



**Bow Valley
College**

Course Outline

HCAD1401

Health Care Aide Role &
Responsibility

Fall 2022 - Current

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HCAD1401 Health Care Aide Role & Responsibility

COURSE DESCRIPTION

During this course, you will focus on the role and responsibilities of a health care aide working in a variety of employment settings. The focus of this course is to share information that will result in safe, ethical, and respectful care based on the needs of the client. Care that meets these standards is known as person-centred care. Bow Valley College is licensed to deliver this course as part of the Government of Alberta Health Care Aide Provincial Curriculum 2019.

REQUISITES	None
EQUIVALENTS	None
CREDITS	3
HOURS	45
ELIGIBLE FOR PLAR	Yes
ZERO TEXTBOOK COST	No

COURSE LEARNING OUTCOMES

Bow Valley College is committed to ensuring our graduates can demonstrate their abilities in key areas that will make them effective citizens and encourage their development as lifelong learners. In addition to the discipline-specific skills that learners acquire in their programs, the College has identified ten learning outcomes.

College-Wide Outcomes:

1. Communication
2. Thinking Skills
3. Numeracy and Financial Literacy
4. Working with Others
5. Digital Literacy
6. Positive Attitudes and Behaviours
7. Continuous Learning
8. Health and Wellness Awareness
9. Citizenship and Intercultural Competence
10. Environmental Sustainability

COURSE LEARNING OUTCOME(S) COLLEGE WIDE OUTCOMES SUPPORTED

1	Examine the Health Care Aide role, responsibilities, and competencies within Alberta and the Canadian health-care system and the applicable government legislation, standards, and employer policies and procedures that govern the Health Care Aide profession.	2, 4
2	Describe the concepts of person-centered care, holistic health, illness and disability, and the effects of determinants of health on individuals and communities	9
3	Explain the Health Care Aide role when delivering person-centered care (considering the client's needs, rights, preferences, and willingness to participate in care) across acute (including mental health) and continuing care (home care, long-term care, and supportive living) settings.	6, 8
4	Examine the attitudes and behaviours that demonstrate professionalism and accountability of the Health Care Aide's actions and apply health-care ethics within the role of the Health Care Aide.	4, 6
5	Recognize the importance of continuing competence through professional development such as continuing education and digital literacy using feedback and self-reflection to improve Health Care Aide competencies.	5
6	Examine the Health Care Aide role and responsibilities when applying the person-centered care principles to enhance, advocate, and maintain quality of life of a client in a collaborative team environment.	1, 2
7	Describe the importance of the Health Care Aide role, responsibilities, and skills within the collaborative care team and the care planning process in the health-care environment.	7, 8
8	Describe the environment hazards, infection prevention and control principles, and hazard assessments in the health-care environment.	2, 10
9	Describe the strategies to promote client safety and prevent falls in acute and continuing care (home care, long-term care, and supportive living) settings.	2, 8
10	Demonstrate the principles of infection and prevention and control and safe body mechanics using evidence-informed practices to promote personal and client safety.	4, 1, 2

COURSE MODULES AND SCHEDULE

**Course schedule subject to change, depending on delivery mode and term of study. For exact dates, please consult the Course Offering Information in Brightspace.*

WEEK/HOURS MODULES

Week 1	<p>Module 1: Role of the Health Care Aide • Define and use terminology related to the role and responsibilities of the health care aide. • Examine health within the context of the Canadian health care system. • Define the role, responsibilities, and unique contributions of the health care aide to the health of the clients across acute and continuing care (home care, long-term care, and supportive living) settings and various types of clients (patients, residents). • Examine accountability for your actions relating it to being a professional in the role of the health care aide • Examine the importance of lifelong learning and continuing education within the role of the health care aide.</p>
Week 2	<p>Module 1: Role of the Health Care Aide • Describe the influence of the health care aide’s self-confidence and caring behaviours towards others, and identify techniques to improve self-confidence and competence within the role of the health care aide. • Explain the importance of information technology related to the role of the health care aide. • Develop information technology skills-related information to the health care aide profession (e.g. continuing education, electronic health records, and work emails). • Explain how quality improvement programs are used in the workplace and how a health care aide can participate in the programs. • Describe the goal of the role of the health care aide, identifying the principles of compassionate care.</p>
Week 3	<p>Module 1: Role of the Health Care Aide • Explain the importance of helping relationship while working with clients and their families, and identify positive behaviours that can benefit the health care aide, client, and family. • Distinguish among race, culture, and ethnicity. • Examine health care ethics within the role of the health care aide. • Describe the concept of psychosocial health and the factors that influence psychosocial health. • Apply the person-centred care approach to the role of the health care aide.</p>
Week 4	<p>Module 2: Legislation • Define and use terminology related to legislation governing the health care aide role and responsibility. • Explain the purpose of the Health Profession Act (HPA) and the Government Organizational Act • Describe the importance of accurate observations, reporting, and recording of client changes as governed by Alberta health care legislation.</p>
Week 5	<p>Module 3: Functioning Effectively as a Team Member • Define and use terminology related to functioning effectively as a team member. • Describe the importance of a collaborative team approach within the health-care system. • Describe the role and unique contributions of health-care team members. • Examine the benefits and challenges of working on a team in a facility and community-based settings. • Differentiate between direct supervision and indirect supervision and indicate who can assign tasks to a health care aide in a facility and community-based settings. • Examine the health care aide role and responsibility when assigned care by a regulated healthcare professional. • Describe the function and process of the care plan in a facility and community-based settings and how a health care aide can contribute to the process. • Describe the unique contribution of the health care aide role to the person-centred care planning. • Examine time management, decision making, and problem-solving skills within the role of the health care aide.</p>
Week 6	<p>Reading Week (dates may vary)</p>

Week 7	Module 4: Environmental Safety • Define and use terminology related to environmental safety. • Review the Occupational Health and Safety Act as it applies to the health care aide role. • Examine principles of environmental safety in facilities and community-based settings. • Identify the dangers of slips, trips, and falls in facility and community-based settings. • Examine infection prevention and control (IP&C) principles in facility and community-based settings. • Describe the role and responsibilities of the health care aide in preventing the spread of infection. • Examine the application of hazardous medication personal protective equipment in waste handling and medication assistance. • Demonstrate evidence-informed practice principles for hand hygiene, applying personal protective equipment (PPE) and caring for supplies and equipment.
Week 8	Lab Skills Evaluation
Week 9	Module 5: Client Safety • Define and use terminology related to client safety. • Describe the concept of client safety and identify factors that can increase the risk of accidental injury including falls among the elderly. • Describe the strategies to promote client safety, including the use of call bells and client identification. • Describe actions to take when a client falls in a facility and community-based settings. • Identify common causes of burns, poisoning, and suffocation of clients in a facility and community-based settings. • Describe strategies and actions to take when burns, poisoning, suffocation is encountered in a facility and community-based settings.
Week 10	Module 5: Client Safety/ Module 6: Self-Care and Safety • Describe the personal right to risk and the importance of managed risk agreements within the care plan. • Examine least restraint philosophy and how it applies to the role of the health care aide. • Define and use terminology related to self-care and safety. • Examine the principles of body mechanics. • Examine personal safety and the impact on the HCA in the workplace. • Examine the effects of fatigue and identify strategies to prevent fatigue.
Week 11	Module 6: Self-Care and Safety • Examine stress, burnout, and stress management and the impact of each on the HCA in the workplace and identify strategies to respond to workplace harassment. • Explore the impact of loss, grief, death, and dying on the HCA's physical, emotional, and mental health and how it contributes to burnout. • Explain the principles of body mechanics.
Week 12	Lab Skills Evaluation
Week 13	Final Exam

ASSESSMENT

COURSE

LEARNING OUTCOME(S)

ASSESSMENT

WEIGHT

1-10	Final Exam	100%
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Important: For details on each assignment and exam, please see the Course Offering Information.

PERFORMANCE STANDARDS

A minimum grade of D is required to pass this course. However, a program may require a higher grade in this course to progress in the program or to meet specific program completion requirements.

As per the Government of Alberta Health Care Aide Provincial Curriculum and Licensing Policies, learners are required to achieve a minimum grade of B- (70%) to pass all theory and lab courses, including this course. As well, in courses HCAD1401, HCAD1403, HCAD1404, HCAD1406, and HCAD1407 learners must achieve a "pass" on all lab skills outlined in the Lab Skills Guide.

Please consult with the program area or contact the program chair for further details. A minimum Grade Point Average of 2.0 is required for graduation.

GRADING SCHEME

Grade	Percentage	Grade Point	Description
A+	95-100	4.0	Exceptional: superior knowledge of subject matter
A	90-94	4.0	Excellent: outstanding knowledge of subject matter
A-	85-89	3.67	
B+	80-84	3.33	
B	75-79	3.0	Very Good: knowledge of subject matter generally mastered
B-	70-74	2.67	
C+	67-69	2.33	
C	64-66	2.0	Satisfactory/Acceptable: knowledge of subject matter adequately mastered
C-	60-63	1.67	
D+	57-59	1.33	
D	50-56	1.0	Minimal Pass
F	Less than 50	0.0	Fail: an unsatisfactory performance

REQUIRED LEARNING RESOURCES

Bow Valley College/Alberta Health and Wellness. HCAD1401 Course Package. Calgary: Bow Valley College.
May be accessed online or purchased at the bookstore.

Sorrentino, S., Remmert, L., Wilk, M., Newmaster, R. (2021). Sorrentino's Canadian Textbook for the Support Worker– Text, Workbook and Clinical Skills: Skills for Nurse Assisting. (5th Canadian ed.) Toronto: Elsevier Canada or current edition. (ISBN: 9780323880626)

OR

Sorrentino's Canadian Textbook for the Support Worker Elsevier eBook on VitalSource, 5th Cdn. (Purchase on the Evolve site. The ISBN is: 9780323711661)

Canadian Clinical Skills: Skills for Personal Support Workers, 1st Cdn Edition by Elsevier

Latex free gloves (100 gloves).

Additional learning resources may be found in the Course Offering Information or in Brightspace.

ADDITIONAL INFORMATION

Bow Valley College is licensed to deliver this course as part of the Government of Alberta Health Care Aide Provincial Curriculum 2019.

Additional References:

Alberta Health Care Aide Directory. (2019). Health care aide directory. Retrieved from

<https://www.albertahcadirectory.com/>

Alberta Health Services. (2011) Online training: Health Information Act. Retrieved from

<https://www.albertahealthservices.ca/info/page3962.aspx>

Alberta Health Services. (2018). Hazardous medication personal protective equipment (PPE) guide and list. Retrieved from

<https://www.albertahealthservices.ca/assets/info/hp/pharm/if-hp-pharm-hazardous-medications-ppe-guide.pdf>

College and Association of Registered Nurses of Alberta, College of Licensed Practical Nurses of Alberta, & College of Registered Psychiatric Nurses of Alberta. (2010). Decision-making standards for nurses in the supervision of health care aides. Retrieved from

https://www.clpna.com/wp-content/uploads/2013/02/doc_Decision-Making_Standards_in_Supervision_of_Health_Care_Aides_2010.pdf

Government of Alberta. (2019). Health care aide provincial curriculum learner guide: Course 1 HCA role and responsibility. Edmonton, AB: Author.

Northstar. (n.d.). Northstar digital literacy assessment. Retrieved from

<https://www.digitalliteracyassessment.org/>

Service Alberta. (n.d.). Online training: FOIP. Retrieved from

<https://www.servicealberta.ca/foip/training/online-training.cfm/>

World Health Organization. (1986). The Ottawa charter for health promotion. Retrieved from

<http://www.who.int/healthpromotion/conferences/previous/ottawa/en/index.html>

Additional information may be found in the Course Offering Information or in Brightspace.

ACADEMIC ACCOMMODATIONS

Learners with a disability (learning, physical, and/or mental health) may qualify for academic and exam accommodations. For more information, or to apply for accommodations, learners should make an appointment with Accessibility Services in the Learner Success Services (LSS) Department. Accessibility Services can also assist learners who may be struggling with learning but do not have a formal diagnosis. To make an appointment visit LSS on the first floor of the south campus or call 403-410-1440. It is the learner's responsibility to contact Accessibility Services and request academic accommodations. For more information, please visit our website at <http://www.bowvalleycollege.ca/accessibility>.

INSTITUTIONAL POLICIES

Bow Valley College is committed to the highest standards of academic integrity and honesty. Learners are urged to become familiar with and uphold the following policies: Academic Integrity (500-1-7), Learner Code of Conduct, Procedures and Guidelines (500-1-1), Learner Appeals (500-1-12), Attendance (500-1-10), Grading (500-1-6), Academic Continuance and Graduation (500-1-5), and Electronic Communications (300-2-13). Audio or video recording of lectures, labs, seminars, or any other teaching and learning environment by learners is allowed only with consent of the instructor as part of an approved accommodation plan. Recorded material is to be used solely for personal study and is not being used or distributed without prior written consent from the instructor.

Turnitin:

Students may be required to submit their course work to Turnitin, a third-party service provider engaged by BVC. Turnitin identifies plagiarism by checking databases of electronic books and articles, archived webpages, and previously submitted student papers. Students acknowledge that any course work or essays submitted to Turnitin will be included as source documents in the Turnitin.com reference database, where it will be used solely to detect plagiarism. The terms that apply to a student's use of Turnitin are described on Turnitin.com.

Online Exam Proctoring:

Examinations for this course may require proctoring through an online proctoring service. Online proctoring enables online exam taking within a controlled and monitored environment, thereby enhancing academic integrity. Online proctoring may occur through a variety of methods, including but not limited to:

- a. live online proctoring where a remote invigilator authenticates identity and observes completion of an exam using specialized software and recordings;
- b. automated proctoring where the exam session is recorded and AI (artificial intelligence) analyzed;

- c. browser lockdown that limits access to other applications, websites, copying, printing, screen capture and other functions; or
- d. a combination of both live/automated proctoring and browser lockdown.

Course instructors will review recordings, analyses, and data obtained through online proctoring for academic integrity infractions. It is the student's responsibility to meet the technical, software, location, and identity verification requirements necessary to enable online proctoring.

Further details of these policies are available in the Academic Calendar and on the Bow Valley College website, bowvalleycollege.ca.

Learners are encouraged to keep a copy of this course outline for future reference.

Collection of Personal Information:

This course, including your image and voice, may be recorded and made available to you and other students taking the course section. By attending the class(es) online or in person, you consent to the collection of your personal information. If you do not wish to be recorded, please contact your instructor before starting the course/class to discuss alternative arrangements.

You may use the recordings only for educational purposes and you must not copy, share, or use the recordings for any other purpose without the instructor's express permission.

Your personal information is collected in accordance with section 33(c) of the Freedom of Information and Protection of Privacy Act (Alberta) to deliver academic programming, support learner flexibility, promote universal design for learning principles, and for purposes consistent with the course activities and outcomes. If you have any questions about the collection, disclosure, use, or protection of this information, please contact the College's Access and Privacy Officer at foip@bowvalleycollege.ca.