in facilities and in community-based settings
1.4	follow client care plans while completing client care
1.5	demonstrate time management, decision making and problem solving within the role of the HCA
1.6	demonstrate principles and skills related to creating a safe work environment
1.7	employ the principles of environmental safety in facilities and in community-based settings
1.8	report safety hazards
1.9	utilize Infection Prevention and Control (IPC) principles

- 1.10 demonstrate the consistent use of best practice principles for hand hygiene, applying personal protective equipment and caring for supplies and equipment
- 1.11 demonstrate knowledge of the legislation that governs health care in Alberta and how that legislation relates directly to the role, responsibilities and scope of practice for the HCA in the province of Alberta
- 2. communicate effectively with supervisors, co-workers, clients and clients' families within the health-care environment**
 - 2.1 develop helping relationships with the client and the client's family
 - 2.2 demonstrate best practices of effective communication methods that promote the helping relationship
 - 2.3 demonstrate knowledge of how culture may affect communication in the helping relationship
 - 2.4 demonstrate best practices in assertive communication strategies
 - 2.5 demonstrate effective communication skills for telephone conversations
 - 2.6 demonstrate the ability to effectively utilize communication aids and strategies to promote the helping relationship with clients with speech and language disorders
 - 2.7 demonstrate skills while using communication aids and strategies that promote the helping relationship with clients with eye disorders and vision problems
 - 2.8 demonstrate ability to maintain confidentiality of the client's chart
 - 2.9 demonstrate knowledge of employer policies regarding use of legal abbreviations used in documentation
 - 2.10 demonstrate best practices and legal guidelines of narrative charting
 - 2.11 demonstrate documentation following best practices and DATA (i.e., description of event; accurately record information; timely manner; action, including follow-up)
 - 2.12 demonstrate principles of accurate observation in documentation
 - 2.13 demonstrate best practices when recording and reporting in documentation
- 3. demonstrate knowledge and understanding of structure and function of the human body, health and chronic illness**
- 4. provide client care and comfort**
 - 4.1 demonstrate best practice principles:
 - 4.1.1 of grooming and personal hygiene
 - 4.1.2 while assisting a client with bathing
 - 4.1.3 of assisting clients with elimination
 - 4.1.4 of bed making
 - 4.1.5 while assisting clients with mobility
 - 4.1.6 for positioning, transfers and lifts utilizing proper body mechanics
 - 4.1.7 of use and application of restraints
 - 4.2 demonstrate understanding of the principles of body mechanics
 - 4.3 describe safe food practices during preparation and service of client meals and nourishments
 - 4.4 demonstrate knowledge of identification and prevention of food hazards
 - 4.5 demonstrate best practice principles to meet a client's nutritional needs based on his or her care plan
- 5. demonstrate basic competencies**
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely

- 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. create a transitional strategy to accommodate personal changes and build personal values**
 - 6.1 identify short-term and long-term goals
 - 6.2 identify steps to achieve goals

COURSE HCA3465: COMPLEX CARE NEEDS 1

Level:	Advanced
Prerequisites:	HCA3450: Clinical Practice 1A and HCA3455: Clinical Practice 1B or HCA3460: Clinical Practice 1
Description:	Students develop advanced skills when providing range of motion (ROM) exercise to clients and when assisting with wound care, tube feeds, catheter care and ostomy care.
Parameters:	This course can only be offered through a partnership (i.e., a memorandum of understanding) with a post-secondary institution that has received licensing from Alberta Health to provide the Health Care Aide credential. Instruction of this course must come from an individual with a minimum qualification of a licensed practical nurse (LPN). Note: A listing of licensed post-secondary institutions is available on the Alberta Dual Credit website.
Resources:	<i>Mosby's Canadian Textbook for the Support Worker</i> (3rd Canadian edition), by Sheila A. Sorrentino et al (Includes a textbook, a student workbook and a DVD set of nursing assistant video skills.)
Other Resources:	<i>Canadian Fundamentals of Nursing</i> (5th Edition), by Patricia A. Potter et al; <i>Study Guide to Canadian Fundamentals of Nursing</i> (2014), by Patricia A. Potter et al; <i>Mosby's Textbook for Nursing Assistants</i> (2011), by Sheila A. Sorrentino et al
Outcomes:	The student will:

- 1. integrate knowledge of the musculoskeletal system with range of motion (ROM)**
 - 1.1 review the structure and function of the musculoskeletal system, with a focus on joints
 - 1.2 describe ROM
 - 1.3 describe the purpose of ROM exercises
- 2. examine best practices while assisting with ROM**
 - 2.1 describe active, active-assistive and passive ROM
 - 2.2 describe how to safely perform active and passive ROM
 - 2.3 identify the signs of pain and fatigue in a client who is performing ROM exercises
 - 2.4 use appropriate terminology related to ROM
- 3. examine the role and responsibilities of the HCA when applying the ICARE model to ROM**
 - 3.1 describe compassionate caring for the client receiving assistance with ROM
 - 3.2 describe accurate observations of the client to include during assistance with ROM
 - 3.3 describe reporting and recording client changes related to ROM
 - 3.4 describe how to ensure client comfort, support and safety related to ROM
- 4. demonstrate best practice principles of ROM exercises**
 - 4.1 apply knowledge and follow best practice principles while demonstrating the following skills in the lab setting:
 - 4.1.1 observing demonstration of ROM exercises
 - 4.1.2 performing active and passive ROM exercises

- 5. integrate knowledge of the integumentary system with the goal of safely maintaining client skin integrity**
 - 5.1 review the integumentary system in relation to wound care
 - 5.2 identify risk factors for breakdown in skin integrity
 - 5.3 define the term wound
 - 5.4 identify stages of wounds
- 6. examine best practices while assisting with wound care**
 - 6.1 describe pressure, shearing, friction and moisture in relation to wounds
 - 6.2 examine strategies for wound prevention
 - 6.3 describe simple dressings
 - 6.4 describe the importance of following the care plan to prevent wounds and to apply simple dressings
 - 6.5 use appropriate terminology related to wound care
- 7. examine the role and responsibilities of the HCA when applying the ICARE model to wound care**
 - 7.1 describe compassionate caring for the client receiving assistance with wound care
 - 7.2 describe accurate observations of the client to report during assistance with wound care
 - 7.3 describe reporting and recording client changes related to wound care
 - 7.4 describe how to ensure client comfort, support and safety related to wound care
- 8. demonstrate best practice principles of wound care**
 - 8.1 apply knowledge and follow best practice principles while demonstrating the following skills in the lab setting:
 - 8.1.1 removing a dressing
 - 8.1.2 observing a wound for changes
 - 8.1.3 cleansing a wound according to care plan
 - 8.1.4 applying a simple dressing
- 9. integrate knowledge of the digestive system with client care relating to nasogastric tubes, gastrostomy care and tube feeding**
 - 9.1 review the structure and function of the digestive system as they relate to nasogastric and gastrostomy care and tube feeds
 - 9.2 review appropriate terminology related to assisting with nasogastric and gastrostomy care and tube feeds
 - 9.3 describe conditions requiring nasogastric and gastrostomy care and tube feeds
 - 9.4 describe tube feeds
 - 9.5 differentiate between continuous tube feeding and intermittent tube feeding
- 10. examine best practices while assisting with nasogastric and gastrostomy care and tube feeds**
 - 10.1 describe the importance of the client care plan in providing appropriate tube feeding
 - 10.2 describe the safe preparation of formula for tube feeds
 - 10.3 describe preparation of a client for a tube feed
 - 10.4 describe preparation of equipment for a tube feed
 - 10.5 identify signs and symptoms of client distress following a tube feed
 - 10.6 describe methods to observe, measure and record intake
 - 10.7 use appropriate terminology related to assisting with nasogastric and gastrostomy care and tube feeds
- 11. examine the role and responsibilities of the HCA when applying the ICARE model to nasogastric and gastrostomy care and tube feeds**
 - 11.1 describe compassionate caring for the client receiving assistance with nasogastric and gastrostomy care and tube feeds
 - 11.2 describe accurate observations of the client to report during assistance with nasogastric and gastrostomy care and tube feeds
 - 11.3 describe reporting and recording client changes related to nasogastric and gastrostomy care and tube feeds
 - 11.4 describe how to ensure client comfort, support and safety related to nasogastric and gastrostomy care and tube feeds

- 12. demonstrate best practice principles of nasogastric and gastrostomy care and tube feeds**
 - 12.1 apply knowledge and follow best practice principles while demonstrating the following skills:
 - 12.1.1 preparing the client
 - 12.1.2 preparing the equipment
 - 12.1.3 measuring and recording intake in the lab setting
- 13. integrate knowledge of the urinary system with the safe care of clients with urinary catheters**
 - 13.1 review the structure and function of the urinary system
 - 13.2 describe conditions requiring catheters and drainage systems
 - 13.3 describe the types and purpose of urinary catheters, including suprapubic catheters
- 14. examine best practices while assisting with urinary catheters and drainage systems**
 - 14.1 review Infection Prevention and Control (IPC) guidelines in the context of urinary catheters and drainage systems
 - 14.2 describe the care of catheters and drainage systems, including securing the catheter
 - 14.3 describe methods to observe, measure and record output
 - 14.4 describe the importance of the client care plan to determine urinary catheter and drainage system care for a client
 - 14.5 use appropriate terminology related to the care of urinary catheter and drainage systems
- 15. examine the role and responsibilities of the HCA when applying the ICARE model to urinary catheter and drainage systems**
 - 15.1 describe compassionate caring for the client receiving assistance with urinary catheter and drainage systems
 - 15.2 describe accurate observations of the client to report when assisting a client with urinary catheter and drainage systems
 - 15.3 describe reporting and recording client changes related to urinary catheter and drainage systems
 - 15.4 describe how to ensure client comfort, support and safety related to urinary catheter and drainage systems
- 16. demonstrate best practice principles of urinary catheters and drainage systems**
 - 16.1 apply knowledge and follow best practice principles while demonstrating the following skills in the lab setting:
 - 16.1.1 observing skin, urine and tubing
 - 16.1.2 applying and removing external drainage systems
 - 16.1.3 providing catheter care for male and female clients
 - 16.1.4 emptying drainage bags
 - 16.1.5 measuring output
- 17. integrate knowledge of the digestive and urinary systems with the goal of safe care of clients with ostomies**
 - 17.1 review the structure and function of the digestive and urinary systems
 - 17.2 describe conditions requiring ostomies
 - 17.3 describe locations of ostomy sites
- 18. examine best practices while assisting with ostomy care**
 - 18.1 describe the types, application and removal of ostomy products
 - 18.2 review IPC guidelines as they apply to ostomy care
 - 18.3 describe the care of ostomies
 - 18.4 identify potential problems related to ostomies
 - 18.5 describe the importance of the client care plan in determining ostomy care
 - 18.6 use terminology related to ostomy care
- 19. examine the role and responsibilities of the HCA when applying the ICARE model to ostomy care**
 - 19.1 describe compassionate caring for the client receiving assistance with ostomy care
 - 19.2 describe accurate observations of the client to report during assistance with ostomy care
 - 19.3 describe reporting and recording client changes related to ostomy care
 - 19.4 describe how to ensure client comfort, support and safety related to ostomy care

20. demonstrate best practice principles of ostomy care

20.1 apply knowledge and follow best practice principles while demonstrating the following skills in the lab setting:

- 20.1.1 observing the skin, feces and the appliance
- 20.1.2 applying and removing the ostomy appliance
- 20.1.3 performing ostomy care
- 20.1.4 emptying the reusable ostomy bag
- 20.1.5 disposing of the ostomy appliance

21. demonstrate basic competencies

21.1 demonstrate fundamental skills to:

- 21.1.1 communicate
- 21.1.2 manage information
- 21.1.3 use numbers
- 21.1.4 think and solve problems

21.2 demonstrate personal management skills to:

- 21.2.1 demonstrate positive attitudes and behaviours
- 21.2.2 be responsible
- 21.2.3 be adaptable
- 21.2.4 learn continuously
- 21.2.5 work safely

21.3 demonstrate teamwork skills to:

- 21.3.1 work with others
- 21.3.2 participate in projects and tasks

22. create a transitional strategy to accommodate personal changes and build personal values

- 22.1 identify short-term and long-term goals
- 22.2 identify steps to achieve goals

COURSE HCA3470: COMPLEX CARE NEEDS 2

Level:	Advanced
Prerequisites:	HCA3450: Clinical Practice 1A and HCA3455: Clinical Practice 1B or HCA3460: Clinical Practice 1
Description:	Students develop advanced skills for measuring, recording and reporting vital signs; assisting with specimen collection; and assisting with respiratory care.
Parameters:	This course can only be offered through a partnership (i.e., a memorandum of understanding) with a post-secondary institution that has received licensing from Alberta Health to provide the Health Care Aide credential. Instruction of this course must come from an individual with a minimum qualification of a licensed practical nurse (LPN). Note: A listing of licensed post-secondary institutions is available on the Alberta Dual Credit website.
Resources:	<i>Mosby's Canadian Textbook for the Support Worker</i> (3rd Canadian edition), by Sheila A. Sorrentino et al (Includes a textbook, a student workbook and a DVD set of nursing assistant video skills.)
Other Resources:	<i>Canadian Fundamentals of Nursing</i> (5th Edition), by Patricia A. Potter et al; <i>Study Guide to Canadian Fundamentals of Nursing</i> (2014), by Patricia A. Potter et al; <i>Mosby's Textbook for Nursing Assistants</i> (2011), by Sheila A. Sorrentino et al
Outcomes:	The student will:

- 1. integrate knowledge of the circulatory, respiratory and nervous systems when measuring clients' vital signs**
 - 1.1 review the structure and function of the respiratory, circulatory and nervous systems
 - 1.2 describe temperature, pulse, respiration, blood pressure and oxygen saturation levels
 - 1.3 describe types of pain
 - 1.4 describe equipment and its use for measuring temperature, pulse, respirations, blood pressure and oxygen saturation levels
- 2. examine best practices when measuring vital signs**
 - 2.1 review Infection Prevention and Control (IPC) guidelines as they relate to maintaining equipment used to measure vital signs
 - 2.2 describe the importance of the care plan in determining baseline data and knowing which vital signs require measurement
- 3. examine best practices when observing pain**
 - 3.1 identify signs and symptoms of pain
 - 3.2 identify tools that will assist in the observation of pain
 - 3.3 identify non-medication strategies for pain relief and management

- 4. examine best practices when measuring height and weight**
 - 4.1 describe equipment and methods used for weighing and measuring the client
 - 4.2 review IPC guidelines as they relate to maintaining equipment used to measure height and weight
 - 4.3 describe the importance of the care plan to determine baseline data and knowing when to measure height and weight
 - 4.4 use appropriate terminology related to measuring vital signs, observing pain and measuring height and weight
- 5. examine the role and responsibilities of the HCA when applying the ICARE model to measuring vital signs, height and weight and observing pain**
 - 5.1 describe compassionate caring when measuring vital signs, height and weight and observing pain
 - 5.2 describe accurate observations of the client to report when measuring vital signs, height and weight and observing pain
 - 5.3 describe reporting and recording client changes related to measuring vital signs, height and weight and observing pain
 - 5.4 describe how to ensure client comfort, support and safety related to measuring vital signs, height and weight and observing pain
- 6. demonstrate best practice principles for measuring vital signs, height and weight and observing pain**
 - 6.1 apply knowledge and follow best practice principles while demonstrating the following skills in the lab setting:
 - 6.1.1 measuring vital signs and oxygen saturation accurately
 - 6.1.2 measuring height and weight accurately
 - 6.1.3 observing for pain using observation tools
- 7. integrate knowledge of IPC measures for assisting with specimen collection**
 - 7.1 review IPC guidelines as they apply to specimen collection
 - 7.2 identify the types of specimens to be collected
 - 7.3 describe the equipment used to collect specimens
- 8. examine best practices while assisting with specimen collection**
 - 8.1 describe the collection of:
 - 8.1.1 urine specimens
 - 8.1.2 stool specimens
 - 8.1.3 sputum specimens
 - 8.2 describe the labelling and transportation of specimens
 - 8.3 describe the importance of the client care plan in determining the specimens to be collected from a client
 - 8.4 use appropriate terminology related to assisting with specimen collection
- 9. examine the role and responsibilities of the HCA when applying the ICARE model to specimen collection**
 - 9.1 describe compassionate caring for the client receiving assistance during specimen collection
 - 9.2 describe accurate observations of the client to report during assistance with specimen collection
 - 9.3 describe reporting and recording client changes related to specimen collection
 - 9.4 describe how to ensure client comfort, support and safety related to specimen collection
- 10. demonstrate best practice principles of specimen collection**
 - 10.1 apply knowledge and follow best practice principles while demonstrating the following skills in the lab setting:
 - 10.1.1 collecting a urine specimen
 - 10.1.2 collecting a stool specimen
 - 10.1.3 collecting a sputum specimen
 - 10.1.4 labelling and transporting specimens

- 11. integrate knowledge of the respiratory system when caring for the client requiring assistance with respiratory care and oral suctioning**
 - 11.1 review the structure, function and location of the respiratory system
 - 11.2 describe conditions requiring respiratory care and oral suctioning
 - 11.3 identify signs and symptoms of respiratory distress
- 12. examine best practices when assisting with respiratory care and oral suctioning**
 - 12.1 describe the role of the HCA in assisting with respiratory care and oral suctioning
 - 12.2 describe the role of the HCA in cleaning and maintaining suction equipment using IPC guidelines
 - 12.3 describe the equipment used and its purpose for oxygen therapy
 - 12.4 review WHMIS in relation to oxygen use
 - 12.5 describe care of oxygen equipment
 - 12.6 review IPC guidelines for maintaining and cleaning oxygen equipment
 - 12.7 describe the application and regulation of oxygen
 - 12.8 describe the importance of the client care plan when assisting with oxygen therapy
 - 12.9 describe the purpose of chest physiotherapy
 - 12.10 describe client preparation to receive chest physiotherapy
 - 12.11 identify signs and symptoms of respiratory fatigue and distress following chest physiotherapy
 - 12.12 describe the importance of the client care plan when assisting with chest physiotherapy
 - 12.13 describe the equipment used and its purpose for oral suctioning
 - 12.14 review the *Government Organization Act* in relation to the role of the HCA in assisting with oral suctioning
 - 12.15 review IPC guidelines for maintaining oral suctioning equipment
 - 12.16 describe procedures for oral suctioning
 - 12.17 describe the importance of the client care plan when assisting with oral suctioning
 - 12.18 use appropriate terminology related to assisting with respiratory care and oral suctioning
- 13. examine the role and responsibilities of the HCA when applying the ICARE model to assisting with respiratory care and oral suctioning**
 - 13.1 describe compassionate caring for the client receiving assistance with respiratory care and oral suctioning
 - 13.2 describe accurate observations of the client to report during assistance with respiratory care and oral suctioning
 - 13.3 describe reporting and recording client changes related to respiratory care and oral suctioning
 - 13.4 describe how to ensure client comfort, support and safety related to respiratory care and oral suctioning
- 14. demonstrate best practice principles of assisting with respiratory care and oral suctioning**
 - 14.1 apply knowledge and follow best practice principles while demonstrating the following skills in the lab setting:
 - 14.1.1 observing the client for respiratory fatigue and distress
 - 14.1.2 applying, regulating and removing oxygen
 - 14.1.3 cleaning oxygen equipment
 - 14.1.4 positioning the client for chest physiotherapy
 - 14.1.5 assembling suctioning equipment
 - 14.1.6 performing oral suctioning
 - 14.1.7 cleaning suctioning equipment
- 15. demonstrate basic competencies**
 - 15.1 demonstrate fundamental skills to:
 - 15.1.1 communicate
 - 15.1.2 manage information
 - 15.1.3 use numbers
 - 15.1.4 think and solve problems

- 15.2 demonstrate personal management skills to:
 - 15.2.1 demonstrate positive attitudes and behaviours
 - 15.2.2 be responsible
 - 15.2.3 be adaptable
 - 15.2.4 learn continuously
 - 15.2.5 work safely

- 15.3 demonstrate teamwork skills to:

- 15.3.1 work with others
- 15.3.2 participate in projects and tasks

16. create a transitional strategy to accommodate personal changes and build personal values

- 16.1 identify short-term and long-term goals
- 16.2 identify steps to achieve goals

COURSE HCA3475: MEDICATION DELIVERY

Level: Advanced

Prerequisites: HCA3465: Complex Care Needs 1
HCA3470: Complex Care Needs 2

Description: Students develop skills and understanding of the legal roles and responsibilities of the health care aide in order to safely assist with medication delivery.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a post-secondary institution that has received licensing from Alberta Health to provide the Health Care Aide credential. Instruction of this course must come from an individual with a minimum qualification of a licensed practical nurse (LPN).

Note: A listing of licensed post-secondary institutions is available on the [Alberta Dual Credit](#) website.

Resources: *Mosby's Canadian Textbook for the Support Worker* (3rd Canadian edition), by Sheila A. Sorrentino et al (Includes a textbook, a student workbook and a DVD set of nursing assistant video skills.)

Other Resources: *Canadian Fundamentals of Nursing* (5th Edition), by Patricia A. Potter et al; *Study Guide to Canadian Fundamentals of Nursing* (2014), by Patricia A. Potter et al; *Mosby's Textbook for Nursing Assistants* (2011), by Sheila A. Sorrentino et al

Outcomes: The student will:

1. examine best practices for assisting with medication delivery

- 1.1 use appropriate terminology related to assisting with medication delivery
- 1.2 review the *Government Organization Act* in relation to assisting with medication delivery, including direct and indirect supervision
- 1.3 review clients' rights and how they pertain to unregulated health-care providers assisting with medication delivery
- 1.4 describe the four conditions necessary for an HCA to assist with medication delivery
- 1.5 describe the purpose of medications
- 1.6 compare side effects, adverse effects and anaphylaxis
- 1.7 describe the actions that must be taken when a client is experiencing side effects, adverse effects or anaphylaxis
- 1.8 identify various forms of medications
- 1.9 identify the types of medications HCAs may be assigned to assist with delivery
- 1.10 describe various controlled-dosage systems for the delivery of oral medications
- 1.11 describe agency form or care plans used to record medication delivery
- 1.12 describe the importance of a client care plan when an HCA assists with medication delivery
- 1.13 identify accepted abbreviations used in medication delivery
- 1.14 identify the seven rights and three safety checks of safe medication delivery

- 1.15 describe medication delivery using the seven rights and three safety checks and Infection Prevention and Control (IPC) guidelines for the following types of medications:
 - 1.15.1 oral solid and oral liquid medications
 - 1.15.2 eye drops and eye ointments
 - 1.15.3 ear drops
 - 1.15.4 topical medications
 - 1.15.5 transdermal patches
 - 1.15.6 rectal medications
 - 1.15.7 inhaled medications
 - 1.15.8 pre-drawn insulin
- 1.16 identify strategies for assisting clients with physical impairments and cognitive deficits to take their medications
- 1.17 describe common medication errors
- 1.18 explain how medication errors can occur
- 1.19 explain how an interruption can affect safe medication delivery
- 1.20 identify strategies to prevent interruptions during medication preparation and delivery
- 1.21 follow employer policies and procedures for reporting medication incidents
- 2. examine the role and responsibilities of the HCA when applying the ICARE model to assisting with medication delivery**
 - 2.1 describe compassionate caring for clients receiving assistance with medication delivery
 - 2.2 describe accurate observations of the client to report when assisting with medication delivery
 - 2.3 describe reporting and recording client changes related to medication delivery
 - 2.4 describe how to ensure client comfort, support and safety while assisting with medication delivery
- 3. demonstrate best practice principles when assisting with medication delivery**
 - 3.1 apply knowledge and follow best practice principles while demonstrating the following skills in the lab setting:
 - 3.1.1 observing the client for changes that impact medication delivery
 - 3.1.2 preparing and delivering medications using the seven rights and three safety checks and IPC guidelines for the following types of medications: oral solid and oral liquid medications; eye drops and eye ointments; ear drops; topical medications; transdermal patches; rectal medications; inhaled medications; and pre-drawn insulin
 - 3.1.3 documenting medication delivery information on appropriate forms
- 4. demonstrate basic competencies**
 - 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information
 - 4.1.3 use numbers
 - 4.1.4 think and solve problems
 - 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
 - 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. create a transitional strategy to accommodate personal changes and build personal values**
 - 5.1 identify short-term and long-term goals
 - 5.2 identify steps to achieve goals

COURSE HCA3480: DIVERSE CLIENT GROUPS

Level: Advanced

Prerequisite: HCA3475: Medication Delivery

Description: Students develop skills and understanding to provide care and support to diverse client groups, such as families with infants and children and clients presenting with a mental health condition.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a post-secondary institution that has received licensing from Alberta Health to provide the Health Care Aide credential. Instruction of this course must come from an individual with a minimum qualification of a licensed practical nurse (LPN).

Note: A listing of licensed post-secondary institutions is available on the [Alberta Dual Credit](#) website.

Resources: *Mosby's Canadian Textbook for the Support Worker* (3rd Canadian edition), by Sheila A. Sorrentino et al (Includes a textbook, a student workbook and a DVD set of nursing assistant video skills.)

Other Resources: *Canadian Fundamentals of Nursing* (5th Edition), by Patricia A. Potter et al; *Study Guide to Canadian Fundamentals of Nursing* (2014), by Patricia A. Potter et al; *Mosby's Textbook for Nursing Assistants* (2011), by Sheila A. Sorrentino et al

Outcomes: The student will:

- 1. integrate knowledge of human growth and development with care needs of infants**
 - 1.1 describe the milestones associated with each month of an infant's life
 - 1.2 identify the reflexes of an infant
 - 1.3 identify the developmental tasks associated with an infant
- 2. examine best practices when assisting with the care of infants**
 - 2.1 identify observations that indicate an infant is in pain
 - 2.2 describe shaken infant (baby) syndrome
 - 2.3 describe sudden infant death syndrome (SIDS)
 - 2.4 identify strategies to reduce SIDS
 - 2.5 describe the care of infants
 - 2.6 use terminology related to assisting with the care of infants
 - 2.7 describe compassionate caring when assisting with the care of infants
 - 2.8 describe accurate observations to report when assisting with the care of infants
 - 2.9 describe reporting and recording changes when assisting with the care of infants
 - 2.10 describe how to provide comfort, support and safety when assisting with the care of infants

- 3. demonstrate best practice principles of infant care**
 - 3.1 apply knowledge and follow best practice principles while demonstrating the following skills in a lab setting:
 - 3.1.1 completing a head-to-toe observation of an infant
 - 3.1.2 demonstrating care of an infant's circumcision site
 - 3.1.3 demonstrating care of an infant's umbilical cord stump
 - 3.1.4 bathing an infant
 - 3.1.5 dressing an infant
 - 3.1.6 diapering an infant
 - 3.1.7 feeding an infant
- 4. integrate knowledge of human growth and development with the care needs of children**
 - 4.1 describe the milestones associated with childhood
 - 4.2 identify the developmental tasks associated with the following stages:
 - 4.2.1 toddler
 - 4.2.2 preschool
 - 4.2.3 school age
 - 4.2.4 adolescence
- 5. examine best practices when assisting with child care**
 - 5.1 describe pain reaction in children
 - 5.2 describe safe care associated with toddler, preschool, school age and adolescence stages
 - 5.3 define child abuse
 - 5.4 identify the signs of child abuse
 - 5.5 distinguish between discipline and child abuse
 - 5.6 clarify the role of the HCA in reporting child abuse
 - 5.7 use terminology related to assisting with child care
- 6. examine the role and responsibilities of the HCA when applying the ICARE model to assisting with child care**
 - 6.1 describe compassionate caring when assisting with child care
 - 6.2 describe accurate observations of the client to report when assisting with child care
 - 6.3 describe reporting and recording client changes related to assisting with child care
 - 6.4 describe how to ensure client comfort, support and safety when assisting with child care
- 7. examine personal feelings and experiences related to a mental health diagnosis**
 - 7.1 describe the continuum of mental health
 - 7.2 describe personal feelings about mental health disorders
- 8. explain the impact of mental health disorders on society and families**
 - 8.1 describe common stereotypes and stigmas associated with a diagnosis of a mental health disorder
 - 8.2 describe how determinants of health influence mental health
 - 8.3 describe the impact of mental health disorders on society
 - 8.4 describe the impact of mental health disorders on families
- 9. examine the causes, general signs and symptoms of mental health disorders**
 - 9.1 identify the causes of mental health disorders
 - 9.2 identify the general signs and symptoms of mental health disorders
- 10. describe common treatments and care strategies for a client diagnosed with a mental health disorder**
 - 10.1 describe the use of medications in treating mental health disorders
 - 10.2 describe the importance of medication compliance
 - 10.3 describe the importance of a team approach to the treatment of mental health disorders
 - 10.4 describe the safe visit plan
 - 10.5 describe the ABCD (antecedent, behaviour, consequence, decision) model for managing aggression

11. describe common mental health disorders

- 11.1 describe types of anxiety disorders
- 11.2 describe types of mood disorders
- 11.3 describe types of eating disorders
- 11.4 describe types of substance abuse disorders
- 11.5 describe types of personality disorders
- 11.6 describe psychosis

12. examine causes, signs, and symptoms of depression, and describe care strategies for clients diagnosed with depression

- 12.1 identify the causes of depression
- 12.2 describe the signs and symptoms of depression
- 12.3 describe the goal of treatment for depression
- 12.4 identify treatments commonly used for clients diagnosed with depression
- 12.5 describe care strategies to support clients with depression
- 12.6 describe communication strategies to support clients with depression

13. examine suicide as an altered response

- 13.1 describe suicide as a high risk to clients diagnosed with a mental health disorder
- 13.2 identify the risk factors of suicide
- 13.3 identify the warning signs of suicidal intent
- 13.4 identify care strategies for the client who has suicidal intent

14. examine the role and responsibilities of the HCA when applying the ICARE model to working with clients diagnosed with a mental health disorder

- 14.1 describe compassionate caring for a client diagnosed with a mental health disorder
- 14.2 describe accurate observations to include of a client diagnosed with a mental health disorder
- 14.3 describe reporting and recording changes of a client diagnosed with a mental health disorder
- 14.4 describe how to ensure comfort, support and safety for a client diagnosed with a mental health disorder

15. demonstrate basic competencies

- 15.1 demonstrate fundamental skills to:
 - 15.1.1 communicate
 - 15.1.2 manage information
 - 15.1.3 use numbers
 - 15.1.4 think and solve problems
- 15.2 demonstrate personal management skills to:
 - 15.2.1 demonstrate positive attitudes and behaviours
 - 15.2.2 be responsible
 - 15.2.3 be adaptable
 - 15.2.4 learn continuously
 - 15.2.5 work safely
- 15.3 demonstrate teamwork skills to:
 - 15.3.1 work with others
 - 15.3.2 participate in projects and tasks

16. create a transitional strategy to accommodate personal changes and build personal values

- 16.1 identify short-term and long-term goals
- 16.2 identify steps to achieve goals

COURSE HCA3485: CLIENTS WITH DEMENTIA

Level:	Advanced
Prerequisite:	HCA3475: Medication Delivery
Description:	Students develop skills and understanding to provide care and support for clients with a diagnosis of dementia.
Parameters:	<p>This course can only be offered through a partnership (i.e., a memorandum of understanding) with a post-secondary institution that has received licensing from Alberta Health to provide the Health Care Aide credential. Instruction of this course must come from an individual with a minimum qualification of a licensed practical nurse (LPN).</p> <p>Note: A listing of licensed post-secondary institutions is available on the Alberta Dual Credit website.</p>
Resources:	<i>Mosby's Canadian Textbook for the Support Worker</i> (3rd Canadian edition), by Sheila A. Sorrentino et al (Includes a textbook, a student workbook and a DVD set of nursing assistant video skills.)
Other Resources:	<i>Canadian Fundamentals of Nursing</i> (5th Edition), by Patricia A. Potter et al; <i>Study Guide to Canadian Fundamentals of Nursing</i> (2014), by Patricia A. Potter et al; <i>Mosby's Textbook for Nursing Assistants</i> (2011), by Sheila A. Sorrentino et al
Outcomes:	The student will:

- 1. examine personal feelings and experiences related to aging and dementia care**
 - 1.1 determine personal beliefs about aging
 - 1.2 provide a personal definition of dementia
 - 1.3 describe personal experiences with dementia
 - 1.4 describe feelings that someone with dementia might experience
- 2. examine normal changes in the brain and nervous system that occur with aging**
 - 2.1 identify normal functions of the brain and nervous system
 - 2.2 review physical changes in the brain that occur with normal aging
 - 2.3 describe changes in memory and learning that occur with normal aging, including:
 - 2.3.1 short-term memory
 - 2.3.2 long-term memory
 - 2.3.3 attention span
 - 2.3.4 ability to learn new information
 - 2.4 identify activities that promote memory
- 3. examine causes and types of dementia**
 - 3.1 identify causes of dementia
 - 3.2 compare reversible and non-reversible dementias
 - 3.3 compare progressive and non-progressive dementias
 - 3.4 describe the stages of progressive dementias of the Alzheimer's type
 - 3.5 compare depression, delirium and dementia according to cause, symptoms and treatment
- 4. examine alterations in responses common in clients diagnosed with dementia**

- 5. examine best practices for care strategies to manage altered responses and maintain personhood in clients with dementia**
 - 5.1 identify strategies to help clients cope with memory loss
 - 5.2 describe personhood
 - 5.3 describe strategies to maintain personhood
 - 5.4 describe the ABCD (antecedent, behaviour, consequence, decision) model of preventing and managing aggressive behaviours
 - 5.5 describe strategies to manage the care of the client experiencing altered responses
 - 5.6 use terminology related to caring for clients diagnosed with dementia who are experiencing altered responses
- 6. examine the role and responsibilities of the HCA when applying the ICARE model to caring for clients diagnosed with dementia and who are experiencing altered responses**
 - 6.1 describe compassionate caring for a client diagnosed with dementia and who is experiencing altered responses
 - 6.2 describe accurate observations of the client to report when caring for a client diagnosed with dementia and who is experiencing altered responses
 - 6.3 describe reporting and recording when caring for a client diagnosed with dementia and who is experiencing altered responses
 - 6.4 describe how to ensure client comfort, support and safety for a client diagnosed with dementia and who is experiencing altered responses
- 7. explore effective communication strategies to promote the helping relationship with clients diagnosed with dementia**
 - 7.1 identify environmental conditions that can affect the communication climate
 - 7.2 identify strategies to obtain the client's focus during communication
 - 7.3 describe non-verbal communication skills that best support communication with a client diagnosed with dementia
 - 7.4 describe verbal communication skills that best support communication with a client diagnosed with dementia
 - 7.5 identify strategies that can be used to communicate effectively
- 8. describe how communication skills of validation and reminiscence promote health in the client diagnosed with dementia**
 - 8.1 describe the purpose of using validation skills
 - 8.2 identify the skills used in validation
 - 8.3 describe the purpose of using reminiscence skills
 - 8.4 identify the skills used in reminiscence
 - 8.5 identify client situations in which validation and reminiscence would be helpful
 - 8.6 use terminology related to communicating with clients diagnosed with dementia
- 9. examine the role and responsibilities of the HCA when applying the ICARE model to communicating with clients diagnosed with dementia**
 - 9.1 describe compassionate caring when communicating with a client diagnosed with dementia
 - 9.2 describe accurate observations report when communicating with a client diagnosed with dementia
 - 9.3 describe reporting and recording communications with a client diagnosed with dementia
 - 9.4 describe how to ensure comfort, support and safety when communicating with a client diagnosed with dementia
- 10. examine strategies to create a safe environment for the client diagnosed with dementia living in a community or in a continuing care facility**
 - 10.1 describe safety risks in the home of a client diagnosed with dementia
 - 10.2 identify adaptations that can be made in the home of a client diagnosed with dementia that will promote client safety
 - 10.3 identify safety strategies to employ in a continuing care facility for clients diagnosed with dementia
 - 10.4 use terminology related to creating a safe environment for clients diagnosed with dementia

11. examine the role and responsibilities of the HCA when applying the ICARE model to creating a safe environment for clients diagnosed with dementia

- 11.1 describe compassionate caring when creating a safe environment for a client diagnosed with dementia
- 11.2 describe accurate observations to report when creating a safe environment for a client diagnosed with dementia
- 11.3 describe reporting and recording when creating a safe environment for a client diagnosed with dementia
- 11.4 describe how to ensure comfort, support and safety when creating a safe environment for a client diagnosed with dementia

12. examine care strategies to provide individualized care to the client diagnosed with dementia

- 12.1 describe the importance of following an individualized care plan for the client diagnosed with dementia
- 12.2 describe culturally sensitive approaches towards the client diagnosed with dementia
- 12.3 describe nutritional challenges associated with the client diagnosed with dementia
- 12.4 identify strategies to meet the nutritional needs of the client diagnosed with dementia
- 12.5 describe the benefits of physical exercise and social activities for the client diagnosed with dementia
- 12.6 identify physical exercises that are appropriate for the client diagnosed with dementia
- 12.7 identify social activities that are appropriate to meet the needs of the client diagnosed with dementia
- 12.8 describe the emotional requirements of the client diagnosed with dementia
- 12.9 identify care activities that meet the emotional needs of the client diagnosed with dementia
- 12.10 describe the effects of relocation on a client diagnosed with dementia and on the client's family

13. examine the role of the family in the care of the client diagnosed with dementia

- 13.1 describe the importance of family in the care of the client diagnosed with dementia
- 13.2 describe the effects of dementia on the family of the client diagnosed with dementia
- 13.3 identify strategies to support the client and the family who are grieving over the client diagnosed with dementia
- 13.4 identify community resources to support the client and the family of a client diagnosed with dementia
- 13.5 use terminology related to meeting the individualized needs of clients diagnosed with dementia and of their families

14. examine the role and responsibilities of the HCA when applying the ICARE model to meeting the individualized needs of clients diagnosed with dementia and their families

- 14.1 describe compassionate caring when meeting the individualized needs of a client diagnosed with dementia and of their families
- 14.2 describe accurate observations when working with a client diagnosed with dementia and with the client's family
- 14.3 describe reporting and recording when working with a client diagnosed with dementia and with the client's family
- 14.4 describe ensuring comfort and safety when working with a client diagnosed with dementia and with the client's family

15. demonstrate basic competencies

- 15.1 demonstrate fundamental skills to:
 - 15.1.1 communicate
 - 15.1.2 manage information
 - 15.1.3 use numbers
 - 15.1.4 think and solve problems

15.2 demonstrate personal management skills to:

15.2.1 demonstrate positive attitudes and behaviours

15.2.2 be responsible

15.2.3 be adaptable

15.2.4 learn continuously

15.2.5 work safely

15.3 demonstrate teamwork skills to:

15.3.1 work with others

15.3.2 participate in projects and tasks

16. create a transitional strategy to accommodate personal changes and build personal values

16.1 identify short-term and long-term goals

16.2 identify steps to achieve goals

COURSE HCA3490: DISABILITY & MORTALITY

Level:	Advanced
Prerequisite:	HCA3475: Medication Delivery
Description:	Students develop skills and understanding to assist diverse client groups, such as clients with developmental delays and physical disabilities, and to provide end-of-life care and meet care needs at the time of death.
Parameters:	<p>This course can only be offered through a partnership (i.e., a memorandum of understanding) with a post-secondary institution that has received licensing from Alberta Health to provide the Health Care Aide credential. Instruction of this course must come from an individual with a minimum qualification of a licensed practical nurse (LPN).</p> <p>Note: A listing of licensed post-secondary institutions is available on the Alberta Dual Credit website.</p>
Resources:	<i>Mosby's Canadian Textbook for the Support Worker</i> (3rd Canadian edition), by Sheila A. Sorrentino et al (Includes a textbook, a student workbook and a DVD set of nursing assistant video skills.)
Other Resources:	<i>Canadian Fundamentals of Nursing</i> (5th Edition), by Patricia A. Potter et al; <i>Study Guide to Canadian Fundamentals of Nursing</i> (2014), by Patricia A. Potter et al; <i>Mosby's Textbook for Nursing Assistants</i> (2011), by Sheila A. Sorrentino et al
Outcomes:	The student will:

- 1. integrate knowledge of human growth and development with the needs of clients with physical disabilities and developmental delays**
 - 1.1 review the developmental tasks of each growth and developmental stage
 - 1.2 describe developmental delay
 - 1.3 describe the aging process for clients with developmental delays
 - 1.4 describe physical disability
 - 1.5 describe how the aging process affects clients with physical disabilities
 - 1.6 describe common developmental disabilities
 - 1.7 describe common physical disabilities
- 2. examine best practices when assisting clients with physical disabilities and developmental delays**
 - 2.1 identify care settings for clients with physical disabilities and developmental delays
 - 2.2 describe the concept of normalization
 - 2.3 identify acceptable terms when referring to clients with physical disabilities and developmental delays
 - 2.4 describe the importance of maintaining client independence during activities of daily living
 - 2.5 use terminology related to the care of clients with physical disabilities and developmental delays

- 3. examine the role and responsibilities of the HCA when applying the ICARE model to clients with physical disabilities and developmental delays**
 - 3.1 describe compassionate caring for a client with physical disabilities and developmental delays
 - 3.2 describe accurate observations when caring for a client with physical disabilities and developmental delays
 - 3.3 describe reporting and recording changes for a client with physical disabilities and developmental delays
 - 3.4 describe how to ensure comfort, support and safety for a client with physical disabilities and developmental delays
- 4. examine end-of-life care**
 - 4.1 describe the goals of end-of-life care
 - 4.2 identify the roles of palliative-care team members in facilities and community-based settings
 - 4.3 describe the legal issues involved with end-of-life care, including personal directives and DNR (do not resuscitate) orders
 - 4.4 identify physical signs of dying
 - 4.5 describe the holistic needs associated with end-of-life care
 - 4.6 explain the stages of grief according to Dr. Elisabeth Kübler-Ross
 - 4.7 use appropriate terminology related to end-of-life care
- 5. examine the role and responsibilities of the HCA in applying the ICARE model to end-of-life care**
 - 5.1 describe the concept of compassionate caring for a client receiving end-of-life care and for the client's family
 - 5.2 describe accurate observations and changes to include when assisting with end-of-life care
 - 5.3 describe reporting and recording information as the client approaches death
 - 5.4 describe how to ensure client comfort, support and safety during end-of-life care
- 6. examine best practices while meeting care needs at the time of death**
 - 6.1 describe best Infection Prevention and Control (IPC) practices related to care of the body after death
 - 6.2 describe care strategies related to cultural and religious practices following death
 - 6.3 describe the importance of grieving the loss of a client
- 7. examine the role and responsibilities of the HCA when applying the ICARE model to meeting client and family care needs at time of death**
 - 7.1 describe compassionate caring for meeting care needs at time of death
 - 7.2 describe accurate observations to include when meeting care needs at time of death
 - 7.3 describe reporting and recording client changes when meeting care needs at time of death
 - 7.4 describe how to ensure comfort, support and safety when meeting care needs at time of death
- 8. demonstrate basic competencies**
 - 8.1 demonstrate fundamental skills to:
 - 8.1.1 communicate
 - 8.1.2 manage information
 - 8.1.3 use numbers
 - 8.1.4 think and solve problems
 - 8.2 demonstrate personal management skills to:
 - 8.2.1 demonstrate positive attitudes and behaviours
 - 8.2.2 be responsible
 - 8.2.3 be adaptable
 - 8.2.4 learn continuously
 - 8.2.5 work safely
 - 8.3 demonstrate teamwork skills to:
 - 8.3.1 work with others
 - 8.3.2 participate in projects and tasks
- 9. create a transitional strategy to accommodate personal changes and build personal values**
 - 9.1 identify short-term and long-term goals
 - 9.2 identify steps to achieve goals

COURSE HCA3495: CLINICAL PRACTICE 2A

Level: Advanced

Prerequisites: HCA3480: Diverse Client Groups
HCA3485: Clients with Dementia
HCA3490: Disability & Mortality

Description: Students complete a minimum of 23 hours of work, under the direction of a regulated health-care professional, in a continuing care setting providing care and support for clients. Students completing this clinical practice will consistently demonstrate competency in best practice theory and skills developed through coursework.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a post-secondary institution that has received licensing from Alberta Health to provide the Health Care Aide credential.

Note: A listing of licensed post-secondary institutions is available on the [Alberta Dual Credit](#) website.

This clinical practice may be completed under the direct supervision of a professional nurse who is fulfilling the role of clinical instructor or under the indirect supervision of the clinical instructor through a mentored practice experience.

Note: This 1-credit course option cannot be used with HCA3530: Clinical Practice 2.

Resources: *Mosby's Canadian Textbook for the Support Worker* (3rd Canadian edition), by Sheila A. Sorrentino et al (Includes a textbook, a student workbook and a DVD set of nursing assistant video skills.)

Other Resources: *Canadian Fundamentals of Nursing* (5th Edition), by Patricia A. Potter et al; *Study Guide to Canadian Fundamentals of Nursing* (2014), by Patricia A. Potter et al; *Mosby's Textbook for Nursing Assistants* (2011), by Sheila A. Sorrentino et al

Outcomes: The student will:

1. work safely and effectively as a health care aide

- 1.1 demonstrate an understanding of interdisciplinary team members and their roles within the health-care system
- 1.2 demonstrate time management, decision making and problem solving within the role of the HCA
- 1.3 complete daily assignment of tasks appropriate to the HCA within the health-care team
- 1.4 participate in the care-planning process in facilities and community-based settings
- 1.5 follow client care plans while completing client care
- 1.6 demonstrate principles and skills related to creating a safe-work environment
- 1.7 employ the principles of environmental safety in facilities and community-based settings
- 1.8 utilize Infection Prevention and Control (IPC) principles

- 1.9 demonstrate knowledge of the legislation that governs health care in Alberta and how that legislation relates directly to the role, responsibilities and scope of practice of the HCA in the province of Alberta
- 1.10 demonstrate best practice principles of use and application of restraints
- 1.11 examine principles of body mechanics
- 2. communicate effectively with supervisors, co-workers, clients and clients' families within the health-care environment**
 - 2.1 demonstrate knowledge of how culture may affect communication in the helping relationship
 - 2.2 demonstrate best practices in assertive communication strategies
 - 2.3 demonstrate effective communication skills for telephone conversations
 - 2.4 demonstrate the ability to effectively utilize communication aids and strategies to promote the helping relationship with clients with speech and language disorders
 - 2.5 demonstrate skills while using communication aids and strategies that promote the helping relationship with clients with eye disorders and vision problems
 - 2.6 demonstrate the ability to effectively utilize communication aids and strategies that promote the helping relationship with clients with ear disorders and hearing problems
 - 2.7 demonstrate ability to maintain confidentiality of the client's chart
 - 2.8 demonstrate knowledge about employer policies regarding use of legal abbreviations used in documentation
 - 2.9 describe the role of employer policies and procedures in documentation
 - 2.10 demonstrate documentation following best practices and DATA (description of event; accurately record information; timely manner; action, including follow-up)
 - 2.11 demonstrate principles of accuracy of observation in documentation
 - 2.12 demonstrate best practices when recording and reporting in documentation
- 3. demonstrate knowledge and understanding of structure and function of the human body, health and chronic illness**
 - 3.1 demonstrate understanding of human growth and development when working with clients
 - 3.2 integrate knowledge of growth and development tasks of young, middle and late adulthood with healthy aging and independence
 - 3.3 demonstrate understanding of the role of the HCA in assisting clients with chronic conditions and pain
- 4. demonstrate best practice theory and skills when providing client care and comfort**
 - 4.1 demonstrate best practice principles:
 - 4.1.1 of grooming and personal hygiene
 - 4.1.2 of assisting clients with elimination
 - 4.1.3 for positioning, transferring and lifting clients utilizing proper body mechanics
 - 4.2 describe safe food practices during preparation and serving of client meals and nourishments
 - 4.3 demonstrate best practice principles:
 - 4.3.1 while assisting a client with bathing
 - 4.3.2 of bed making
 - 4.3.3 while assisting a client with mobility
- 5. demonstrate best practice theory and skills when caring for clients with complex care needs**
 - 5.1 demonstrate best practice principles of wound care
 - 5.2 demonstrate best practice principles of nasogastric care, gastrostomy care and tube feeds
 - 5.3 demonstrate best practice principles of urinary catheters and drainage systems
 - 5.4 demonstrate best practice principles of ostomy care
 - 5.5 integrate knowledge of the circulatory, respiratory and nervous systems when measuring vital signs of a client
 - 5.6 demonstrate best practice principles of measuring vital signs, height and weight and observing pain
 - 5.7 demonstrate best practice principles of specimen collection
 - 5.8 demonstrate best practice principles of assisting with respiratory care and oral suctioning

6. demonstrate basic competencies

- 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems
- 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
- 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks

7. create a transitional strategy to accommodate personal changes and build personal values

- 7.1 identify short-term and long-term goals
- 7.2 identify steps to achieve goals

COURSE HCA3500: CLINICAL PRACTICE 2B

Level: Advanced

Prerequisites: HCA3480: Diverse Client Groups
HCA3485: Clients with Dementia
HCA3490: Disability & Mortality

Description: Students complete a minimum of 23 hours of work, under the direction of a regulated health-care professional, in a continuing care setting providing care and support for clients. Students completing this clinical practice will consistently demonstrate competency in best practice theory and skills developed through coursework.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a post-secondary institution that has received licensing from Alberta Health to provide the Health Care Aide credential.

Note: A listing of licensed post-secondary institutions is available on the [Alberta Dual Credit](#) website.

This clinical practice may be completed under the direct supervision of a professional nurse who is fulfilling the role of clinical instructor or under the indirect supervision of the clinical instructor through a mentored practice experience.

Note: This 1-credit course option cannot be used with HCA3530: Clinical Practice 2.

Resources: *Mosby's Canadian Textbook for the Support Worker* (3rd Canadian edition), by Sheila A. Sorrentino et al (Includes a textbook, a student workbook and a DVD set of nursing assistant video skills.)

Other Resources: *Canadian Fundamentals of Nursing* (5th Edition), by Patricia A. Potter et al; *Study Guide to Canadian Fundamentals of Nursing* (2014), by Patricia A. Potter et al; *Mosby's Textbook for Nursing Assistants* (2011), by Sheila A. Sorrentino et al

Outcomes: The student will:

1. work safely and effectively as a health care aide

- 1.1 demonstrate an understanding of interdisciplinary team members and their roles within the health-care system
- 1.2 demonstrate time management, decision making and problem solving within the role of the HCA
- 1.3 complete daily assignment of tasks appropriate to the HCA within the health-care team
- 1.4 participate in the care-planning process in facilities and community-based settings
- 1.5 follow client care plans while completing client care
- 1.6 demonstrate principles and skills related to creating a safe-work environment
- 1.7 employ the principles of environmental safety in facilities and community-based settings
- 1.8 utilize Infection Prevention and Control (IPC) principles
- 1.9 demonstrate the consistent use of best practice principles for hand hygiene, applying personal protective equipment and caring for supplies and equipment

- 1.10 demonstrate knowledge of the legislation that governs health care in Alberta and how that legislation relates directly to the role, responsibilities and scope of practice of the HCA in the province of Alberta
- 1.11 demonstrate best practice principles of use and application of restraints
- 1.12 examine principles of body mechanics
- 2. communicate effectively with supervisors, co-workers, clients and clients' families within the health-care environment**
 - 2.1 demonstrate knowledge of how culture may affect communication in the helping relationship
 - 2.2 demonstrate best practices in assertive communication strategies
 - 2.3 demonstrate effective communication skills for telephone conversations
 - 2.4 demonstrate the ability to effectively utilize communication aids and strategies to promote the helping relationship with clients with speech and language disorders
 - 2.5 demonstrate skills while using communication aids and strategies that promote the helping relationship with clients with eye disorders and vision problems
 - 2.6 demonstrate the ability to effectively utilize communication aids and strategies that promote the helping relationship with clients with ear disorders and hearing problems
 - 2.7 demonstrate ability to maintain confidentiality of the client's chart
 - 2.8 demonstrate knowledge about employer policies regarding use of legal abbreviations used in documentation
 - 2.9 describe the role of employer policies and procedures in documentation
 - 2.10 demonstrate documentation following best practices and DATA (description of event; accurately record information; timely manner; action, including follow-up)
 - 2.11 demonstrate principles of accuracy of observation in documentation
 - 2.12 demonstrate best practices when recording and reporting in documentation
- 3. demonstrate knowledge and understanding of structure and function of the human body, health and chronic illness**
 - 3.1 demonstrate understanding of human growth and development when working with clients
 - 3.2 integrate knowledge of growth and development tasks of young, middle and late adulthood with healthy aging and independence
 - 3.3 demonstrate understanding of the role of the HCA in assisting clients with chronic conditions and pain
- 4. demonstrate best practice theory and skills when providing client care and comfort**
 - 4.1 demonstrate best practice principles:
 - 4.1.1 of grooming and personal hygiene
 - 4.1.2 of assisting clients with elimination
 - 4.1.3 for positioning, transferring and lifting clients utilizing proper body mechanics
 - 4.2 describe safe food practices during preparation and serving of client meals and nourishments
 - 4.3 demonstrate best practice principles:
 - 4.3.1 while assisting a client with bathing
 - 4.3.2 of bed making
 - 4.3.3 while assisting a client with mobility
- 5. demonstrate best practice theory and skills when caring for clients with complex care needs**
 - 5.1 demonstrate best practice principles of wound care
 - 5.2 demonstrate best practice principles of nasogastric care, gastrostomy care and tube feeds
 - 5.3 demonstrate best practice principles of urinary catheters and drainage systems
 - 5.4 demonstrate best practice principles of ostomy care
 - 5.5 integrate knowledge of the circulatory, respiratory and nervous systems when measuring vital signs of a client
 - 5.6 demonstrate best practice principles of measuring vital signs, height and weight and observing pain
 - 5.7 demonstrate best practice principles of specimen collection
 - 5.8 demonstrate best practice principles of assisting with respiratory care and oral suctioning

6. demonstrate basic competencies

- 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems
- 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
- 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks

7. create a transitional strategy to accommodate personal changes and build personal values

- 7.1 identify short-term and long-term goals
- 7.2 identify steps to achieve goals

COURSE HCA3505: CLINICAL PRACTICE 2C

Level: Advanced

Prerequisites: HCA3480: Diverse Client Groups
HCA3485: Clients with Dementia
HCA3490: Disability & Mortality

Description: Students complete a minimum of 23 hours of work, under the direction of a regulated health-care professional, in a continuing care setting providing care and support for clients. Students completing this clinical practice will consistently demonstrate competency in best practice theory and skills developed through coursework.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a post-secondary institution that has received licensing from Alberta Health to provide the Health Care Aide credential.

Note: A listing of licensed post-secondary institutions is available on the [Alberta Dual Credit](#) website.

This clinical practice may be completed under the direct supervision of a professional nurse who is fulfilling the role of clinical instructor or under the indirect supervision of the clinical instructor through a mentored practice experience.

Note: This 1-credit course option cannot be used with HCA3530: Clinical Practice 2.

Resources: *Mosby's Canadian Textbook for the Support Worker* (3rd Canadian edition), by Sheila A. Sorrentino et al (Includes a textbook, a student workbook and a DVD set of nursing assistant video skills.)

Other Resources: *Canadian Fundamentals of Nursing* (5th Edition), by Patricia A. Potter et al; *Study Guide to Canadian Fundamentals of Nursing* (2014), by Patricia A. Potter et al; *Mosby's Textbook for Nursing Assistants* (2011), by Sheila A. Sorrentino et al

Outcomes: The student will:

1. work safely and effectively as a health care aide

- 1.1 demonstrate an understanding of interdisciplinary team members and their roles within the health-care system
- 1.2 demonstrate time management, decision making and problem solving within the role of the HCA
- 1.3 complete daily assignment of tasks appropriate to the HCA within the health-care team
- 1.4 participate in the care-planning process in facilities and community-based settings
- 1.5 follow client care plans while completing client care
- 1.6 demonstrate principles and skills related to creating a safe-work environment
- 1.7 employ the principles of environmental safety in facilities and community-based settings
- 1.8 utilize Infection Prevention and Control (IPC) principles
- 1.9 demonstrate the consistent use of best practice principles for hand hygiene, applying personal protective equipment and caring for supplies and equipment

- 1.10 demonstrate knowledge of the legislation that governs health care in Alberta and how that legislation relates directly to the role, responsibilities and scope of practice of the HCA in the province of Alberta
- 1.11 demonstrate best practice principles of use and application of restraints
- 1.12 examine principles of body mechanics
- 2. communicate effectively with supervisors, co-workers, clients and clients' families within the health-care environment**
 - 2.1 demonstrate knowledge of how culture may affect communication in the helping relationship
 - 2.2 demonstrate best practices in assertive communication strategies
 - 2.3 demonstrate effective communication skills for telephone conversations
 - 2.4 demonstrate the ability to effectively utilize communication aids and strategies to promote the helping relationship with clients with speech and language disorders
 - 2.5 demonstrate skills while using communication aids and strategies that promote the helping relationship with clients with eye disorders and vision problems
 - 2.6 demonstrate the ability to effectively utilize communication aids and strategies that promote the helping relationship with clients with ear disorders and hearing problems
 - 2.7 demonstrate ability to maintain confidentiality of the client's chart
 - 2.8 demonstrate knowledge about employer policies regarding use of legal abbreviations used in documentation
 - 2.9 describe the role of employer policies and procedures in documentation
 - 2.10 demonstrate documentation following best practices and DATA (description of event; accurately record information; timely manner; action, including follow-up)
 - 2.11 demonstrate principles of accuracy of observation in documentation
 - 2.12 demonstrate best practices when recording and reporting in documentation
- 3. demonstrate knowledge and understanding of structure and function of the human body, health and chronic illness**
 - 3.1 demonstrate understanding of human growth and development when working with clients
 - 3.2 integrate knowledge of growth and development tasks of young, middle and late adulthood with healthy aging and independence
 - 3.3 demonstrate understanding of the role of the HCA in assisting clients with chronic conditions and pain
- 4. demonstrate best practice theory and skills when providing client care and comfort**
 - 4.1 demonstrate best practice principles:
 - 4.1.1 of grooming and personal hygiene
 - 4.1.2 of assisting clients with elimination
 - 4.1.3 for positioning, transferring and lifting clients utilizing proper body mechanics
 - 4.2 describe safe food practices during preparation and serving of client meals and nourishments
 - 4.3 demonstrate best practice principles:
 - 4.3.1 while assisting a client with bathing
 - 4.3.2 of bed making
 - 4.3.3 while assisting a client with mobility
- 5. demonstrate best practice theory and skills when caring for clients with complex care needs**
 - 5.1 demonstrate best practice principles of wound care
 - 5.2 demonstrate best practice principles of nasogastric care, gastrostomy care and tube feeds
 - 5.3 demonstrate best practice principles of urinary catheters and drainage systems
 - 5.4 demonstrate best practice principles of ostomy care
 - 5.5 integrate knowledge of the circulatory, respiratory and nervous systems when measuring vital signs of a client
 - 5.6 demonstrate best practice principles of measuring vital signs, height and weight and observing pain
 - 5.7 demonstrate best practice principles of specimen collection
 - 5.8 demonstrate best practice principles of assisting with respiratory care and oral suctioning

6. demonstrate basic competencies

- 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems
- 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
- 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks

7. create a transitional strategy to accommodate personal changes and build personal values

- 7.1 identify short-term and long-term goals
- 7.2 identify steps to achieve goals

COURSE HCA3510: CLINICAL PRACTICE 2D

Level: Advanced

Prerequisites: HCA3480: Diverse Client Groups
HCA3485: Clients with Dementia
HCA3490: Disability & Mortality

Description: Students complete a minimum of 23 hours of work, under the direction of a regulated health-care professional, in a continuing care setting providing care and support for clients. Students completing this clinical practice will consistently demonstrate competency in best practice theory and skills developed through coursework.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a post-secondary institution that has received licensing from Alberta Health to provide the Health Care Aide credential.

Note: A listing of licensed post-secondary institutions is available on the [Alberta Dual Credit](#) website.

This clinical practice may be completed under the direct supervision of a professional nurse who is fulfilling the role of clinical instructor or under the indirect supervision of the clinical instructor through a mentored practice experience.

Note: This 1-credit course option cannot be used with HCA3530: Clinical Practice 2.

Resources: *Mosby's Canadian Textbook for the Support Worker* (3rd Canadian edition), by Sheila A. Sorrentino et al (Includes a textbook, a student workbook and a DVD set of nursing assistant video skills.)

Other Resources: *Canadian Fundamentals of Nursing* (5th Edition), by Patricia A. Potter et al; *Study Guide to Canadian Fundamentals of Nursing* (2014), by Patricia A. Potter et al; *Mosby's Textbook for Nursing Assistants* (2011), by Sheila A. Sorrentino et al

Outcomes: The student will:

1. work safely and effectively as a health care aide

- 1.1 demonstrate an understanding of interdisciplinary team members and their roles within the health-care system
- 1.2 demonstrate time management, decision making and problem solving within the role of the HCA
- 1.3 complete daily assignment of tasks appropriate to the HCA within the health-care team
- 1.4 participate in the care-planning process in facilities and community-based settings
- 1.5 follow client care plans while completing client care
- 1.6 demonstrate principles and skills related to creating a safe-work environment
- 1.7 employ the principles of environmental safety in facilities and community-based settings
- 1.8 utilize Infection Prevention and Control (IPC) principles
- 1.9 demonstrate the consistent use of best practice principles for hand hygiene, applying personal protective equipment and caring for supplies and equipment

- 1.10 demonstrate knowledge of the legislation that governs health care in Alberta and how that legislation relates directly to the role, responsibilities and scope of practice of the HCA in the province of Alberta
- 1.11 demonstrate best practice principles of use and application of restraints
- 1.12 examine principles of body mechanics
- 2. communicate effectively with supervisors, co-workers, clients and clients' families within the health-care environment**
 - 2.1 demonstrate knowledge of how culture may affect communication in the helping relationship
 - 2.2 demonstrate best practices in assertive communication strategies
 - 2.3 demonstrate effective communication skills for telephone conversations
 - 2.4 demonstrate the ability to effectively utilize communication aids and strategies to promote the helping relationship with clients with speech and language disorders
 - 2.5 demonstrate skills while using communication aids and strategies that promote the helping relationship with clients with eye disorders and vision problems
 - 2.6 demonstrate the ability to effectively utilize communication aids and strategies that promote the helping relationship with clients with ear disorders and hearing problems
 - 2.7 demonstrate ability to maintain confidentiality of the client's chart
 - 2.8 demonstrate knowledge about employer policies regarding use of legal abbreviations used in documentation
 - 2.9 describe the role of employer policies and procedures in documentation
 - 2.10 demonstrate documentation following best practices and DATA (description of event; accurately record information; timely manner; action, including follow-up)
 - 2.11 demonstrate principles of accuracy of observation in documentation
 - 2.12 demonstrate best practices when recording and reporting in documentation
- 3. demonstrate knowledge and understanding of structure and function of the human body, health and chronic illness**
 - 3.1 demonstrate understanding of human growth and development when working with clients
 - 3.2 integrate knowledge of growth and development tasks of young, middle and late adulthood with healthy aging and independence
 - 3.3 demonstrate understanding of the role of the HCA in assisting clients with chronic conditions and pain
- 4. demonstrate best practice theory and skills when providing client care and comfort**
 - 4.1 demonstrate best practice principles:
 - 4.1.1 of grooming and personal hygiene
 - 4.1.2 of assisting clients with elimination
 - 4.1.3 for positioning, transferring and lifting clients utilizing proper body mechanics
 - 4.2 describe safe food practices during preparation and serving of client meals and nourishments
 - 4.3 demonstrate best practice principles:
 - 4.3.1 while assisting a client with bathing
 - 4.3.2 of bed making
 - 4.3.3 while assisting a client with mobility
- 5. demonstrate best practice theory and skills when caring for clients with complex care needs**
 - 5.1 demonstrate best practice principles of wound care
 - 5.2 demonstrate best practice principles of nasogastric care, gastrostomy care and tube feeds
 - 5.3 demonstrate best practice principles of urinary catheters and drainage systems
 - 5.4 demonstrate best practice principles of ostomy care
 - 5.5 integrate knowledge of the circulatory, respiratory and nervous systems when measuring vital signs of a client
 - 5.6 demonstrate best practice principles of measuring vital signs, height and weight and observing pain
 - 5.7 demonstrate best practice principles of specimen collection
 - 5.8 demonstrate best practice principles of assisting with respiratory care and oral suctioning

- 6. assist with medication delivery**
 - 6.1 demonstrate best practice principles when assisting with medication delivery
- 7. demonstrate basic competencies**
 - 7.1 demonstrate fundamental skills to:
 - 7.1.1 communicate
 - 7.1.2 manage information
 - 7.1.3 use numbers
 - 7.1.4 think and solve problems
 - 7.2 demonstrate personal management skills to:
 - 7.2.1 demonstrate positive attitudes and behaviours
 - 7.2.2 be responsible
 - 7.2.3 be adaptable
 - 7.2.4 learn continuously
 - 7.2.5 work safely
 - 7.3 demonstrate teamwork skills to:
 - 7.3.1 work with others
 - 7.3.2 participate in projects and tasks
- 8. create a transitional strategy to accommodate personal changes and build personal values**
 - 8.1 identify short-term and long-term goals
 - 8.2 identify steps to achieve goals

COURSE HCA3515: CLINICAL PRACTICE 2E

Level: Advanced

Prerequisites: HCA3480: Diverse Client Groups
HCA3485: Clients with Dementia
HCA3490: Disability & Mortality

Description: Students complete a minimum of 23 hours of work, under the direction of a regulated health-care professional, in a continuing care setting providing care and support for clients. Students completing this clinical practice will consistently demonstrate competency in best practice theory and skills developed through coursework.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a post-secondary institution that has received licensing from Alberta Health to provide the Health Care Aide credential.

Note: A listing of licensed post-secondary institutions is available on the [Alberta Dual Credit](#) website.

This clinical practice may be completed under the direct supervision of a professional nurse who is fulfilling the role of clinical instructor or under the indirect supervision of the clinical instructor through a mentored practice experience.

Note: This 1-credit course option cannot be used with HCA3530: Clinical Practice 2.

Resources: *Mosby's Canadian Textbook for the Support Worker* (3rd Canadian edition), by Sheila A. Sorrentino et al (Includes a textbook, a student workbook and a DVD set of nursing assistant video skills.)

Other Resources: *Canadian Fundamentals of Nursing* (5th Edition), by Patricia A. Potter et al; *Study Guide to Canadian Fundamentals of Nursing* (2014), by Patricia A. Potter et al; *Mosby's Textbook for Nursing Assistants* (2011), by Sheila A. Sorrentino et al

Outcomes: The student will:

1. work safely and effectively as a health care aide

- 1.1 demonstrate an understanding of interdisciplinary team members and their roles within the health-care system
- 1.2 demonstrate time management, decision making and problem solving within the role of the HCA
- 1.3 complete daily assignment of tasks appropriate to the HCA within the health-care team
- 1.4 participate in the care-planning process in facilities and community-based settings
- 1.5 follow client care plans while completing client care
- 1.6 demonstrate principles and skills related to creating a safe-work environment
- 1.7 employ the principles of environmental safety in facilities and community-based settings
- 1.8 utilize Infection Prevention and Control (IPC) principles

- 1.9 demonstrate the consistent use of best practice principles for hand hygiene, applying personal protective equipment and caring for supplies and equipment
- 1.10 demonstrate knowledge of the legislation that governs health care in Alberta and how that legislation relates directly to the role, responsibilities and scope of practice of the HCA in the province of Alberta
- 1.11 demonstrate best practice principles of use and application of restraints
- 1.12 examine principles of body mechanics
- 2. communicate effectively with supervisors, co-workers, clients and clients' families within the health-care environment**
 - 2.1 demonstrate knowledge of how culture may affect communication in the helping relationship
 - 2.2 demonstrate best practices in assertive communication strategies
 - 2.3 demonstrate effective communication skills for telephone conversations
 - 2.4 demonstrate the ability to effectively utilize communication aids and strategies to promote the helping relationship with clients with speech and language disorders
 - 2.5 demonstrate skills while using communication aids and strategies that promote the helping relationship with clients with eye disorders and vision problems
 - 2.6 demonstrate the ability to effectively utilize communication aids and strategies that promote the helping relationship with clients with ear disorders and hearing problems
 - 2.7 demonstrate ability to maintain confidentiality of the client's chart
 - 2.8 demonstrate knowledge about employer policies regarding use of legal abbreviations used in documentation
 - 2.9 describe the role of employer policies and procedures in documentation
 - 2.10 demonstrate documentation following best practices and DATA (description of event; accurately record information; timely manner; action, including follow-up)
 - 2.11 demonstrate principles of accuracy of observation in documentation
 - 2.12 demonstrate best practices when recording and reporting in documentation
- 3. demonstrate knowledge and understanding of structure and function of the human body, health and chronic illness**
 - 3.1 demonstrate understanding of human growth and development when working with clients
 - 3.2 integrate knowledge of growth and development tasks of young, middle and late adulthood with healthy aging and independence
 - 3.3 demonstrate understanding of the role of the HCA in assisting clients with chronic conditions and pain
- 4. demonstrate best practice theory and skills when providing client care and comfort**
 - 4.1 demonstrate best practice principles:
 - 4.1.1 of grooming and personal hygiene
 - 4.1.2 of assisting clients with elimination
 - 4.1.3 for positioning, transferring and lifting clients utilizing proper body mechanics
 - 4.2 describe safe food practices during preparation and serving of client meals and nourishments
 - 4.3 demonstrate best practice principles:
 - 4.3.1 while assisting a client with bathing
 - 4.3.2 of bed making
 - 4.3.3 while assisting a client with mobility

- 5. demonstrate best practice theory and skills when caring for clients with complex care needs**
 - 5.1 demonstrate best practice principles of wound care
 - 5.2 demonstrate best practice principles of nasogastric care, gastrostomy care and tube feeds
 - 5.3 demonstrate best practice principles of urinary catheters and drainage systems
 - 5.4 demonstrate best practice principles of ostomy care
 - 5.5 integrate knowledge of the circulatory, respiratory and nervous systems when measuring vital signs of a client
 - 5.6 demonstrate best practice principles of measuring vital signs, height and weight and observing pain
 - 5.7 demonstrate best practice principles of specimen collection
 - 5.8 demonstrate best practice principles of assisting with respiratory care and oral suctioning
- 6. assist with medication delivery**
 - 6.1 demonstrate best practice principles when assisting with medication delivery
- 7. demonstrate basic competencies**
 - 7.1 demonstrate fundamental skills to:
 - 7.1.1 communicate
 - 7.1.2 manage information
 - 7.1.3 use numbers
 - 7.1.4 think and solve problems
 - 7.2 demonstrate personal management skills to:
 - 7.2.1 demonstrate positive attitudes and behaviours
 - 7.2.2 be responsible
 - 7.2.3 be adaptable
 - 7.2.4 learn continuously
 - 7.2.5 work safely
 - 7.3 demonstrate teamwork skills to:
 - 7.3.1 work with others
 - 7.3.2 participate in projects and tasks
- 8. create a transitional strategy to accommodate personal changes and build personal values**
 - 8.1 identify short-term and long-term goals
 - 8.2 identify steps to achieve goals

COURSE HCA3520: CLINICAL PRACTICE 2F

Level: Advanced

Prerequisites: HCA3480: Diverse Client Groups
HCA3485: Clients with Dementia
HCA3490: Disability & Mortality

Description: Students complete a minimum of 23 hours of work, under the direction of a regulated health-care professional, in a continuing care setting providing care and support for clients. Students completing this clinical practice will consistently demonstrate competency in best practice theory and skills developed through coursework.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a post-secondary institution that has received licensing from Alberta Health to provide the Health Care Aide credential.

Note: A listing of licensed post-secondary institutions is available on the [Alberta Dual Credit](#) website.

This clinical practice may be completed under the direct supervision of a professional nurse who is fulfilling the role of clinical instructor or under the indirect supervision of the clinical instructor through a mentored practice experience.

Note: This 1-credit course option cannot be used with HCA3530: Clinical Practice 2.

Resources: *Mosby's Canadian Textbook for the Support Worker* (3rd Canadian edition), by Sheila A. Sorrentino et al (Includes a textbook, a student workbook and a DVD set of nursing assistant video skills.)

Other Resources: *Canadian Fundamentals of Nursing* (5th Edition), by Patricia A. Potter et al; *Study Guide to Canadian Fundamentals of Nursing* (2014), by Patricia A. Potter et al; *Mosby's Textbook for Nursing Assistants* (2011), by Sheila A. Sorrentino et al

Outcomes: The student will:

1. work safely and effectively as a health care aide

- 1.1 demonstrate an understanding of interdisciplinary team members and their roles within the health-care system
- 1.2 demonstrate time management, decision making and problem solving within the role of the HCA
- 1.3 complete daily assignment of tasks appropriate to the HCA within the health-care team
- 1.4 participate in the care-planning process in facilities and community-based settings
- 1.5 follow client care plans while completing client care
- 1.6 demonstrate principles and skills related to creating a safe-work environment
- 1.7 employ the principles of environmental safety in facilities and community-based settings
- 1.8 utilize Infection Prevention and Control (IPC) principles
- 1.9 demonstrate the consistent use of best practice principles for hand hygiene, applying personal protective equipment and caring for supplies and equipment

- 1.10 demonstrate knowledge of the legislation that governs health care in Alberta and how that legislation relates directly to the role, responsibilities and scope of practice of the HCA in the province of Alberta
- 1.11 demonstrate best practice principles of use and application of restraints
- 1.12 examine principles of body mechanics
- 2. communicate effectively with supervisors, co-workers, clients and clients' families within the health-care environment**
 - 2.1 demonstrate knowledge of how culture may affect communication in the helping relationship
 - 2.2 demonstrate best practices in assertive communication strategies
 - 2.3 demonstrate effective communication skills for telephone conversations
 - 2.4 demonstrate the ability to effectively utilize communication aids and strategies to promote the helping relationship with clients with speech and language disorders
 - 2.5 demonstrate the ability to effectively utilize communication aids and strategies to promote the helping relationship with clients with speech and language disorders
 - 2.6 demonstrate the ability to effectively utilize communication aids and strategies that promote the helping relationship with clients with ear disorders and hearing problems
 - 2.7 demonstrate ability to maintain confidentiality of the client's chart
 - 2.8 demonstrate knowledge about employer policies regarding use of legal abbreviations used in documentation
 - 2.9 describe the role of employer policies and procedures in documentation
 - 2.10 demonstrate documentation following best practices and DATA (description of event; accurately record information; timely manner; action, including follow-up)
 - 2.11 demonstrate principles of accuracy of observation in documentation
 - 2.12 demonstrate best practices when recording and reporting in documentation
- 3. demonstrate knowledge and understanding of structure and function of the human body, health and chronic illness**
 - 3.1 demonstrate understanding of human growth and development when working with clients
 - 3.2 integrate knowledge of growth and development tasks of young, middle and late adulthood with healthy aging and independence
 - 3.3 demonstrate understanding of the role of the HCA in assisting clients with chronic conditions and pain
- 4. demonstrate best practice theory and skills when providing client care and comfort**
 - 4.1 demonstrate best practice principles:
 - 4.1.1 of grooming and personal hygiene
 - 4.1.2 of assisting clients with elimination
 - 4.1.3 for positioning, transferring and lifting clients utilizing proper body mechanics
 - 4.2 describe safe food practices during preparation and serving of client meals and nourishments
 - 4.3 demonstrate best practice principles:
 - 4.3.1 while assisting a client with bathing
 - 4.3.2 of bed making
 - 4.3.3 while assisting a client with mobility
- 5. demonstrate best practice theory and skills when caring for clients with complex care needs**
 - 5.1 demonstrate best practice principles of wound care
 - 5.2 demonstrate best practice principles of nasogastric care, gastrostomy care and tube feeds
 - 5.3 demonstrate best practice principles of urinary catheters and drainage systems
 - 5.4 demonstrate best practice principles of ostomy care
 - 5.5 integrate knowledge of the circulatory, respiratory and nervous systems when measuring vital signs of a client
 - 5.6 demonstrate best practice principles of measuring vital signs, height and weight and observing pain
 - 5.7 demonstrate best practice principles of specimen collection
 - 5.8 demonstrate best practice principles of assisting with respiratory care and oral suctioning

- 6. assist with medication delivery**
 - 6.1 demonstrate best practice principles when assisting with medication delivery
- 7. demonstrate best practice theory and skills when caring for diverse client groups**
 - 7.1 demonstrate knowledge of strategies to create a safe environment for the client with a diagnosis of dementia living in a community or continuing care facility
 - 7.2 demonstrate best practice care strategies to provide individualized care to the client diagnosed with dementia
 - 7.3 demonstrate knowledge of the role of the family in the care of the client diagnosed with dementia
 - 7.4 complete the following tasks, when clinical opportunities are available:
 - 7.4.1 demonstrate best practice principles of infant care
 - 7.4.2 integrate knowledge of human growth and development with care needs of children
 - 7.4.3 demonstrate knowledge of best practices when assisting with child care
 - 7.4.4 demonstrate knowledge of best practices when assisting clients with physical disabilities and developmental delays
 - 7.4.5 demonstrate knowledge of the role and responsibilities of the HCA when working with clients diagnosed with a mental health disorder
 - 7.4.6 demonstrate knowledge of best practices related to the role and responsibilities of the HCA when providing end-of-life care
- 8. demonstrate basic competencies**
 - 8.1 demonstrate fundamental skills to:
 - 8.1.1 communicate
 - 8.1.2 manage information
 - 8.1.3 use numbers
 - 8.1.4 think and solve problems
 - 8.2 demonstrate personal management skills to:
 - 8.2.1 demonstrate positive attitudes and behaviours
 - 8.2.2 be responsible
 - 8.2.3 be adaptable
 - 8.2.4 learn continuously
 - 8.2.5 work safely
 - 8.3 demonstrate teamwork skills to:
 - 8.3.1 work with others
 - 8.3.2 participate in projects and tasks
- 9. create a transitional strategy to accommodate personal changes and build personal values**
 - 9.1 identify short-term and long-term goals
 - 9.2 identify steps to achieve goals

COURSE HCA3525: CLINICAL PRACTICE 2G

Level: Advanced

Prerequisites: HCA3480: Diverse Client Groups
HCA3485: Clients with Dementia
HCA3490: Disability & Mortality

Description: Students complete a minimum of 23 hours of work, under the direction of a regulated health-care professional, in a continuing care setting providing care and support for clients. Students completing this clinical practice will consistently demonstrate competency in best practice theory and skills developed through coursework.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a post-secondary institution that has received licensing from Alberta Health to provide the Health Care Aide credential.

Note: A listing of licensed post-secondary institutions is available on the [Alberta Dual Credit](#) website.

This clinical practice may be completed under the direct supervision of a professional nurse who is fulfilling the role of clinical instructor or under the indirect supervision of the clinical instructor through a mentored practice experience.

Note: This 1-credit course option cannot be used with HCA3530: Clinical Practice 2.

Resources: *Mosby's Canadian Textbook for the Support Worker* (3rd Canadian edition), by Sheila A. Sorrentino et al (Includes a textbook, a student workbook and a DVD set of nursing assistant video skills.)

Other Resources: *Canadian Fundamentals of Nursing* (5th Edition), by Patricia A. Potter et al; *Study Guide to Canadian Fundamentals of Nursing* (2014), by Patricia A. Potter et al; *Mosby's Textbook for Nursing Assistants* (2011), by Sheila A. Sorrentino et al

Outcomes: The student will:

1. work safely and effectively as a health care aide

- 1.1 demonstrate an understanding of interdisciplinary team members and their roles within the health-care system
- 1.2 demonstrate time management, decision making and problem solving within the role of the HCA
- 1.3 complete daily assignment of tasks appropriate to the HCA within the health-care team
- 1.4 participate in the care-planning process in facilities and community-based settings
- 1.5 follow client care plans while completing client care
- 1.6 demonstrate principles and skills related to creating a safe-work environment
- 1.7 employ the principles of environmental safety in facilities and community-based settings
- 1.8 utilize Infection Prevention and Control (IPC) principles

- 1.9 demonstrate the consistent use of best practice principles for hand hygiene, applying personal protective equipment and caring for supplies and equipment
- 1.10 demonstrate knowledge of the legislation that governs health care in Alberta and how that legislation relates directly to the role, responsibilities and scope of practice of the HCA in the province of Alberta
- 1.11 demonstrate best practice principles of use and application of restraints
- 1.12 examine principles of body mechanics
- 2. communicate effectively with supervisors, co-workers, clients and clients' families within the health-care environment**
 - 2.1 demonstrate knowledge of how culture may affect communication in the helping relationship
 - 2.2 demonstrate best practices in assertive communication strategies
 - 2.3 demonstrate effective communication skills for telephone conversations
 - 2.4 demonstrate the ability to effectively utilize communication aids and strategies to promote the helping relationship with clients with speech and language disorders
 - 2.5 demonstrate skills while using communication aids and strategies that promote the helping relationship with clients with eye disorders and vision problems
 - 2.6 demonstrate the ability to effectively utilize communication aids and strategies that promote the helping relationship with clients with ear disorders and hearing problems
 - 2.7 demonstrate ability to maintain confidentiality of the client's chart
 - 2.8 demonstrate knowledge about employer policies regarding use of legal abbreviations used in documentation
 - 2.9 describe the role of employer policies and procedures in documentation
 - 2.10 demonstrate documentation following best practices and DATA (description of event; accurately record information; timely manner; action, including follow-up)
 - 2.11 demonstrate principles of accuracy of observation in documentation
 - 2.12 demonstrate best practices when recording and reporting in documentation
- 3. demonstrate knowledge and understanding of structure and function of the human body, health and chronic illness**
 - 3.1 demonstrate understanding of human growth and development when working with clients
 - 3.2 integrate knowledge of growth and development tasks of young, middle and late adulthood with healthy aging and independence
 - 3.3 demonstrate understanding of the role of the HCA in assisting clients with chronic conditions and pain
- 4. demonstrate best practice theory and skills when providing client care and comfort**
 - 4.1 demonstrate best practice principles:
 - 4.1.1 of grooming and personal hygiene
 - 4.1.2 of assisting clients with elimination
 - 4.1.3 for positioning, transferring and lifting clients utilizing proper body mechanics
 - 4.2 describe safe food practices during preparation and serving of client meals and nourishments
 - 4.3 demonstrate best practice principles:
 - 4.3.1 while assisting a client with bathing
 - 4.3.2 of bed making
 - 4.3.3 while assisting a client with mobility
- 5. demonstrate best practice theory and skills when caring for clients with complex care needs**
 - 5.1 demonstrate best practice principles of wound care
 - 5.2 demonstrate best practice principles of nasogastric care, gastrostomy care and tube feeds
 - 5.3 demonstrate best practice principles of urinary catheters and drainage systems
 - 5.4 demonstrate best practice principles of ostomy care
 - 5.5 integrate knowledge of the circulatory, respiratory and nervous systems when measuring vital signs of a client
 - 5.6 demonstrate best practice principles of measuring vital signs, height and weight and observing pain
 - 5.7 demonstrate best practice principles of specimen collection
 - 5.8 demonstrate best practice principles of assisting with respiratory care and oral suctioning

- 6. assist with medication delivery**
 - 6.1 demonstrate best practice principles when assisting with medication delivery
- 7. demonstrate best practice theory and skills when caring for diverse client groups**
 - 7.1 demonstrate knowledge of strategies to create a safe environment for the client with a diagnosis of dementia living in a community or continuing care facility
 - 7.2 demonstrate best practice care strategies to provide individualized care to the client diagnosed with dementia
 - 7.3 demonstrate knowledge of the role of the family in the care of the client diagnosed with dementia
 - 7.4 complete the following tasks, when clinical opportunities are available:
 - 7.4.1 demonstrate best practice principles of infant care
 - 7.4.2 integrate knowledge of human growth and development with care needs of children
 - 7.4.3 demonstrate knowledge of best practices when assisting with child care
 - 7.4.4 demonstrate knowledge of best practices when assisting clients with physical disabilities and developmental delays
 - 7.4.5 demonstrate knowledge of the role and responsibilities of the HCA when working with clients diagnosed with a mental health disorder
 - 7.4.6 demonstrate knowledge of best practices related to the role and responsibilities of the HCA when providing end-of-life care
- 8. demonstrate basic competencies**
 - 8.1 demonstrate fundamental skills to:
 - 8.1.1 communicate
 - 8.1.2 manage information
 - 8.1.3 use numbers
 - 8.1.4 think and solve problems
 - 8.2 demonstrate personal management skills to:
 - 8.2.1 demonstrate positive attitudes and behaviours
 - 8.2.2 be responsible
 - 8.2.3 be adaptable
 - 8.2.4 learn continuously
 - 8.2.5 work safely
 - 8.3 demonstrate teamwork skills to:
 - 8.3.1 work with others
 - 8.3.2 participate in projects and tasks
- 9. create a transitional strategy to accommodate personal changes and build personal values**
 - 9.1 identify short-term and long-term goals
 - 9.2 identify steps to achieve goals

COURSE HCA3530: CLINICAL PRACTICE 2 (7 CREDITS)

Level: Advanced

Prerequisites: HCA3480: Diverse Client Groups
HCA3485: Clients with Dementia
HCA3490: Disability & Mortality

Description: Students complete a minimum of 160 hours of work, under the direction of a regulated health-care professional, in a continuing care setting providing care and support for clients. Students completing this clinical practice will consistently demonstrate competency in best practice theory and skills developed through coursework.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a post-secondary institution that has received licensing from Alberta Health to provide the Health Care Aide credential.

Note: A listing of licensed post-secondary institutions is available on the [Alberta Dual Credit](#) website.

This clinical practice may be completed under the direct supervision of a professional nurse who is fulfilling the role of clinical instructor or under the indirect supervision of the clinical instructor through a mentored practice experience.

Note: This 7-credit course option can be used instead of HCA3495: Clinical Practice 2A, HCA3500: Clinical Practice 2B, HCA3505: Clinical Practice 2C, HCA3510: Clinical Practice 2D, HCA3515: Clinical Practice 2E, HCA3520: Clinical Practice 2F and HCA3525: Clinical Practice 2G.

Resources: *Mosby's Canadian Textbook for the Support Worker* (3rd Canadian edition), by Sheila A. Sorrentino et al (Includes a textbook, a student workbook and a DVD set of nursing assistant video skills.)

Other Resources: *Canadian Fundamentals of Nursing* (5th Edition), by Patricia A. Potter et al; *Study Guide to Canadian Fundamentals of Nursing* (2014), by Patricia A. Potter et al; *Mosby's Textbook for Nursing Assistants* (2011), by Sheila A. Sorrentino et al

Outcomes: The student will:

1. work safely and effectively as a health care aide

- 1.1 demonstrate an understanding of interdisciplinary team members and their roles within the health-care system
- 1.2 demonstrate time management, decision making and problem solving within the role of the HCA
- 1.3 complete daily assignment of tasks appropriate to the HCA within the health-care team
- 1.4 participate in the care-planning process in facilities and community-based settings
- 1.5 follow client care plans while completing client care
- 1.6 demonstrate principles and skills related to creating a safe-work environment

Advanced

CTS, HRH: HCA3530 / 1

- 1.7 employ the principles of environmental safety in facilities and community-based settings
- 1.8 utilize Infection Prevention and Control (IPC) principles
- 1.9 demonstrate the consistent use of best practice principles for hand hygiene, applying personal protective equipment and caring for supplies and equipment
- 1.10 demonstrate knowledge of the legislation that governs health care in Alberta and how that legislation relates directly to the role, responsibilities and scope of practice of the HCA in the province of Alberta
- 1.11 demonstrate best practice principles of use and application of restraints
- 1.12 examine principles of body mechanics
- 2. communicate effectively with supervisors, co-workers, clients and clients' families within the health-care environment**
 - 2.1 demonstrate knowledge of how culture may affect communication in the helping relationship
 - 2.2 demonstrate best practices in assertive communication strategies
 - 2.3 demonstrate effective communication skills for telephone conversations
 - 2.4 demonstrate the ability to effectively utilize communication aids and strategies to promote the helping relationship with clients with speech and language disorders
 - 2.5 demonstrate skills while using communication aids and strategies that promote the helping relationship with clients with eye disorders and vision problems
 - 2.6 demonstrate the ability to effectively utilize communication aids and strategies that promote the helping relationship with clients with ear disorders and hearing problems
 - 2.7 demonstrate ability to maintain confidentiality of the client's chart
 - 2.8 demonstrate knowledge about employer policies regarding use of legal abbreviations used in documentation
 - 2.9 describe the role of employer policies and procedures in documentation
 - 2.10 demonstrate documentation following best practices and DATA (description of event; accurately record information; timely manner; action, including follow-up)
 - 2.11 demonstrate principles of accuracy of observation in documentation
 - 2.12 demonstrate best practices when recording and reporting in documentation
- 3. demonstrate knowledge and understanding of structure and function of the human body, health and chronic illness**
 - 3.1 demonstrate understanding of human growth and development when working with clients
 - 3.2 integrate knowledge of growth and development tasks of young, middle and late adulthood with healthy aging and independence
 - 3.3 demonstrate understanding of the role of the HCA in assisting clients with chronic conditions and pain
- 4. demonstrate best practice theory and skills when providing client care and comfort**
 - 4.1 demonstrate best practice principles:
 - 4.1.1 of grooming and personal hygiene
 - 4.1.2 of assisting clients with elimination
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