



**Bow Valley  
College**

## **Course Outline**

**HCAD1407**

Special Activities for  
Clients with Various Health  
Conditions  
Fall 2022 - Current

Last Updated: 9/2/2022 8:22:04 AM

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## HCAD1407

## Special Activities for Clients with Various Health Conditions

### COURSE DESCRIPTION

This course discusses care strategies for assisting diverse client groups such as clients with a mental health diagnosis and clients with developmental delays and physical disabilities. Graduates who become employed in home care situations may have the opportunity to work with families to provide care for infants and children, as well as caring for clients living with life-limiting illness, and who could benefit from hospice, palliative, and end-of-life care. Information and skills to assist with these care assignments are provided in this course. Bow Valley College is licensed to deliver this course as part of the Government of Alberta Health Care Aide Provincial Curriculum 2019.

REQUISITES	Complete the following courses: <ul style="list-style-type: none"> <li>• HCAD1405 - Clinical Placement Experience 1 (3)</li> </ul>
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
1	Integrate knowledge of human growth and development with the care needs of infants, children, and clients with physical disabilities and developmental delays, mental health and addictive disorders and palliative and end-of-life care.	2,4,6,8
2	Integrate knowledge and examine dementia in relation to the following: • Responsive behaviours • Impact on families Role of the collaborative care team	1,2,4,6,7,8
3	Examine mental health and addictive disorders in relation to the following: • Causes • General signs and symptoms • Common treatments Impact on families and society	1,2,4,6,7,8
4	Describe key elements of the palliative care approach that can be applied to the care planning and provision of person-centred care as part of the collaborative care team to support clients.	1,2,4,6,7,8
5	Analyze own personal feelings and experiences as they relate to the following: • Clients with dementia • Clients with mental health and addictive disorders • Clients with physical disabilities and developmental delays • Clients receiving palliative care and at the end of life Meeting care needs at the time of death (post-mortem care)	1,2,4,6,7,8
6	Examine the HCA role and responsibilities across the acute and continuing care settings (home care, long-term care, and supportive living) when applying the person-centred care principles and following the care plan for the following: • Infants • Children • Clients with dementia • Clients with mental health and addictive disorders • Clients with physical disabilities and developmental delays Clients receiving palliative care and at the end of life	1,2,4,6,7,8
7	Examine cultural competence and diversity in the provision of care to the following: • Infants • Children • Clients with dementia • Clients with mental health and addictive disorders • Clients with physical disabilities and developmental delays Clients in palliative care and at the end of life	1,2,4,6,7,8,9
8	Apply knowledge of client, personal, and environmental safety when providing care to the following: • Clients with dementia • Clients with mental health and addictive disorders • Clients with physical disabilities and developmental delays Clients in palliative care and at the end of life	1,2,4,6,7,8,9
9	Demonstrate competence (knowledge, skills, behaviours, and attitudes) by applying evidence-informed practice and guidelines, such as de-escalation training, when providing individualized care to the following: • Clients with dementia • Clients with mental health and addictive disorders Clients in palliative care and at the end of life	1,2,4,6,7,8,9

10	Apply communication techniques and strategies that support person-centred care and the collaborative team to a variety of situations/scenarios with the following: • Clients with dementia • Clients with mental health and addictive disorders • Clients with physical disabilities and developmental delays Clients in palliative care and at the end of life	1,2,4,6,7,8,9
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## 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 the Care of Infants
Week 2	Module 2: Assisting with the Child
Week 3	Module 3: Care for Clients with a Diagnosis of Dementia
Week 4	Module 4: Caring for Clients with a Mental Health Diagnosis
Week 5	Module 5: Assisting Clients with Physical Disabilities and Developmental Delays
Week 6	Module 6: Palliative and End-of-Life Care
Week 7	Module 7: Meeting Care Preceding and Following Death
Week 8	Consolidation lab
Week 9	Final Exam

## ASSESSMENT

### COURSE

LEARNING ASSESSMENT  
OUTCOME(S)

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

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 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](http://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](mailto:foip@bowvalleycollege.ca).