



**Bow Valley
College**

Course Outline

HCAD1404

Providing Person-Centred
Care & Comfort
Fall 2022 - Current

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HCAD1404 Providing Person-Centred Care & Comfort

COURSE DESCRIPTION

During this course, you will learn the basic care skills that will allow you to give safe and efficient care to your clients. Providing personal grooming and hygiene care to your clients is an intimate and highly personal experience. During the theory and lab elements of this course, you will learn to approach this care in a professional and compassionate manner. 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	5
HOURS	75
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
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1	Describe knowledge of providing person-centred care and comfort within the HCA role in the following skill areas: client grooming and personal hygiene, bathing, bed making, assisting with elimination, client mobility, positioning, transfers, and lifts, assisting at mealtimes and with food safety, and using basic knowledge of body systems.	1,8
2	Define evidence-informed practice and guidelines for assisting with each of the activities of daily living skills.	2,4
3	Describe the importance of the client's strengths, needs, rights, preferences, and expectations, and their willingness and ability to participate in their care.	6,9
4	Demonstrate ethical person-centred care related to assisting with activities of daily living skills and following the client care plan in the acute and continuing care settings (home care, long-term care, and supportive living).	4,6,8
5	Identify knowledge of the collaborative teams' roles and responsibilities within the assistance of each of the activities of daily living skills.	1,4
6	Describe key elements of the palliative care approach that can be applied to the planning, implementation, and assistance of activities of daily living skills.	8,9
7	Demonstrate competence (knowledge, skills, behaviours, and attitudes) by applying evidence-informed practice and guidelines when assisting with activities of daily living skills.	1,2
8	Apply the principles of professional and accurate communication through instruction, delivery, reporting, and documentation of activities of daily living skills.	1,2,8
9	Apply communication techniques and strategies that support diverse clients displaying responsive behaviours when assisting with activities of daily living skills.	1,6
10	Demonstrate client and personal safety by recognizing and responding to safety hazards, near misses, reporting abuse, following infection prevention and control principles, conducting client transfers, and handling and operating health equipment safely.	1,2,4,8

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: Assisting with Client Mobility • Integrate and apply knowledge of the musculoskeletal system and nervous system with assisting with mobility. • Describe evidence-informed practice while assisting clients with mobility. • Identify and describe ambulation aids and their maintenance including the following: 1. Prosthetic devices 2. Ambulation aids 3. Manual and electric wheelchairs 4. Transfer belts 5. One-person transfer to wheelchair • Describe factors that contribute to falls.
Week 2	Module 1: Assisting with Client Mobility • Describe actions to take if a client falls while ambulating. • Apply the person-centred approach in regards to assisting with mobility. • Demonstrate evidence-informed practice while assisting clients with mobility. • Demonstrate the person-centred approach in regards to assisting with mobility.
Week 3	Module 2: Positioning, Transfers, and Lifts • Describe evidence-informed practice while assisting with positioning, transfers, and lifts. • Identify and describe causes and signs of skin breakdown, pressure ulcers, and skin tears. • Describe what can be done to prevent pressure ulcers and skin tears. • Describe evidence-informed practice while assisting with positioning, transfers, and lifts. • Describe evidence-informed practices for positioning and repositioning for clients in sitting and lying positions.
Week 4	Module 2: Positioning, Transfers, and Lifts • Explain the importance of effective verbal communication with clients and teammates while doing positioning, lifts, and transfers. • Demonstrate evidence-informed practice while assisting with positioning, transfers, and lifts • Demonstrate evidence-informed practice for the following • One- or two-person transfers • Transfer clients from bed to stretcher • Mechanical lifts following manufacturer’s instructions • Using proper body mechanics when doing transfers and lifts • Perform positioning for both sitting and lying • Demonstrate the importance of effective verbal communication with clients and teammates while doing positioning, lifts, and transfers
Week 5	Module 3: Client Grooming and Personal Hygiene • Identify and describe evidence-informed and safe practices for the following: 1. Dressing and undressing clients 2. Oral care for conscious and unconscious clients 3. Denture care techniques 4. Hair care techniques 5. Makeup application practices 6. Shaving 7. Hand, foot, and nail care 8. Pericare for male and female clients 9. Providing assistance with menstrual care
Week 6	Module 3: Client Grooming and Personal Hygiene • Explain evidence-informed practices for back rubs. • Describe evidence-informed practices for compression stockings. • Describe what head to toe observations would be made while assisting with client grooming and hygiene. • Explain what competent verbal communication skills while assisting client grooming and hygiene.
Week 7	Reading Week (dates may vary)
Week 8	Module 3: Client Grooming and Personal Hygiene • Demonstrate evidence-informed and safe practices for the following. 1. Dressing and undressing clients 2. Oral care for conscious and unconscious clients 3. Denture care techniques 4. Hair care techniques 5. Makeup application practices 6. Shaving 7. Hand, foot, and nail care 8. Pericare for male and female clients 9. Providing assistance with menstrual care • Demonstrate competent verbal communication skills while assisting client grooming and hygiene.

<p>Week 9</p>	<p>Module 4: Bathing the Client and Bed Making • Describe evidence-informed practice principles while demonstrating the following skills. 1. Complete bed-bath 2. Partial bed-bath 3. Follow the care plan 4. Complete the flow sheet 5. Write progress notes • Identify the purposes of bathing a client. • Examine evidence-informed practice principles of bed making. • Describe assistive devices used for a client’s bed. • Describe effective verbal communication while assisting with bathing the client. • Demonstrate evidence-informed practice principles while performing the following skills. 6. Complete bed-bath 7. Partial bed-bath 8. Follow the care plan 9. Complete the flow sheet 10. Write progress notes • Demonstrate effective verbal communication while assisting with bathing the client. • Demonstrate professionalism while assisting clients with bathing.</p>
<p>Week 10</p>	<p>Module 5: Assisting with Elimination • Integrate and apply knowledge of the urinary system and function of the bowel with assistance with elimination. • Identify evidence-informed practices with elimination. • Identify potential problems with the urinary system and bowels, and how they affect assisting with elimination. • Describe rectal touch as related to the HCA scope of practice. • Describe the importance of the following in regards to assisting with elimination. • The role hydration, nutrition, and exercise play in bowel and bladder function • The importance of the client care plan when assisting with bowel and bladder elimination • Apply knowledge of evidence-informed practice on the following skills. • Communicate effectively when assisting clients with elimination. • Assist with bowel and bladder elimination using bedpan and urinal. • Assist in one-person transfer and apply transfer belt to go to commode and toilet. • Apply incontinence products. • Observe, measure, and record urinary and bowel output as directed by the care plan. • Demonstrate evidence-informed practices with elimination • Demonstrate professionalism and effective verbal communication while assisting the client with elimination. • Demonstrate effective and evidence-informed practice on the following skills: • Communicate effectively when assisting clients with elimination. • Assist with bowel and bladder elimination using bedpan and urinal. • Assist in one-person transfer and apply transfer belt to go to commode and toilet. • Apply incontinence products. • Observe, measure, and record urinary and bowel output as directed by the care plan.</p>
<p>Week 11</p>	<p>Module 6: Assist with Nutrition and Mealtimes • Integrate knowledge of the digestive system with assisting with nutrition and mealtimes. • Examine and describe evidence-informed practice when assisting with nutrition and mealtimes. • Describe and identify factors that can affect a client’s eating and nutrition. • Identify strategies and assistive devices on how to assist clients with nutritional challenges. • Apply the person-centred care approach in regards to assisting with client nutrition and mealtimes. • Demonstrate evidence-informed practice to meet a client’s nutritional needs • Demonstrate strategies and assistive devices on how to assist clients with nutritional challenges. • Demonstrate the person-centred care approach in regards to assisting with client nutrition and mealtimes. Module 7: Food Safety • Describe safe and evidence-informed practices during preparation of client meals and nourishments. • Apply knowledge of identification and prevention of food hazards. • Describe safe and evidence-informed practices for food storage for leftovers. • Describe and determine common sources and causes of food-borne illness.</p>

Week 12	Consolidation Lab
Week 13	Final Exam

ASSESSMENT

COURSE

LEARNING ASSESSMENT

WEIGHT

OUTCOME(S)

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

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 Services. (n.d.). It's your move annual overview: Transfer with a belt [Video file]. Retrieved from

https://www.youtube.com/watch?list=PLi1tOF1I5ZoX5BYtKBy-S2pSYm3n_Az4K&v=76mO6TfTk7M

Alberta Health Services. (2015, Aug.). It's your move annual overview: Safe client handling - One and two person transfers with belt [Video file]. Retrieved from

https://www.youtube.com/watch?list=PLi1tOF1I5ZoX5BYtKBy-S2pSYm3n_Az4K&v=76mO6TfTk7M

Government of Alberta. (2018). Alberta Health Care Aide Competency Profile. Retrieved from

<https://open.alberta.ca/dataset/efbd562-1571-40b8-bc17-71687dab444c/resource/9e34d246-c389-4753-bda4-f53a77e02f80/download/ah-hca-core-competency-profile-2018.pdf>

Public Health Agency of Canada. (2013). Something you ate? Episode 4: Protecting yourself [Video file]. Retrieved from:

<https://www.canada.ca/en/public-health/services/food-safety/videos/something-you-episode-4-protecting-yourself.htm>

Sorrentino, S.A., Remmert, L., & Wilk, M.J. (2018). Mosby's Canadian textbook for the support worker (4th ed.) Online resource video clips. Retrieved from:

<https://coursewareobjects.elsevier.com/objects/elr/Canada/Sorrentino/SupportWorker4e/videos/>

US Food and Drug Administration. (2011, Nov.). Food safety during power outages [Video file]. Retrieved from:

<https://www.youtube.com/watch?v=GkFqAbqO38Q>

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.