Course Outline

HCAD1403
Communication &
Documentation in the
Health Care Environment
Fall 2022 - Current

HCAD1403 — Communication & Documentation in the Health Care Environment

COURSE DESCRIPTION

This course will focus on the role and responsibilities of the health care aide when communicating effectively as a member of the collaborative care team. Strong communication skills are an important part of being a successful health care aide. The health-care environment requires competent verbal, written, and electronic communication skills, which are part of digital literacy. 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	4
HOURS	60
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	Describe principles of communication, including privacy and confidentiality, required for maintaining effective helping and professional relationships.	1,2,4
2	Demonstrate principles of communication that the HCA will use in helping relationships and when working in a collaborative care team to implement the client's care plan.	1,4
3	Analyze own communication style and compare it to effective communication strategies required in the HCA role.	1,2
4	Apply effective conflict management strategies in relationships.	1,4,9
5	Demonstrate evidence-informed practice principles of accurate documentation and information technology (electronic records and charting) when applicable.	2,3,10
6	Describe the impact that culture and diversity can have on communication.	3,4,6,8,9
7	Demonstrate communication strategies and use resources and tools where available specific to diverse clients of different cultural backgrounds.	1,2,6,9
8	Describe various communication strategies to use with clients experiencing communication impairments or who are displaying responsive behaviours.	1,2,6,9
9	Apply communication techniques and strategies that support person-centered care and the collaborative team to a variety of situations/scenarios: clients with communication impairments, displaying responsive behaviours, and confused and/or unconscious clients in palliative care and end-of-life situations.	1,2,6,9
10	Demonstrate and practise effective communication strategies use when delivering person-centred care.	1,2,6,9

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	Module 1: Communication in a Collaborative Team • Demonstrate communication in a personal and professional relationship. • Describe the process and factors that influence communication. • Compare verbal and non-verbal communication. • Examine effective and ineffective communication methods that promote the client-centred relationship.

Week 2	Module 1: Communication in a Collaborative Team • Describe the importance of communicating a client's care plan. • Develop effective oral communication skills. • Demonstrate communication in a personal and professional relationship. • Demonstrate effective communication strategies that promote a client-centred relationship.
Week 3	Module 2: Dealing with Problems and Conflict • Examine the concepts of conflict and conflict management. • Describe how to accept and critically assess feedback. • Explain the concept of feedback to promote a healthy working environment. • Outline models for giving constructive feedback.
Week 4	Module 2: Dealing with Problems and Conflict • Examine bullying behaviour and its effects in the workplace. • Demonstrate receiving feedback. • Apply models for giving constructive feedback in common health-care situations
Week 5	Module 3: Cultural Competence and Diversity • Discuss Indigenous peoples, Canadian generational experiences, immigrants, and refugees. • Identify ways to provide culturally sensitive care and support based on individual differences. • Describe methods to reflect on intercultural learning that promote cultural competence. • Describe the effects of culture on the client, family, religion, health beliefs, and communication. • Discuss culture, the four layers of diversity, and sexual orientation as a part of diversity.
Week 6	Module 3: Cultural Competence and Diversity • Describe concepts of prejudice, discrimination, stereotyping, and cultural conflict. • Analyze how your own cultural biases and moral judgements may affect your relationships with clients and their families • Identify communication tools and resources used with people from diverse backgrounds. • Demonstrate culturally appropriate communication techniques.
Week 7	Reading Week (dates may vary)
Week 8	Module 4: Documentation • Identify commonly used terminology related to client care in documentation. • Examine the purpose of the client chart and documents contained in the client chart. • Examine the importance of confidentiality of the client chart and information. • Identify legal abbreviations to be used in documentation. • Examine evidence-informed practices of documentation including narrative charting. • Identify the principles of charting using the focus "Data Action Response" (FDAR). • Describe electronic medical records. • Examine the role and responsibilities of the HCA when applying the CARE model to documentation.
Week 9	Module 4: Documentation • Describe the role of employer policies and procedures in documentation. • Examine how to appropriately and professionally communicate using information technology (email) and telephone (SMS text). • Demonstrate evidence-informed principles of documentation, including narrative charting. • Practice documentation following evidence-informed practices and focus "Data Action Response" (FDAR) • Demonstrate appropriate and professional communication using information technology (email) and telephone (SMS text).
Week 10	Module 5: Communication Impairments and Related Strategies • Examine factors related to speech and language that create barriers to effective communication. • Examine communication aids, barriers, and strategies that promote person-centred care with those who have speech, language, ear, and hearing, eye, and vision disorders.

Week 11	Module 5: Communication Impairments and Related Strategies • Examine factors related to dementia and mental health disorders that create barriers to effective communication. • Examine person-centred communication strategies for clients who are confused and/or unconscious related to palliative and end-of-life situations.
Week 12	Module 5: Communication Impairments and Related Strategies/ Consolidation Lab • Demonstrate person-centred communication strategies for clients with the following: 1. Speech, language, ear, hearing, eye, and vision disorders 2. Displaying responsive behaviours 3. Confused and/or unconscious clients in palliative care and end-of-life situations
Week 13	Final Exam

ASSESSMENT

COURSE LEARNING OUTCOME(S)	ASSESSMENT	WEIGHT
1-10	Final Exam	100%

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. HCAD1403 Course Package. Calgary: Bow Valley College.

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

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:

Kinew, W. (2018). 8th Fire: Wab's walk through history [Video file]. Retrieved from

https://www.cbc.ca/firsthand/blog/8th-fire-wabs-walk-through-history

Kryder, S. (2011). Tips for effectively delivering feedback. Retrieved from

https://www.umbc.edu/blogs/wellness/Deliver%20Feedback%20Effectively.pdf

NorQuest College Intercultural Resources for Educators/Trainers. (2015). Something's up cycle. Retrieved from

https://www.norquest.ca/NorquestCollege/media/pdf/centres/intercultural/CI/The-Somethings-Up-Cycle-Handout-Apr-2018.pdf

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.