

	<b>CAPILANO UNIVERSITY</b>		
	<b>COURSE OUTLINE</b>		
	<b>Course Title</b>	Practice Experience in Multi-Level and/or Complex Care	
<b>Course Number</b>	HCA 110	<b>Credits</b>	9
<b>Instructor</b>		<b>Email</b>	
<b>Term</b>	Fall 2016	<b>Office</b>	
<b>Phone</b>		<b>Local</b>	

### **COURSE FORMAT**

7.0 hours X 30 clinical days over 10 weeks

### **COURSE PREREQUISITE**

B- in HCA 100, HCA 101, HCA 102, and HCA 103, and HCA 106

### **VISION STATEMENT**

Graduates of the Health Care Assistant program achieve a competent level of practice as a beginning Care Attendant. Graduates use a caring, problem-solving approach to provide care giving assistance that promotes the physical, psychological, social and spiritual well-being of the client and resident. The graduates are able to communicate effectively with clients, residents, family members and the health team

### **COURSE DESCRIPTION**

This supervised practice experience provides students with an opportunity to apply knowledge and skills from all other courses in the program with individuals in a multilevel or complex care setting. A portion of this clinical experience will be devoted to working with individuals experiencing cognitive challenges. Opportunity will be provided for students to gain expertise and confidence with the role of the HCA within a continuing care facility.

### **LEARNING OUTCOMES**

*Students who successfully complete this course should be able to:*

**Organize person-centered care and assistance that recognizes and respects the uniqueness of each individual resident or client/resident by:**

- recognizing each client/resident as a whole, unique individual
- recognizing the individuality, independence and dignity of residents and families

- demonstrating respect and sensitivity to individuals and families from diverse backgrounds and cultures
- demonstrating a non-judgmental approach in all aspects of care provision
- recognizing the autonomy and uniqueness of residents and their families
- explaining to residents how they can share their thoughts, feelings and preferences
- valuing the older person as an individual possessing a wealth of experience, knowledge and wisdom
- organizing care and assistance functions based on the resident's unique needs, capabilities and interests
- explaining clearly to the resident information about the care or service to be provided and deal with questions or concerns in a calm, caring fashion
- explaining how residents can be involved in their own care
- demonstrating support to promote resident independence
- demonstrating support to assist residents to make choices and participate in decisions about their care, as they are able
- demonstrating support for family involvement, as appropriate, in the care of their family member
- observing family members for signs of stress and consult with an appropriate health care professional for direction
- reporting abusive or neglectful situations promptly to a health professional for appropriate action

**Demonstrate an informed problem-solving approach to provide care and assistance that promotes the physical, psychological, social, cognitive and spiritual well-being of residents and families by:**

- describing the resident and situation using informed observation, reflection and communication
- observing changes in the resident's health status and reporting these changes to the appropriate healthcare professional
- identifying priorities for care within the care plan
- demonstrating the knowledge of health, healing, human needs and human development
- demonstrating an understanding of the interconnectedness of physical, psychological, social and spiritual aspects of health and healing
- demonstrating an understanding of the importance of the family in health & healing
- demonstrating an awareness of the role of culture, diversity and life experience in health and healing;
- employing appropriate health team members as resources to augment one's own problem-solving and decision-making
- applying the care plan for each resident
- discussing with health team members to review and evaluate care and make modifications to the care plan as needed
- demonstrating recording requirements in a timely fashion
- reporting clear, current, factual, objective and relevant language when reporting or documenting resident information
- employing creativity when required to adapt care and service in a variety of contexts

**Demonstrate care and assistance for residents experiencing complex health challenges by:**

- explaining choices and actions based on a sound understanding of normal anatomy and physiology and common changes associated with aging
- explaining choices and actions based on a sound understanding of common challenges to health and healing

- organizing, administering and evaluating care and service for residents with complex health challenges
- organizing residents and families to maintain independent functioning within their capabilities
- utilizing caring and supportive end-of-life care for residents in a manner that promotes comfort and dignity

**Provide care and assistance for residents experiencing cognitive and/or mental health challenges by:**

- organizing, administering and evaluating care and service for residents experiencing cognitive and/or mental health challenges
- explaining choices and actions based on a sound understanding of the physical and psycho-social processes of dementia
- explaining choices and actions based on an understanding of environmental influences on behaviours
- changing interactions and responses based on an understanding of common mental health challenges
- performing constructively in unanticipated or unusual situations
- identifying when crisis intervention skills are required and responding appropriately

**Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals by:**

- demonstrating caring, respectful communication with all members of the health care team
- seeking clarification, guidance and assistance from other health team members when needed
- describing changes in the resident's health status to the appropriate health team member so that the care plan is kept current
- communicating with confidence and appropriate assertiveness
- providing support and assistance to other health team members as appropriate
- reporting and recording relevant information in a clear, concise and objective manner
- demonstrating appropriate lines of communication in accordance with agency, facility or employer standards
- identifying problems, concerns and conflict within the health team and discussing these with appropriate team members in a timely fashion
- interpreting problems or conflict in a non-threatening way
- demonstrating a non-defensive approach to criticism or confrontation

**Communicate clearly, accurately and in sensitive ways with residents and families by:**

- demonstrating an ability to write and speak English in a manner that can be easily understood;
- utilizing appropriate volume, tone and vocabulary
- utilizing language and a communication style that is appropriate to the resident, family or situation
- identifying barriers to communication and make efforts to improve communication
- demonstrating a manner that respects the rights, needs, interests and preferences of others
- employing common courtesies such as addressing the resident and family member by name of choice and speaking in a manner to be readily understood
- utilizing touch appropriately and respectfully
- utilizing humour appropriately
- demonstrating appropriate interpersonal and professional boundaries
- demonstrating respect and adapting to a family and resident's cultural background
- recognizing non-verbal communication

- demonstrating non-verbal attending skills including eye contact, body positioning and attentive facial expression
- demonstrating active listening skills
- demonstrating appropriate self-disclosure
- employing effective approaches to conflict management
- demonstrating an understanding of the stresses experienced by residents and families as they are reflected in communication patterns
- recognizing abusive communication and report in accordance with agency/ facility or employer standards and policies

**Provide personal care and assistance in a safe, competent and organized manner by:**

- wearing safe and appropriate clothing, including identification
- utilizing the resident's care plan
- arranging the resident and the environment prior to commencing care
- changing environments, as appropriate, to ensure safety and to promote efficiency
- creating priorities or making adjustments to the care process based on resident requirements
- organizing and implement care according to resident needs
- organizing time and equipment for safety and efficiency
- explaining choices and actions on a sound knowledge of asepsis and body mechanics
- applying infection control practices
- reporting, verbally and in writing, unsafe work environments
- demonstrating independence of the client/resident as much as possible
- demonstrating family involvement in care whenever possible
- recognizing and making wise choices in situations of potential risk to self or others
- demonstrating resident communication and engagement during personal care
- demonstrating resident privacy and dignity
- assisting the resident with personal hygiene and grooming
- assisting the resident with movement and ambulation
- employing aids to promote comfort, relaxation and sleep
- assessing and recording vital signs accurately
- demonstrating specialized, sensitive care for the dying resident in line with palliative care principles
- demonstrating flexible and adaptable behaviour

**Recognize and respond to own self-development, learning and health enhancement needs by:**

- identifying own learning and personal/ professional development needs
- discussing feedback from other health team members related to own performance
- discussing with appropriate health professionals to identify and utilize opportunities for specific learning and training enhancement
- identifying and utilize opportunities to learn from residents, families, and colleagues
- explaining new learning with other health team members
- discussing own choices and behaviours as they contribute to physical, psychological, social, cognitive and spiritual health
- demonstrating healthful self-care practices

**Perform the care-giver role in a reflective, responsible, accountable and professional manner by:**

- explaining the legal parameters of practice for HCA
- explaining the mission, policies and standards of the care facility

- discussing with other members of the health team
- identifying appropriate lines of communication
- explaining one's own role to others when necessary
- demonstrating dependability, reliability, honesty and integrity
- identifying one's own values, beliefs and standards in relation to care-giving practice
- recognizing how one's own beliefs, values, standards and cultural background may be different or similar to those of residents, and families
- recognizing how one's own beliefs and values influence one's responses to residents, families and situations
- demonstrating a non-judgmental position in light of difficult or unusual resident or family situations
- demonstrating advocacy on behalf of the rights, needs, interests and fair treatment of residents and their families
- demonstrating resident and family confidentiality
- demonstrating appropriate personal boundaries in interactions with residents and family members
- demonstrating own personal safety, health and well-being
- discussing questionable actions or decisions made by other health team members
- explaining the role of the HCA on the health care team

### **COURSE CONTENT**

Assignments change daily based on individual student's progress and needs in order to achieve learning outcomes.

### **LEARNING ACTIVITIES**

Attend and participate in discussions

Participate in small group discussions

Share work and seek feedback to improve skills

Relate learning to real-life experiences

Take initiative in gathering and synthesizing information

Ask for assistance when appropriate

Come prepared to clinical

### **REQUIRED TEXTS**

Sorrentino, S. A. *Mosby's Canadian textbook for the support worker*. (current ed.). Toronto: Elsevier Canada.

### **EVALUATION PROFILE**

This is a MASTERY course. Evaluation of the course will be based on the course objectives and be consistent with University policies on course evaluation.

March 2016

The term "Mastery" means that the student has satisfactorily met the objective in accordance with his/her level of theory and experience.

**Note Re: Unsafe or Inappropriate Behaviour**

The student who, in the instructor's judgment, consistently displays unsafe behaviour in the clinical setting will be:

- asked to leave the clinical area
- asked to withdraw from the course

The student will receive a skills list with details of the required clinical competencies at the beginning of the course. The competencies will be evaluated throughout the course.

Evaluation of "mastery" in the clinical setting will include:

1. The demonstration of required psychomotor skills
2. Student participation in the evaluation of their own clinical performance
3. Performance of objectives as assessed by the clinical instructor
4. Students are expected to achieve 100% of all course learning outcomes.
5. Evaluation will be completed by the clinical instructor following consultation with the student

**GRADING PROFILE**

This is a credit/no credit course.

**OPERATIONAL DETAILS**

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.

Attendance:	Attendance is essential for the successful completion of this course.  A student who misses 10% of classes may not receive credit for this course. A faculty review will occur in the event the maximum percentage of absences has been exceeded. Program probation may be a result of the review.
Punctuality	Punctuality is essential in both classroom courses and practicum given the professional nature of the program.
Academic Responsibility	Each student is responsible for the material covered in class and for any work required for the following class. If a student misses a class, they have the responsibility to contact a peer and obtain the notes, handouts and work for future classes.  The quality of work should provide both adequate depth and breadth so as to demonstrate a commitment to your professional development and that the competencies required of the course have been successfully met.

Missed Assignments, Presentations, In-class Projects, Exams and Quizzes	Students will be allowed to make up assignments, presentations, in-class projects, exams and quizzes at the faculty member and department's discretion. Adequate documentation from a medical professional must be provided upon request.
Late Assignments:	<p>All assignments are due at the beginning of class on the due date. Late assignments will be accepted if adequate documentation from a medical professional is provided upon request.</p> <p>Without required documentation all other late assignments will not be graded, although all assignments must be submitted in order to receive a passing grade in the course.</p>
Extenuating Circumstances	<p>Submissions in writing will be reviewed by the Department. Based on the review, faculty may agree alternative arrangements with the following condition:</p> <ul style="list-style-type: none"> <li>- Loss of 5% per day</li> </ul>
Cheating & Plagiarism:	<p>Cheating is an act of deceit, fraud, distortion of the truth, or improper use of another person's effort to obtain an academic advantage.</p> <p>Plagiarism is the presentation of another person's or source's words and/or ideas as if they were one's own. It ranges from an entire assignment which is not the student's own work to specific passages within an assignment taken from a source without appropriate acknowledgement.</p> <p>Students are responsible for ensuring that they understand and follow the principles of proper documentation and scholarship. If in doubt about these matters, students should consult their instructor, the Writing Centre, or the Library. Students are responsible for ensuring that they understand what constitutes cheating and plagiarism and that these violations of proper academic practice have serious consequences</p> <p>The instructor has the right to assign a grade of "0" on the examination or assignment, or, at the instructor's discretion, a letter grade "F" / No Credit on the course.</p> <p>Second incidents of cheating or plagiarism, or first incidents deemed by a department/instructor to be particularly serious, will be dealt with according to the University policy available on the University website.</p>

Incomplete Grades	“I” Grades will be given only when <b>prior</b> arrangement has been made in writing between the instructor and the student specifying the exact nature of the work to be done and the date it is to be received.
English Usage:	All assignments are marked for correct English usage, proofreading, and formatting. At the instructor’s discretion, any assignment not reaching these standards may be returned for revision and resubmission. Maximum grade assigned for a revised assignment is “C”.
Professionalism	All students are expected to maintain the program’s standards of academic achievement and professional behaviour. In practicum centres and in the classroom, students will adhere to their professional areas’ Code of Ethics at all times.
Emergency Procedures:	Please read the emergency procedures posted on the wall of the classroom.