

ACADEMIC COUNCIL



Thursday, 11 February 2021

4:00 – 6:00 p.m.

ZOOM

	DISCUSSION ITEM	STATUS	
1.	Call to Order	Chair	
2.	Agenda	For Approval – Chair	Attachment
3	Minutes of 14 January 2021	For Approval – Chair	Attachment
4.	Introductions – New Community Member - Sasha Dorshied	Chair	
5.	Committee Reports 5.1 Co-Curricular Committee 5.2 Convocation Committee 5.2.1 Convocation Committee Minutes of January 15,2021 5.3 Curriculum Committee 5.3.1 Curriculum Committee Minutes of December 16, 2020 Agenda Item 4.1 POF301 Third Class Part A1 – document is now signed 5.3.2 Curriculum Committee Minutes of January 20, 2021 5.4 Distance Education Committee 5.5 Program Review Committee 5.6 Research Planning Committee 5.7 Student Awards Committee 5.8 Fast Track Committee 5.9 Alumni Committee	For Approval (Motion)	Attachments
7.	Open Discussion		
8.	Adjournment	For Approval (Motion)	

NEXT MEETING – Thursday, March 11, 2021



ACADEMIC COUNCIL MEETING MINUTES

14 January 2021

Members:

<u>Council Chair:</u>	Julia Dutove
<u>Council Vice-Chair:</u>	Emma Doris

<u>President:</u>	Robert Murray	Notice of Absence
-------------------	---------------	-------------------

<u>Vice-President Academics and Research:</u>	Vanessa Sheane
---	----------------

<u>Deans:</u>	Mark Heartt
	Brian Readman

<u>Director:</u>	Aman Litt
------------------	-----------

<u>Academic Staff Association:</u>	Julia Dutove	
	Lesley Brazier	
	Jeremy Parker	Notice of Absence
	Breianne Renyk	Notice of Absence

Craig Smith
Misha Albert
Kieren Bailey
Deena Honan
Myles Mintzler
Elena Voskovskaia

<u>Alternates</u>	Peter Sellers
	Tamara Van Tassell
	Riley Buker
	Mandy Pollock
	Shawn Morton

<u>Students' Association:</u>	Emma Doris	
	Devansh Kapor	Notice of Absence
	Brooklyn Broaders	

John Tiede
Hailey Hayter

Jasmeet Minhas	Notice of Absence
----------------	-------------------

Danielle Laurin	Notice of Absence
-----------------	-------------------

Julie Siemens

<u>Employees' Association:</u>	Lana Bennett
	Chad Boone

<u>Alternate</u>	Lisa Hollis
------------------	-------------

Alberta Union of Provincial Employees: Stacey Basnett
Lynette Tye

Community Members: Nick Radujko

4105 CALL TO ORDER

The Chair called the ZOOM Academic Council meeting to order at 4:02 pm.

4106 AGENDA

MOVED by Craig Smith, **SECONDED** by Deena Honan that the agenda be approved as presented.

CARRIED

4107 MINUTES OF 10 DECEMBER 2020

MOVED by Lesley Brazier, **SECONDED** by Emma Doris that the Minutes of 10 December 2020 be approved as presented.

CARRIED

4108 MEMBERSHIP – NEW COMMUNITY MEMBER

New community member is required, Sasha Dorscheid has accepted the position pending approval of Academic Council.

MOVED by Vanessa Sheane, **SECONDED** by Deena Honan that New Community Member be Sasha Dorscheid.

CARRIED

4109 COMMITTEE REPORTS

Curriculum Committee

Academic Council received the 16 December 2020 Curriculum Committee minutes as information.

MOVED by Aman Litt, **SECONDED** by Kieren Bailey that, Academic Council approve the recommendations contained within the 16 December 2020 Curriculum Committee Minutes and Agenda Item 4.1 POF301 Third Class Part A1 which was missing signatures will be presented at next meeting.

CARRIED

In approving the 16 December 2020 recommendations of the Curriculum Committee, the following recommendations were approved:

Arts and Education

AN2050 Introduction to Biological Anthropology

Approve the addition of AN2050 Introduction to Biological Anthropology 3(3-0-0) 45 Hours effective July 1, 2021 pending university transfer.

AN2060 Introduction to Archeology

Approve the removal of prerequisites for AN2060 Introduction to Archeology effective July 1, 2021.

AN2270 Indigenous and Cultural Minorities in the Modern World

Approve the removal of prerequisites for AN2270 Indigenous and Cultural Minorities in the Modern World effective July 1, 2021.

PH3000 Feminist Philosophy

Approve the removal of prerequisites and a change to the course description for PH3000 Feminist Philosophy effective July 1, 2021.

Human Services

Early Learning and Child Care

Approve a change to the admission requirements for the Early Learning and Child Care program to read “Students who are admitted to the program will receive information on recommended immunizations with their admission package. For student safety, it is recommended that immunizations are up to date. All students are required to submit a police information check including a vulnerable sector clearance. This documentation must be provided a minimum of two weeks prior to the start of classes. Late submissions may not be eligible to complete their practicums” effective July 1, 2021.

HS1203 Interpersonal Communication in the Workplace

Approve a change to the course hours for HS1203 Interpersonal Communications in the Workplace from 1(4-0-0) 16 hours to 1(4-0-0) 15 Hours effective July 1, 2021.

TA1231 Speech and Language Interventions

Approve the removal of the prerequisites for TA1231 Speech and Language Interventions effective July 1, 2021.

TA1236 Remedial Reading and Mathematics

Approve the removal of the prerequisites for TA1236 Remedial Reading and Mathematics effective July 1, 2021.

Power Engineering**POF301 Third Class Part A1**

Approve a change in weeks for POF301 Third Class, Part A1 from 10(40-0-0) 200 Hours 5 Weeks to 10(25-0-0) 200 Hours 8 Weeks effective July 1, 2021.

Commercial Bookkeeping**BK101 Basic Apiary and Field Skills****BK110 Technical Woodworking****BK122 Introductory Botany****BK132 Honey Bee Biology****BK133 Introduction to Bee Disease and Management****BK134 Hive Management and Honey Production****BK135 Queen Rearing****BK199 Work Experience Preparation****BK200 Beekeeping Work Experience****BK210 Integration and Professional Development****BK310 Food Safety and Regulations for Beekeepers****BK320 Business of Bees****BK331 Advance management Options for Beekeepers****BK332 Product Processing, Packaging and Marketing****BK333 Processing and Packaging Field Trip****BK361 Integrated Pest Management****BK365 Bees and the Environment**

Approve the deletion of BK101, BK110, BK122, BK132, BK133, BK134, BK135, BK199, BK200, BK210, BK310, BK320, BK331, BK332, BK333, BK361, and BK365 from course offerings effective July 1, 2021.

General Mechanic, Pre-Employment**HA100 Welding****HA131 Workshop Practices****HA141 Basic Engines****HA151 Hydraulics****HA161 Suspension and Steering****HA181 Basic Materials, Tools and Skills****HA201 Hydraulic Brake Systems****HA212 Public Relations, Work Habits, Ethics, Related Subjects****HA220 Work Practicum****HA231 Workshop Practices II****HA291 Electrical I****HA292 Electrical II****HA293 Heavy Duty Air and Hydraulic Brake Systems**

Approve the deletion of HA100, HA131, HA141, HA151, HA161, HA181, HA201, HA212,

HA220, HA231, HA291, HA292, and HA293 from course offerings effective July 1, 2021.

Heavy Equipment Certificate

HE1000 Safety Materials and Tools
HE1200 Suspension Wheels and Systems
HE1300 Hydraulic Brake Systems
HE1400 Electrical I and Electronics I
HE1500 Hydraulics
HE1600 Air Brakes
HE2100 Engine Fundamentals Service and Repair
HE2200 Engine Systems
HE2300 Diesel Fuel Injection Systems
HE2400 Electronic Fuel Management
HE2500 Heavy Duty Charging and Cranking Systems
HE2600 Special Activities

Approve the deletion of HE1000, HE1200, HE1300, HE1400, HE1500, HE1600, HE2100, HE2200, HE2300, HE2400, HE2500, and HE2600 from course offerings effective July 1, 2021.

Heavy Equipment Program

Heavy Equipment Program (ThinkBIG)

Approve a change to the admission requirements for the Heavy Equipment Program (ThinkBIG) from “High School Diploma (GED or Certificate of Achievement will not be accepted as an equivalency)” to “High School Diploma preferred” effective May 1, 2021.

Outdoor Power Equipment Technician, Pre-Employment

SM100 Power Equipment Theory
SM105 Power Equipment Shop
SM250 Marine Outboard Theory
SM255 Marine Outboard Shop

Approve the deletion of SM100, SM105, SM250, and SM255 from course offerings effective July 1, 2021.

4110 OPEN DISCUSSION

Program Review has been booked for March 1 and March 2. Program Review Committee minutes will be presented at March Academic Council meeting.

4111 ADJOURNMENT

MOVED by Emma Doris, **SECONDED** by Deena Honan that the meeting be adjourned.

CARRIED

The meeting was adjourned at 4:09 pm.

Julia Dutove, Chair

Terri Kettner, Records

4105	CALL TO ORDER	3179
4106	Agenda.....	3179
4107	Minutes of 10 december 2020	3179
4108	Membership – new community member.....	3179
4109	Committee reports	3179
4110	Open discussion.....	3182
4111	Adjournment	3183



Convocation Committee Meeting

January 15, 2021

1-2pm

Zoom

Minutes

In Attendance:

Aman Litt (Chair)

Shawna Boyd (Minutes)

Vanessa Sheane

Mark Heartt

Teresa Bell

Jordan Pickup

Brian Parlee

Emma Doris

Brandy Anderson

Desiree Mearon

Janelle MacRae

Tanya Lopez

Shelly Hegge

1. Meeting Called to Order
2. Agenda approved by consensus.
3. Review of Convocation 2020
 - Committee discussed Convocation 2020
4. Convocation 2021
 - R. Murray has strongly encouraged a live Convocation ceremony for GPRC in 2021
 - All committee members have agreed to create drive-by ceremonies for GP and FV Campus Convocation 2021.
 - A Sub-committee has been struck to look at the logistics of this on both campuses. This committee will meet within the next two weeks.
 - Desiree Mearon
 - Shawna Boyd
 - Emma Doris
 - Brandy Anderson
 - Teresa Bell
 - Aman Litt
 - Tanya Lopez
 - John Rowe
 - Dates will remain March 13, 2021 for FV and May 1, 2021 for GP.
5. Adjournment

CURRICULUM COMMITTEE MEETING

Agenda Item 5.3.1

See Item 4.1 POF301 Third
Class Part A1

Date: December 16, 2020
Time: 4:00 – 5:30PM
Location(s): Zoom
CHAIR: Aman Litt Director, Student Experience
RECORDS: Shawwna Boyd

ATTENDEES:

* *Notice of Absence*

Don Gnatiuk	President and CEO, Ex Officio*
John Rigby	Vice-President Academic and Research*
Brian Redmond	Dean, School of Arts, Science and Upgrading
Vanessa Sheane	Dean, School of Health, Wellness and Career Studies
Charles Sanderson for	Dean, School of Trades, Agriculture and Environment*
Mark Heartt	
Tanya Lopez	Registrar
Jennifer Robertson	Associate Registrar, Advising and Articulation
Luc Boyer	Manager, Institutional Planning and Research*
Emma Doris	President, Students' Association
TBD	1 Representative from the Students Association
TBD	1 Representative from Students Association
Tina Strasbourg	1 Representative from Arts & Education
Tanya Keller	1 Representative from Academic Upgrading
Carolyn Vasileiou	1 Representative from Department of Business and Office Administration
Tanya Ray	1 Representative from Department of Human Services
Julia Dutove	1 Representative from Department of Physical Education and Kinesiology
Tamara VanTassell	1 Representative from Department of Nursing
Dallas Sawtell	1 Representative from Department of Science
Robert Howey	1 Representative from Fine Arts
Dave Hiebert	1 Representative from Motorcycle & Recreational Powersports Department*
Clint Peterson	1 Representative from Heavy Equipment Department*
Clint Derocher	1 Representative from Electrical, Industrial Mechanical & Parts
Christy Barlund	1 Representative from Animal Health Sciences
Brent Boutilier	1 Representative from Construction & Fabrication Department
Miles Mintzler	

1. **Agenda approved by consensus.**

2. **Arts and Education**

2.1 AN2050 Introduction to Biological Anthropology

Motion: Recommend that Academic Council approve the addition of AN2050 Introduction to Biological Anthropology 3(3-0-0) 45 Hours effective July 1, 2021 pending university transfer.

Moved: T. Strasbourg

Second: C. Sanderson

CARRIED

2.2 AN2060 Introduction to Archeology

Motion: Recommend that Academic Council approve the removal of prerequisites for AN2060 Introduction to Archeology effective July 1, 2021.

Moved: T. Strasbourg

Second: J. Dutove

CARRIED

2.3 AN2270 Indigenous and Cultural Minorities in the Modern World

Motion: Recommend that Academic Council approve the removal of prerequisites for AN2270 Indigenous and Cultural Minorities in the Modern World effective July 1, 2021.

Moved: T. Strasbourg

Second: J. Dutove

CARRIED

2.4 PH3000 Feminist Philosophy

Motion: Recommend that Academic Council approve the removal of prerequisites and a change to the course description for PH3000 Feminist Philosophy effective July 1, 2021.

Moved: T. Strasbourg

Second: D. Sawtell

Discussion: The new course description will read “This course will introduce students to the basic key concepts that are central to classical and contemporary philosophy. Through its capacity to question values, norms, and all forms of argumentation, philosophy has played a crucial role in the emergence of feminism. Some of the debates in feminist philosophy we may consider include argumentation theory, justice, equality, rights, social and political philosophy, theories of knowledge (including personal narratives), scientific methodology, the aims and purpose of the economy as a social institution, and the philosophy of pornography. No philosophy background is assumed for this course however, it is beneficial to have completed at least one social science or humanities course to prepare students to meet the reading and writing expectations.”

CARRIED

3. Human Services

3.1 Early Learning and Child Care

Motion: Recommend that Academic Council approve a change to the admission requirements for the Early Learning and Child Care program to read “Students who are admitted to the program will receive information on recommended immunizations with their admission package. For student safety, it is recommended that immunizations are up to date. All students are required to submit a police information check including a vulnerable sector clearance. This documentation must be provided a minimum of two weeks prior to the start of classes. Late submissions may not be eligible to complete their practicums” effective July 1, 2021.

Moved: T. Ray

Second: V. Sheane

CARRIED

3.2 HS1203 Interpersonal Communication in the Workplace

Motion: Recommend that Academic Council approve a change to the course hours for HS1203 Interpersonal Communications in the Workplace from 1(4-0-0) 16 hours to 1(4-0-0) **15 Hours** effective July 1, 2021.

Moved: T. Ray

Second: V. Sheane

CARRIED

3.3 TA1231 Speech and Language Interventions

Motion: Recommend that Academic Council approve the removal of the prerequisites for TA1231 Speech and Language Interventions effective July 1, 2021.

Moved: T. Ray

Second: V. Sheane

CARRIED

3.4 TA1236 Remedial Reading and Mathematics

Motion: Recommend that Academic Council approve the removal of the prerequisites for TA1236 Remedial Reading and Mathematics effective July 1, 2021.

Moved: T. Ray

Second: V. Sheane

CARRIED

4. Power Engineering

4.1 POF301 Third Class Part A1

Motion: Recommend that Academic Council approve a change in weeks for POF301 Third Class, Part A1 from 10(40-0-0) 200 Hours 5 Weeks to 10(**25-0-0**) 200 Hours **8 Weeks** effective July 1, 2021.

Moved: B. Boutilier

Second: T. Strasbourg

CARRIED

5. Commercial Beekeeping

- 5.1 to 5.17 BK101 Basic Apiary and Field Skills**
- BK110 Technical Woodworking**
- BK122 Introductory Botany**
- BK132 Honey Bee Biology**

HE1400 Electrical I and Electronics I
HE1500 Hydraulics
HE1600 Air Brakes
HE2100 Engine Fundamentals Service and Repair
HE2200 Engine Systems
HE2300 Diesel Fuel Injection Systems
HE2400 Electronic Fuel Management
HE2500 Heavy Duty Charging and Cranking Systems
HE2600 Special Activities

Motion: Recommend that Academic Council approve the deletion of HE1000, HE1200, HE1300, HE1400, HE1500, HE1600, HE2100, HE2200, HE2300, HE2400, HE2500, and HE2600 from course offerings effective July 1, 2021.

Moved: C. Sanderson **Second:** M. Mintzler

CARRIED

8. Heavy Equipment Program

8.1 Heavy Equipment Program (ThinkBIG)

Motion: Recommend that Academic Council approve a change to the admission requirements for the Heavy Equipment Program (ThinkBIG) from “High School Diploma (GED or Certificate of Achievement will not be accepted as an equivalency)” to “High School Diploma preferred” effective **May 1, 2021.**

Moved: C. Sanderson **Second:** M. Mintzler

CARRIED

9. Outdoor Power Equipment Technician, Pre-Employment

9.1 to 9.4 SM100 Power Equipment Theory
SM105 Power Equipment Shop
SM250 Marine Outboard Theory
SM255 Marine Outboard Shop

Motion: Recommend that Academic Council approve the deletion of SM100, SM105, SM250, and SM255 from course offerings effective July 1, 2021.

Moved: C. Sanderson **Second:** B. Boutilier

CARRIED

10. Adjournment.

Next meeting: **January 20, 2021**

Deadline for agenda items: **January 6, 2021**





Application for Academic Course Changes

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM	CURRENT	Only fill in current information in those boxes where changes are proposed	PROPOSED	ALL boxes must be filled in (use n/a when no information applies)
Course Number/Code:			POF 301	
Course Name/Title:			Third Class Part A1	
Program(s) course associated with:			Power Engineering Certificate, Third Class	
Course Description:			This course contains the math and science portion of the Third	
# of Credits:			10	
Total Course Hours:			200	
Total Weeks of Course:	5		8	
Hours Distribution (i.e. 3-0-3):	Lecture	Seminar	Lab	Lecture 200 Seminar 0 Lab 0
Other Hours (i.e. clinical hours):	Type	Hours	Type	Hours
Grading type:	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail		Check one: <input checked="" type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail	
Pre-Requisites:			None	
Co-Requisites:			None	
Work Experience	Hours		Hours	0
	Paid	Choose an item.	Paid	Choose an item.
	Unpaid		Unpaid	
Effective Date (mm-dd-yy)	Click here to enter a date.		July 1, 2021	
Justification	In order to be able to schedule 200 hours in 5 weeks, the student day must be in 8 hours of instruction each day in this course, plus an extra 8 hours for 1 8 hour lab course. By beginning the course 3 weeks earlier, to end at the end of the fall semester, students and instructors will not be rushed to complete the material required by ABSA.			
Date motion to make this change was passed at Department Meeting: December 3, 2020				
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
	IF YES:	1) Minimum Instructor Qualifications: Select Degree Discipline (Please Specify)		
		2) On which institution and/or course is this course based?		
	3) Specify the course you are requesting from each receiving institution:			
	U of A	U of C		
	U of L	Athabasca		
	MacEwan University			
	Mount Royal University			
	Other			

Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	Yes
Chairperson Comments:		
Chairperson Signature: 		
Jan 19, 2021		
Chair, Library (if required)	Chairperson Comments:	
Chairperson Signature:		
Director, Information Technology (if required)	Director Comments:	
Director Signature:		
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments:	
Dean Signature: 		
Jan 19, 2021		
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		

CURRICULUM COMMITTEE MEETING**Agenda Item 5.3.2**

Date: January 20, 2021

Time: 4 – 5:30pm

Location(s): Zoom

Chair: Aman Litt

RECORDS: Shawna Boyd

INVITEES: (* Notice of Absence)

Robert Murray	President and CEO, Ex Officio*
Vanessa Sheane	Interim VP Academic and Research
Brian Redmond	Dean, School of Arts, Science and Upgrading
Carly McLeod	Interim Dean, School of Health, Wellness and Career Studies
Mark Heartt	Dean, School of Trades, Agriculture and Environment
Tanya Lopez	Registrar
Jennifer Robertson	Associate Registrar, Advising & Articulation
Luc Boyer	Manager, Institutional Research and Planning
Emma Doris	1 Representative from Students' Association
TBD	1 Representative from Students' Association
TBD	1 Representative from Students' Association
Tina Strasbourg	1 Representative from Arts & Education
Tanya Keller	1 Representative from Academic Upgrading
Carolyn Vasileiou	1 Representative from Department of Business and Office Administration
Valerie Ostara	1 Representative from Department of Human Services
Julia Dutove	1 Representative from Department of Physical Education and Kinesiology
Louise Rawluk	1 Representative from Department of Nursing
Les Rawluk	1 Representative from Department of Science
Robert Howey	1 Representative from Fine Arts
Dave Hiebert	1 Representative from Automotive, Motorcycle and Powersport Department
Clint Peterson	1 Representative from Heavy Equipment Department
Clint Derocher	1 Representative from Electrical, Industrial Mechanical & Parts
Christy Barlund	1 Representative from Animal Health Sciences
Brent Boutilier	1 Representative from Construction, Fabrication and Operations Department

Department	Course/Item	Approval Requested:
1.0	Agenda	Approve
Trades, Agriculture and Environment		
2.0	Harley Davidson	
2.1	HD210 Harley-Davidson Theory	Editorial. Change to course content.
2.2	HD260 Harley-Davidson Shop	Editorial. Change to course content.
Arts, Science and Upgrading		
3.0	Arts and Education	
3.1	EN3510 Romantic Poetry and Prose	Updated course outline
3.2	PH3850 Workplace Business and Professional Ethics	Delete course
Health, Wellness and Career Studies		
4.0	Human Services	
4.1	Educational Assistant	Modify graduation requirements
4.2	Early Learning and Child Care	Modify program progression
4.3	Early Learning and Child Care	Modify graduation requirements
5.0	PEAK	
5.1	AP1110 Fitness Assessment and Fall Prevention	Delete course
5.2	AP1120 Culture of Aging	Delete course
5.3	AP1130 Medical Gerokinesiology	Delete course
5.4	AP1140 Leadership and Motivation	Delete course
5.5	AP1150 Practicum I Active Living Application	Delete course
5.6	AP1210 Health Promotion and Active Aging	Delete course
5.7	AP1220 The Master Athlete	Delete course
5.8	AP1230 Nutrition and Pharmacology	Delete course
5.9	AP1240 Challenge by Choice Tourism	Delete course
5.10	AP1250 Practicum II Programming for Fitness	Delete course
5.11	PE2010 Applied Ethics in Physical Education and Sport	Delete course
5.12	PE2050 Introduction to Outdoor Environmental Education	Delete course
5.13	RS1220 Leadership in Recreation and Leisure Organizations	Delete course
6.0	Nursing Education and Health Studies	
6.1	HC1010 HCA Role and Responsibility	Add new course
6.2	HC1020 Human Body, Health and Chronic Illness	Add new course
6.3	HC1030 Communication and Documentation in the Health-Care Environment	Add new course
6.4	HC1040 Providing Person-Centred Care	Add new course
6.5	HC1050 Clinical Placement Experience I	Add new course
6.6	HC1060 Meeting Complex Care Needs	Add new course
6.7	HC1070 Special Activities for Clients with Various Health Conditions	Add new course
6.8	HC1080 Clinical Placement Experience II	Add new course

6.9	HC1090 Consolidated Clinical Placement Experience	Add new course
6.10	Government of Alberta Health Care Aide Provincial Curriculum Certificate	Add new program
7.0	Adjournment	

IMPORTANT DATES TO CONSIDER:

Next Curriculum Committee Meeting: February 23, 2021

Deadline for Agenda Items: February 9, 2021

Deadline for Agenda Items for 2022-2023 Academic Calendar: December 3, 2021

Program Changes (load changes; name changes and reactivations) - March 1st (4 months before July 1st effective date)

New Certificates and Diplomas - January 1st (6 months before July 1st effective date)

Program Suspensions and Terminations - March 1st (4 months before July 1st effective date)

New Degree Programs or Specializations - January 1st (18 months before effective date)



Application for Academic Course Changes

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM <i>a.1</i>	CURRENT	<u>Only</u> fill in current information in those boxes where changes are proposed		PROPOSED	<u>ALL</u> boxes must be filled in (use n/a when no information applies)								
Course Number/Code:	HD210			HD210									
Course Name/Title:	Harley-Davidson Theory			Harley-Davidson Theory									
Program(s) course associated with:	Harley-Davidson Technician Certificate			Harley-Davidson Technician Certificate									
Course Description:	This course is the component for all elements provided in HD260			This course is the component for all elements provided in HD260									
# of Credits:	7			7									
Total Course Hours:	150			150									
Total Weeks of Course:	15			15									
Hours Distribution (i.e. 3-0-3):	Lecture 10	Seminar	Lab	Lecture 10	Seminar	Lab							
Other Hours (i.e. clinical hours):	Type		Hours	Type		Hours							
Grading type:	Check one: X Letter		Pass/Fail	Check one: X Letter		Pass/Fail							
Pre-Requisites:	English 10-1 or 10-2 Mathematics 10C or Mathematics 10-3			English 10-1 or 10-2 Mathematics 10C or Mathematics 10-3									
Co-Requisites:													
Work Experience	Hours			Hours									
	Paid		Choose an item.	Paid		Choose an item.							
	Unpaid			Unpaid									
Effective Date (mm-dd-yy)	Click here to enter a date.			August 30, 2021									
Justification	Removal of "PHD-I 110 VCS" as part of the 15week program as Harley-Davidson expects every student to obtain 100% in this class; as such it has become outdated for the practical portion due to advancements in course content. The VCS qualification is only useful to Dealership staff and does not teach any materials not otherwise covered in full during the program.												
Date motion to make this change was passed at Department Meeting: November 12, 2020													
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No												
	IF YES:	1) Minimum Instructor Qualifications: Select Degree Discipline (Please Specify)											
		2) On which institution and/or course is this course based?											
		3) Specify the course you are requesting from each receiving institution: <table style="width:100%; border:none;"> <tr> <td style="width:50%;">U of A</td> <td style="width:50%;">U of C</td> </tr> <tr> <td>U of L</td> <td>Athabasca</td> </tr> <tr> <td>MacEwan University</td> <td>Mount Royal University</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>					U of A	U of C	U of L	Athabasca	MacEwan University	Mount Royal University	Other
U of A	U of C												
U of L	Athabasca												
MacEwan University	Mount Royal University												
Other													

Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
	Chairperson Comments: Modification of the program schedule to allow for modular delivery. Three, 4-week modules will cover each area covered: Chassis, Electrical and Powertrain. Each module will incorporate 2 days of practical testing and a (written, online) module exam. The modular approach will allow for the addition of the "Early Model" course and additional future classes as needed. Modules could be taken individually with certain prerequisites (future option, not for approval at this time). Course notes will be electronic only, purchased on Thumb-Drive or Download. No printed notes, but occasional handouts may be printed.	
	<ul style="list-style-type: none"> • All modules must be completed and passed (Min 63% as per GPRC standard) to receive GPRC Certificate. • Students must pass both Theory & Shop components to pass each Module. 	
Chair, Library (if required)	Chairperson Signature:	
	Chairperson Comments:	
Director,	Chairperson Signature:	
	Director Comments:	

Application for Academic Course Changes

Information Technology (if required)	Director Signature:
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments:
	Dean Signature:
For Office Use Only (determination to be made by Student Services)	
<input type="checkbox"/>	Add to Curriculum Agenda
<input type="checkbox"/>	Editorial. Add to Curriculum Agenda for Information only.

GRANDE PRAIRIE REGIONAL COLLEGE

HARLEY-DAVIDSON TECHNICIAN GRADING CONVERSION CHART

Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A⁺	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A⁻	3.7	80 – 84	FIRST CLASS STANDING
B⁺	3.3	77 – 79	
B	3.0	73 – 76	SATISFACTORY
B⁻	2.7	70 – 72	
C⁺	2.3	67 – 69	MIN PASS
C	2.0	63 – 66	
C⁻	1.7	60 – 62	FAIL
D⁺	1.3	55 – 59	
D	1.0	50 – 54	
F	0.0	0 – 49	
WF	0.0	0	
			FAIL, withdrawal after the deadline

DELIVERY MODE(S):

	Average Remote Hours per Week	Length of Course in Weeks	Total Hours
Lecture	10	15	150
Lab			
Practicum			
Work Experience			
Seminar			
Tutorial			
Course Totals →	10	15	150

OBJECTIVES :

For those who are employed, or who seek employment at an authorized Harley-Davidson Retailer, the course provides product-specific training to the latest Harley-Davidson Motor Company factory standards.

TRANSFERABILITY:

None Available

GRADING CRITERIA:

Areas of Evaluation	Percentage of Total Course Mark	Timelines, Quality Standards
Week 1	100%	General studies (written test only)
Module 1-3:	30% 70%.	Theory Homework, Module Written Exam
Weekly Performance		must be completed and passed (Min 63% as per GPRC standard) to receive GPRC Certificate. Students must pass both Theory & Shop components to pass each Module.

EVALUATIONS:

Areas of Evaluation	Percentage of Total Course Mark	Timelines, Quality Standards
Final Exam	30%	
Theory Assignments	70%	
Comments:	Absences for tests will result in a score of zero. 2.0 Grade Point average required for successful completion = C=63%	

STUDENT RESPONSIBILITIES:

- This is an adult education environment.
- Students are expected to show respect for others.

- Students are learning skills to prepare them for the work environment. Following the guidelines in “Student Rights and Responsibilities” in the GPRC College calendar assist us all in maintaining an adult learning environment.

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

**Note: all Academic and Administrative policies are available on the same page.

COURSE SCHEDULE/TENTATIVE TIMELINE:

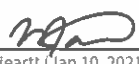
- Week 1 General studies 100% (written test only)
- Week 2 Shop Safety, Tools, HD-270, Dealer Operations, Model ID
- Week 3 Basic measurement. Brake system, ABS
- Week 4 Tires and wheels, Wheel Building, Wheel Bearing Service
- Week 5 Front suspension and steering head, Chassis geometry
- Week 6 Rear swing arm, suspension and Vehicle alignment
- Week 7 Basic electrical/ Fluke Meter, Digital Technician
- Week 8 Charging systems, batteries, wiring & connector repair
- Week 9 Starting system, Volt Drop Testing
- Week 10 Engine Management
- Week 11 Primary drive and clutch
- Week 12 Clutch, primary drive and Transmission, 4 stroke theory and Diagnostics
- Week 13 Service Checks
- Week 14 Big Twin (Twin Cam 96 and M-8) Powertrain
- Week 15 Middleweight (Street and Sportster) Powertrain

NOTE - ORDER OF PRESENTATION MAY BE SUBJECT TO CHANGE

Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
	Chairperson Comments: Modification of the program schedule to allow for modular delivery. Three, 4-week modules will cover each area covered: Chassis, Electrical and Powertrain. Each module will incorporate 2 days of practical testing and a (written, online) module exam. The modular approach will allow for the addition of the "Early Model" course and additional future classes as needed. Modules could be taken individually with certain prerequisites (future option, not for approval at this time). Course notes will be electronic only, purchased on Thumb-Drive or Download. No printed notes, but occasional handouts may be printed.	
	<ul style="list-style-type: none"> • All modules must be completed and passed (Min 63% as per GPRC standard) to receive GPRC Certificate. • Students must pass both Theory & Shop components to pass each Module. 	
Chairperson Signature: <i>Tony Shmyguk</i> Jan 9, 2021		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	

Application for Academic Course Changes

Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments:
	Dean Signature:  <small>Mark Heardt (Jan 10, 2021 14:15 MST)</small> Jan 10, 2021
For Office Use Only (determination to be made by Student Services)	
<input type="checkbox"/>	Add to Curriculum Agenda
<input type="checkbox"/>	Editorial. Add to Curriculum Agenda for Information only.









Application for Academic Changes - HD-260

Final Audit Report

2021-01-10

Created:	2021-01-10
By:	Teresa Bell (TBell@gprc.ab.ca)
Status:	Signed
Transaction ID:	CBJCHBCAABAAf_UmzhvdHC2vv4_PHBV6eOGSNuQpKHgb

"Application for Academic Changes - HD-260" History

-  Document created by Teresa Bell (TBell@gprc.ab.ca)
2021-01-10 - 4:31:21 AM GMT- IP address: 192.139.30.254
-  Document emailed to Tony Shmyruk (tshmyruk@gprc.ab.ca) for signature
2021-01-10 - 4:33:30 AM GMT
-  Email viewed by Tony Shmyruk (tshmyruk@gprc.ab.ca)
2021-01-10 - 4:35:52 AM GMT- IP address: 207.228.78.193
-  Document e-signed by Tony Shmyruk (tshmyruk@gprc.ab.ca)
Signature Date: 2021-01-10 - 4:36:03 AM GMT - Time Source: server- IP address: 207.228.78.193
-  Document emailed to Mark Heartt (MHeartt@gprc.ab.ca) for signature
2021-01-10 - 4:36:05 AM GMT
-  Email viewed by Mark Heartt (MHeartt@gprc.ab.ca)
2021-01-10 - 9:15:13 PM GMT- IP address: 207.228.78.69
-  Document e-signed by Mark Heartt (MHeartt@gprc.ab.ca)
Signature Date: 2021-01-10 - 9:15:28 PM GMT - Time Source: server- IP address: 207.228.78.69
-  Agreement completed.
2021-01-10 - 9:15:28 PM GMT

DELIVERY MODE(S):

	Average Hours per Week	Length of Course in Weeks	Total Hours
Lecture			
Lab	20	15	300
Course Totals →	20	15	300

OBJECTIVES :

For those who are employed, or who seek employment at an authorized Harley-Davidson Retailer, the course provides product-specific training to the latest Harley-Davidson Motor Company factory standards.

TRANSFERABILITY:

None Available

GRADING CRITERIA:

Areas of Evaluation	Percentage of Total Course Mark	Timelines, Quality Standards
Module 1-3:	50%, Module Practical Exam 50%	
All modules	Shop Assignments:	must be completed and passed (Min 63% as per GPRC standard) to receive GPRC Certificate. Students must pass both Theory & Shop components to pass each Module.
Weekly Performance		

EVALUATION:

Areas of Evaluation	Percentage of Total Course Mark	Timelines, Quality Standards
Final Exam	50%	
All Other Exams	50%	
Comments	PASS required for successful completion	

STUDENT RESPONSIBILITIES:

- This is an adult education environment.
- Students are expected to show respect for others.
- Students are learning skills to prepare them for the work environment.

Following the guidelines in “Student Rights and Responsibilities” in the GPRC College calendar assist us all in maintaining an adult learning environment .

GRANDE PRAIRIE REGIONAL COLLEGE			
HARLEY-DAVIDSON TECHNICIAN GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A⁺	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A⁻	3.7	80 – 84	FIRST CLASS STANDING
B⁺	3.3	77 – 79	
B	3.0	73 – 76	SATISFACTORY
B⁻	2.7	70 – 72	
C⁺	2.3	67 – 69	MIN PASS
C	2.0	63 – 66	
C⁻	1.7	60 – 62	FAIL
D⁺	1.3	55 – 59	
D	1.0	50 – 54	
F	0.0	0 – 49	
WF	0.0	0	FAIL, withdrawal after the deadline

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at

<http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

**Note: all Academic and Administrative policies are available on the same page.

COURSE SCHEDULE/TENTATIVE TIMELINE:

- Week 1 General studies 100% (written test only)
- Week 2 Shop Safety, Tools, HD-270, Dealer Operations, Model ID
- Week 3 Basic measurement. Brake system, ABS
- Week 4 Tires and wheels, Wheel Building, Wheel Bearing Service
- Week 5 Front suspension and steering head, Chassis geometry
- Week 6 Rear swing arm, suspension and Vehicle alignment
- Week 7 Basic electrical/ Fluke Meter, Digital Technician
- Week 8 Charging systems, batteries, wiring & connector repair
- Week 9 Starting system, Volt Drop Testing
- Week 10 Engine Management
- Week 11 Primary drive and clutch
- Week 12 Clutch, primary drive and Transmission, 4 stroke theory and Diagnostics
- Week 13 Service Checks
- Week 14 Big Twin (Twin Cam 96 and M-8) Powertrain
- Week 15 Middleweight (Street and Sportster) Powertrain

NOTE - ORDER OF PRESENTATION MAY BE SUBJECT TO CHANGE



Application for Academic Course Changes

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM <i>3.1</i>	CURRENT	Only fill in current information in those boxes where changes are proposed	PROPOSE D	ALL boxes must be filled in (use n/a when no information applies)		
Course Number/Code:	EN3510		EN3510			
Course Name/Title:	Romantic Poetry and Prose		Romantic Poetry and Prose			
Program(s) course associated with:			Arts and Education, University Transfer			
Course Description:			Studies in selected English works written between 1789 and 1830.			
# of Credits:			3			
Total Course Hours:			45			
Total Weeks of Course:			15			
Hours Distribution (i.e. 3-0-3):	Lecture 3	Seminar 0	Lab 0	Lecture 3	Seminar 0	Lab 0
Other Hours (i.e. clinical hours):	Type n/a		Hours n/a		Type n/a	Hours
Grading type:	Check one: <input checked="" type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail		Check one: <input checked="" type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail			
Pre-Requisites:	Six credits of Junior English		Six credits of Junior English			
Co-Requisites:	n/a		n/a			
Work Experience	Hours			Hours		
	Paid	Choose an item.		Paid	Choose an item.	
	Unpaid			Unpaid		
Effective Date (mm-dd-yy)	Click here to enter a date.		July 1, 2021			
Justification	Updating the course outline of this important classic English course to align with current outline template.					
Date motion to make this change was passed at Department Meeting: December 2, 2020						
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					
	IF YES:	1) Minimum Instructor Qualifications: Phd Discipline (Please Specify): English				
	On which institution and/or course is this course based? N/A (transfer agreements already exist with UA, UC, UL, CUC, GMU, KUC)					
2) Specify the course you are requesting from each receiving institution: N/A (this course already has existing transfer agreements with UA, UC, UL, CUC, GMU, KUC)						

Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
Chairperson Comments:		
Chairperson Signature: <u>DNowicki</u> <small>DNowicki {Jan 4, 2021 14:09 MST}</small>		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments:	
	Dean Signature: <u>R. Redel</u>	
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		

- use appropriate literary terminology when discussing works of both poetry and prose
- construct a persuasive argument that derives from close reading
- confidently read critical works and use secondary sources to enhance interpretation of primary sources

TRANSFERABILITY: UA, UC, UL, AU, CUC, GMU, KUC, AF

***Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide main page <http://www.transferalberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlinesearch.html?SearchMode=S&step=2>

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

EVALUATIONS:

Weekly tasks and quizzes – 10%

Participation (contributions to discussion, group work, etc.) – 5%

Seminar presentation – 15%

Essay one – 20%

Essay two – 20%

Final exam – 30%

GRADING CRITERIA: (The following criteria may be changed to suite the particular course/instructor)

Please note that most universities will not accept your course for transfer credit **IF** your grade is less than **C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100	C+	2.3	67-69
A	4.0	85-89	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	D+	1.3	55-59
B	3.0	73-76	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Weeks One to Four: Early Romantic Poetry

Weeks Five to Seven: Romantic Prose I – Gothic Fictions

Weeks Eight to Twelve: Romantic Prose II – Regency Writings

Weeks Thirteen to Fifteen: Late Romantic Poetry

STUDENT RESPONSIBILITIES:

1. Assignments are to be submitted to myClass (D2L). I will not accept assignments submitted via e-mail. The myClass (D2L) site for this course contains everything you need to be successful. Resist the temptation to go outside of the course to consult literary guides, other websites, etc. All of the work you submit **MUST** be your own. We will discuss academic integrity in class.
2. It is the student's responsibility to retain a copy of **ALL** assignments submitted for grading; in the unlikely event of loss, a duplicate copy must be available upon request.
3. Written assignments are to be submitted on time. This means that they are due at the beginning of class. Late assignments will incur a penalty of 5% per day with weekends counting as two days.
4. Extensions will be granted for written assignments in extenuating circumstances. Documentation may be required.
5. Students are required to check the myClass (D2L) site for this course before each class to stay informed concerning the schedule of readings as well as course updates and announcements.
6. Students who miss more than 10 percent of classes (2-3 classes) will not receive a passing grade for participation unless there are extenuating circumstances.
7. You are more than welcome to contact me via e-mail to ask questions, etc. Please note that you are more likely to receive a quick response if you contact me during the week (Monday to Friday). My response time on weekends will be slower. I will respond to most e-mails within 24-48 hours (depending on the volume of e-mails I receive). If you have a complicated question or are seeking specific assignment advice (i.e. if you would like me to read drafts, make suggestions regarding essay structure, etc.), you should contact me via e-mail and request to meet with me during my office hours.
8. Students should avoid making travel plans until after the exam schedule has been set. The registrar will release the exam schedule during the semester; please note that absolutely no alternative examination dates will be considered except in the case of a medical emergency.

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

****Note:** all Academic and Administrative policies are available on the same page.



Application for Academic Course Changes

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM 3.2	CURRENT	<u>Only</u> fill in current information in those boxes where changes are proposed		PROPOSED	<u>ALL</u> boxes must be filled in (use n/a when no information applies)	
Course Number/Code:	PH3850		Delete Course			
Course Name/Title:	Workplace Business and Professional Ethics					
Program(s) course associated with:						
Course Description:						
# of Credits:						
Total Course Hours:						
Total Weeks of Course:						
Hours Distribution (i.e. 3-0-3):	Lecture	Seminar	Lab	Lecture	Seminar	Lab
Other Hours (i.e. clinical hours):	Type	Hours		Type	Hours	
Grading type:	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail			Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail		
Pre-Requisites:						
Co-Requisites:						
Work Experience	Hours			Hours		
	Paid	Choose an item.		Paid	Choose an item.	
	Unpaid			Unpaid		
Effective Date (mm-dd-yy)	Click here to enter a date.			July 1, 2021		
Justification	This course was replaced with PH3330, Professional Ethics, to better align transfer credit for AU students.					
Date motion to make this change was passed at Department Meeting: November 4, 2020						
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input type="checkbox"/> No					
	IF YES:	1) Minimum Instructor Qualifications: Select Degree Discipline (Please Specify)				
		2) On which institution and/or course is this course based?				
	3) Specify the course you are requesting from each receiving institution:					
	U of A		U of C			
	U of L		Athabasca			
	MacEwan University					
	Mount Royal University					
	Other					

Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
Chairperson Comments:		
Chairperson Signature: <u>DNowicki</u> <small>DNowicki (Nov 4, 2020 15:53 MST)</small>		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments:	
	Dean Signature: <u>R. R. Red</u>	
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		





Application for Academic Program Changes

This form is to be used to request changes to the Program (i.e. Program Curriculum, Admission Requirements, Graduation Requirements, Progression Criteria, etc.).

AGENDA ITEM 4.1	CURRENT	Only fill in current information in those boxes where changes are proposed	PROPOSED	ALL boxes must be filled in (use n/a when no information applies)
Department	Human Services			
Program Name	Educational Assistant		Educational Assistant	
Total # of Program Credits				
Total # of Program Hours				
Total Weeks of Program				
Calendar Program Page Information (attach word document for "Current" and "Proposed" if text is more than 200 words)	<p>Graduation Requirements To complete the Certificate requirements, students must achieve a minimum grade of C- in all courses (with the exception of the practicum course in which a grade of CR is required) and maintain a GPA of 2.0. Students will need to complete the program requirements listed to qualify for a Certificate in Educational Assistant. It is recommended that prior to graduation, students participate in a NVCi training program.</p>		<p>Graduation Requirements To complete the Certificate requirements, students must achieve a minimum grade of C- in all courses (with the exception of the practicum course in which a grade of CR is required). Students will need to complete the program requirements listed to qualify for a Certificate in Educational Assistant. It is recommended that prior to graduation, students participate in a NVCi training program.</p>	
Current Calendar Program Page Number (s)			Not Applicable.	
Effective Date (mm-dd-yy)	Not Applicable.		January 1, 2021	
Justification	The minimum passing grade for all courses is a C- which is a 1.7. It doesn't make sense to say they need a C or 2.0 if the passing grade is a C-			
Date motion to make this change was passed at Department Meeting: December 3, 2020				
Transfer	Is this program being considered for block transfer? <input type="checkbox"/> Yes <input type="checkbox"/> No			
	IF YES:	1) Which institutions are being considered for block transfer (list all)?		

Application for Academic Program Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
Chairperson Comments:		
Chairperson Signature: 		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments: <div style="text-align: center; font-size: 1.2em; font-weight: bold;">Effective Date changed to July 1, 2021</div>	
	Dean Signature: 	
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		


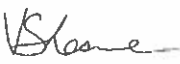


Application for Academic Program Changes

This form is to be used to request changes to the Program (i.e. Program Curriculum, Admission Requirements, Graduation Requirements, Progression Criteria, etc.).

AGENDA ITEM <i>4.2</i>	CURRENT	Only fill in current information in those boxes where changes are proposed	PROPOSED	ALL boxes must be filled in (use n/a when no information applies)
Department	Human Services			
Program Name	Early Learning and Child Care		Early Learning and Child Care	
Total # of Program Credits				
Total # of Program Hours				
Total Weeks of Program				
Calendar Program Page Information (attach word document for "Current" and "Proposed" if text is more than 200 words)	<p>Program Progression If students have successfully completed the requirements for a Certificate in Early Learning and Child Care with a cumulative grade point average (GPA) of 2.0, they may proceed to the Diploma program. Students who successfully complete the course requirements for the Certificate with less than 2.0 GPA require permission from the Department to enroll in the Diploma program.</p>		<p>Program Progression If students have successfully completed the requirements for a Certificate in Early Learning and Child Care with a minimum grade point average (GPA) of 1.7 (C-), they may proceed to the Diploma program.</p>	
Current Calendar Program Page Number (s)			Not Applicable.	
Effective Date (mm-dd-yy)	Not Applicable.		January 1, 2021	
Justification	Minimum pass is 1.7 (C-). It makes sense that this would also be the minimum average.			
Date motion to make this change was passed at Department Meeting: December 3, 2020				
Transfer	Is this program being considered for block transfer? <input type="checkbox"/> Yes <input type="checkbox"/> No			
	IF YES:	1) Which institutions are being considered for block transfer (list all)?		


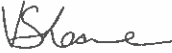
Application for Academic Program Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
Chairperson Comments:		
Chairperson Signature: 		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments: Effective date changed to July 1, 2021	
	Dean Signature: 	
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		

This form is to be used to request changes to the Program (i.e. Program Curriculum, Admission Requirements, Graduation Requirements, Progression Criteria, etc.).

AGENDA ITEM 4.3	CURRENT	Only fill in current information in those boxes where changes are proposed	PROPOSED	ALL boxes must be filled in (use n/a when no information applies)
Department	Human Services			
Program Name	Early Learning and Child Care		Early Learning and Child Care	
Total # of Program Credits				
Total # of Program Hours				
Total Weeks of Program				
Calendar Program Page Information (attach word document for "Current" and "Proposed" if text is more than 200 words)	Diploma Graduation Requirements To receive a Diploma in Early Learning and Child Care, students will need to successfully complete the prescribed two year curriculum with a minimum cumulative GPA of 2.0.		Diploma Graduation Requirements To receive a Diploma in Early Learning and Child Care, students will need to successfully complete the prescribed two year curriculum with a minimum cumulative GPA of 1.7.	
Current Calendar Program Page Number (s)			Not Applicable.	
Effective Date (mm-dd-yy)	Not Applicable.		January 1, 2021	
Justification	The minimum passing grade for all courses is a C- which is a 1.7. It doesn't make sense to say they need a C or 2.0 if the passing grade is a C-			
Date motion to make this change was passed at Department Meeting: December 3, 2020				
Transfer	Is this program being considered for block transfer? <input type="checkbox"/> Yes <input type="checkbox"/> No			
	IF YES:	1) Which institutions are being considered for block transfer (list all)?		

Application for Academic Program Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
Chairperson Comments:		
Chairperson Signature: 		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments: <div style="text-align: center; font-size: 1.2em; font-weight: bold;">Effective date changed to July 1, 2021</div>	
	Dean Signature: 	
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		



Application for Academic Course Changes

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM 51	CURRENT	<u>Only</u> fill in current information in those boxes where changes are proposed		PROPOSED	<u>ALL</u> boxes must be filled in (use n/a when no information applies)	
Course Number/Code:	AP1110			DELETE		
Course Name/Title:	Fitness Assessment and Fall Prevention					
Program(s) course associated with:						
Course Description:						
# of Credits:						
Total Course Hours:						
Total Weeks of Course:						
Hours Distribution (i.e. 3-0-3):	Lecture	Seminar	Lab	Lecture	Seminar	Lab
Other Hours (i.e. clinical hours):	Type		Hours	Type		Hours
Grading type:	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail			Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail		
Pre-Requisites:						
Co-Requisites:						
Work Experience	Hours			Hours		
	Paid	Choose an item.		Paid	Choose an item.	
	Unpaid			Unpaid		
Effective Date (mm-dd-yy)	July 1, 2021			July 1, 2021		
Justification	Course has not run since 2012. Content is no longer current. Recommend course be deleted.					
Date motion to make this change was passed at Department Meeting: December 10, 2020						
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input type="checkbox"/> No					
	IF YES:	1) Minimum Instructor Qualifications: Select Degree Discipline (Please Specify)				
		2) On which institution and/or course is this course based?				
	3) Specify the course you are requesting from each receiving institution:					
	U of A		U of C			
	U of L		Athabasca			
	MacEwan University					
	Mount Royal University					
	Other					

Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
Chairperson Comments: None		
Chairperson Signature: <i>Julia Dutove</i> <small>Julia Dutove (Dec 14, 2020 15:43 MST)</small>		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments: none	
	Dean Signature: <i>V. Stone</i>	
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		



Application for Academic Course Changes

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM 5.2	CURRENT	<u>Only</u> fill in current information in those boxes where changes are proposed		PROPOSED	<u>ALL</u> boxes must be filled in (use n/a when no information applies)	
Course Number/Code:	AP1120			DELETE		
Course Name/Title:	Culture of Aging					
Program(s) course associated with:						
Course Description:						
# of Credits:						
Total Course Hours:						
Total Weeks of Course:						
Hours Distribution (i.e. 3-0-3):	Lecture	Seminar	Lab	Lecture	Seminar	Lab
Other Hours (i.e. clinical hours):	Type		Hours	Type		Hours
Grading type:	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail			Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail		
Pre-Requisites:						
Co-Requisites:						
Work Experience	Hours			Hours		
	Paid	Choose an item.		Paid	Choose an item.	
	Unpaid			Unpaid		
Effective Date (mm-dd-yy)	July 1, 2021			July 1, 2021		
Justification	Course has not run since 2012. Content is no longer current. Recommend course be deleted.					
Date motion to make this change was passed at Department Meeting: December 10, 2020						
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input type="checkbox"/> No					
	IF YES:	1) Minimum Instructor Qualifications: Select Degree Discipline (Please Specify)				
		2) On which institution and/or course is this course based?				
	3) Specify the course you are requesting from each receiving institution:					
	U of A		U of C			
	U of L		Athabasca			
	MacEwan University					
	Mount Royal University					
	Other					

Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
Chairperson Comments: None		
Chairperson Signature: <i>Julia Dutove</i> <small>Julia Dutove (Dec 14, 2020 15:43 MST)</small>		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments: none	
	Dean Signature: <i>V. Stone</i>	
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		





Application for Academic Course Changes

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM 5.3	CURRENT	<u>Only</u> fill in current information in those boxes where changes are proposed	PROPOSED	<u>ALL</u> boxes must be filled in (use n/a when no information applies)		
Course Number/Code:	AP1130		DELETE			
Course Name/Title:	Medical Gerokinesiology					
Program(s) course associated with:						
Course Description:						
# of Credits:						
Total Course Hours:						
Total Weeks of Course:						
Hours Distribution (i.e. 3-0-3):	Lecture	Seminar	Lab	Lecture	Seminar	Lab
Other Hours (i.e. clinical hours):	Type	Hours	Type	Hours		
Grading type:	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail		Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail			
Pre-Requisites:						
Co-Requisites:						
Work Experience	Hours		Hours			
	Paid	Choose an item.	Paid	Choose an item.		
	Unpaid		Unpaid			
Effective Date (mm-dd-yy)	July 1, 2021		July 1, 2021			
Justification	Course has not run since 2012. Content is no longer current. Recommend course be deleted.					
Date motion to make this change was passed at Department Meeting: December 10, 2020						
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input type="checkbox"/> No					
	IF YES:	1) Minimum Instructor Qualifications: Select Degree Discipline (Please Specify)				
		2) On which institution and/or course is this course based?				
	3) Specify the course you are requesting from each receiving institution:					
	U of A		U of C			
	U of L		Athabasca			
	MacEwan University					
	Mount Royal University					
	Other					

Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
Chairperson Comments: None		
Chairperson Signature:  <small>Julia Dutove / Dec 14, 2010 15:43 MST</small>		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments: <p style="text-align: center; font-size: 1.2em;">none</p>	
	Dean Signature: 	
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		



Application for Academic Course Changes

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM 5.4	CURRENT	<u>Only</u> fill in current information in those boxes where changes are proposed		PROPOSED	<u>ALL</u> boxes must be filled in (use n/a when no information applies)	
Course Number/Code:	AP1140			DELETE		
Course Name/Title:	Leadership and Motivation					
Program(s) course associated with:						
Course Description:						
# of Credits:						
Total Course Hours:						
Total Weeks of Course:						
Hours Distribution (i.e. 3-0-3):	Lecture	Seminar	Lab	Lecture	Seminar	Lab
Other Hours (i.e. clinical hours):	Type	Hours		Type	Hours	
Grading type:	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail			Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail		
Pre-Requisites:						
Co-Requisites:						
Work Experience	Hours			Hours		
	Paid	Choose an item.		Paid	Choose an item.	
	Unpaid			Unpaid		
Effective Date (mm-dd-yy)	July 1, 2021			July 1, 2021		
Justification	Course has not run since 2012. Content is no longer current. Recommend course be deleted.					
Date motion to make this change was passed at Department Meeting: December 10, 2020						
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input type="checkbox"/> No					
	IF YES:	1) Minimum Instructor Qualifications: Select Degree Discipline (Please Specify)				
		2) On which institution and/or course is this course based?				
	3) Specify the course you are requesting from each receiving institution:					
	U of A		U of C			
	U of L		Athabasca			
	MacEwan University					
	Mount Royal University					
	Other					

Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
	Chairperson Comments: None	
	Chairperson Signature: <i>Julia Dutove</i> <small>Julia Dutove Dec 14, 2020 15:43 MST</small>	
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments: <p style="text-align: center; font-size: 1.2em;">none</p>	
	Dean Signature: <i>Blaine</i>	
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		



Application for Academic Course Changes

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM 5.5	CURRENT	<u>Only</u> fill in current information in those boxes where changes are proposed		PROPOSED	<u>ALL</u> boxes must be filled in (use n/a when no information applies)	
Course Number/Code:	AP1150			DELETE		
Course Name/Title:	Practicum I Active Living Applications					
Program(s) course associated with:						
Course Description:						
# of Credits:						
Total Course Hours:						
Total Weeks of Course:						
Hours Distribution (i.e. 3-0-3):	Lecture	Seminar	Lab	Lecture	Seminar	Lab
Other Hours (i.e. clinical hours):	Type	Hours		Type	Hours	
Grading type:	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail			Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail		
Pre-Requisites:						
Co-Requisites:						
Work Experience	Hours			Hours		
	Paid	Choose an item.		Paid	Choose an item.	
	Unpaid			Unpaid		
Effective Date (mm-dd-yy)	July 1, 2021			July 1, 2021		
Justification	Course has not run since 2012. Content is no longer current. Recommend course be deleted.					
Date motion to make this change was passed at Department Meeting: December 10, 2020						
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input type="checkbox"/> No					
	IF YES:	1) Minimum Instructor Qualifications: Select Degree Discipline (Please Specify)				
		2) On which institution and/or course is this course based?				
	3) Specify the course you are requesting from <u>each</u> receiving institution:					
	U of A		U of C			
	U of L		Athabasca			
	MacEwan University					
	Mount Royal University					
	Other					

Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
Chairperson Comments: None		
Chairperson Signature: <i>Julia Dutove</i> <small>Julia Dutove Dec 14, 2020 15:43 MST</small>		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments: none	
	Dean Signature: <i>V. Skane</i>	
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		



Application for Academic Course Changes

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM 5.6	CURRENT	<u>Only</u> fill in current information in those boxes where changes are proposed		PROPOSED	<u>ALL</u> boxes must be filled in (use n/a when no information applies)	
Course Number/Code:	API210			DELETE		
Course Name/Title:	Health Promotion and Active Aging					
Program(s) course associated with:						
Course Description:						
# of Credits:						
Total Course Hours:						
Total Weeks of Course:						
Hours Distribution (i.e. 3-0-3):	Lecture	Seminar	Lab	Lecture	Seminar	Lab
Other Hours (i.e. clinical hours):	Type		Hours	Type		Hours
Grading type:	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail			Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail		
Pre-Requisites:						
Co-Requisites:						
Work Experience	Hours			Hours		
	Paid	Choose an item.		Paid	Choose an item.	
	Unpaid			Unpaid		
Effective Date (mm-dd-yy)	July 1, 2021			July 1, 2021		
Justification	Course has not run since 2013. Content is no longer current. Recommend course be deleted.					
Date motion to make this change was passed at Department Meeting: December 10, 2020						
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input type="checkbox"/> No					
	IF YES:	1) Minimum Instructor Qualifications: Select Degree Discipline (Please Specify)				
		2) On which institution and/or course is this course based?				
	3) Specify the course you are requesting from <u>each</u> receiving institution:					
	U of A		U of C			
	U of L		Athabasca			
	MacEwan University					
	Mount Royal University					
	Other					

Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
	Chairperson Comments: None	
Chairperson Signature: <u>Julia Dutove</u> <small>Julia Dutove (Dec 14, 2020 15:43 MST)</small>		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments: none	
	Dean Signature: <u>VSloane</u>	
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		



Application for Academic Course Changes

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM 5.7	CURRENT	<u>Only</u> fill in current information in those boxes where changes are proposed			PROPOSED	<u>ALL</u> boxes must be filled in (use n/a when no information applies)		
Course Number/Code:	AP1220			DELETE				
Course Name/Title:	The Master Athlete							
Program(s) course associated with:								
Course Description:								
# of Credits:								
Total Course Hours:								
Total Weeks of Course:								
Hours Distribution (i.e. 3-0-3):	Lecture	Seminar	Lab	Lecture	Seminar	Lab		
Other Hours (i.e. clinical hours):	Type		Hours	Type		Hours		
Grading type:	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail			Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail				
Pre-Requisites:								
Co-Requisites:								
Work Experience	Hours			Hours				
	Paid	Choose an item.		Paid	Choose an item.			
	Unpaid			Unpaid				
Effective Date (mm-dd-yy)	July 1, 2021			July 1, 2021				
Justification	Course has not run since 2013. Content is no longer current. Recommend course be deleted.							
Date motion to make this change was passed at Department Meeting: December 10, 2020								
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input type="checkbox"/> No							
	IF YES:	1) Minimum Instructor Qualifications: Select Degree Discipline (Please Specify)						
		2) On which institution and/or course is this course based?						
	3) Specify the course you are requesting from each receiving institution:							
	U of A		U of C					
	U of L		Athabasca					
	MacEwan University							
	Mount Royal University							
	Other							

Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
Chairperson Comments: None		
Chairperson Signature: <i>Julia Dutove</i> <small>Julia Dutove Dec 14, 2023 15:43 MST</small>		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments: none	
	Dean Signature: <i>Blaine</i>	
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		



Application for Academic Course Changes

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM 5.8	CURRENT	<u>Only</u> fill in current information in those boxes where changes are proposed			PROPOSED	<u>ALL</u> boxes must be filled in (use n/a when no information applies)		
Course Number/Code:	AP1230			DELETE				
Course Name/Title:	Nutrition and Pharmacology							
Program(s) course associated with:								
Course Description:								
# of Credits:								
Total Course Hours:								
Total Weeks of Course:								
Hours Distribution (i.e. 3-0-3):	Lecture	Seminar	Lab	Lecture	Seminar	Lab		
Other Hours (i.e. clinical hours):	Type	Hours		Type	Hours			
Grading type:	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail			Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail				
Pre-Requisites:								
Co-Requisites:								
Work Experience	Hours			Hours				
	Paid	Choose an item.		Paid	Choose an item.			
	Unpaid			Unpaid				
Effective Date (mm-dd-yy)	July 1, 2021			July 1, 2021				
Justification	Course has not run since 2013. Content is no longer current. Recommend course be deleted.							
Date motion to make this change was passed at Department Meeting: December 10, 2020								
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input type="checkbox"/> No							
	IF YES:	1) Minimum Instructor Qualifications: Select Degree Discipline (Please Specify)						
		2) On which institution and/or course is this course based?						
	3) Specify the course you are requesting from each receiving institution:							
	U of A		U of C					
	U of L		Athabasca					
	MacEwan University							
	Mount Royal University							
	Other							

Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
Chairperson Comments: None		
Chairperson Signature: <u><i>Julia Dutove</i></u> <small>Julia Dutove (Dec 14, 2020 15:43 MST)</small>		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments: none	
	Dean Signature: <u><i>VSloan</i></u>	
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		



Application for Academic Course Changes

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM 5.9	CURRENT	<u>Only</u> fill in current information in those boxes where changes are proposed		PROPOSED	<u>ALL</u> boxes must be filled in (use n/a when no information applies)	
Course Number/Code:	AP1240			DELETE		
Course Name/Title:	Challenge by Choice Tourism					
Program(s) course associated with:						
Course Description:						
# of Credits:						
Total Course Hours:						
Total Weeks of Course:						
Hours Distribution (i.e. 3-0-3):	Lecture	Seminar	Lab	Lecture	Seminar	Lab
Other Hours (i.e. clinical hours):	Type		Hours	Type		Hours
Grading type:	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail			Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail		
Pre-Requisites:						
Co-Requisites:						
Work Experience	Hours			Hours		
	Paid	Choose an item.		Paid	Choose an item.	
	Unpaid			Unpaid		
Effective Date (mm-dd-yy)	July 1, 2021			July 1, 2021		
Justification	Course has not run since 2013. Content is no longer current. Recommend course be deleted.					
Date motion to make this change was passed at Department Meeting: December 10, 2020						
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input type="checkbox"/> No					
	IF YES:	1) Minimum Instructor Qualifications: Select Degree Discipline (Please Specify)				
		2) On which institution and/or course is this course based?				
	3) Specify the course you are requesting from each receiving institution:					
	U of A		U of C			
	U of L		Athabasca			
	MacEwan University					
	Mount Royal University					
	Other					

Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
Chairperson Comments: None		
Chairperson Signature: <u><i>Julia Dutove</i></u> <small>Julia Dutove (Dec 14, 2020 15:43 MST)</small>		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments: none	
	Dean Signature: <u><i>V. Shone</i></u>	
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		



Application for Academic Course Changes

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM 5.10	CURRENT	<u>Only</u> fill in current information in those boxes where changes are proposed		PROPOSED	<u>ALL</u> boxes must be filled in (use n/a when no information applies)	
Course Number/Code:	API250			DELETE		
Course Name/Title:	Practicum II Programming for Fitness					
Program(s) course associated with:						
Course Description:						
# of Credits:						
Total Course Hours:						
Total Weeks of Course:						
Hours Distribution (i.e. 3-0-3):	Lecture	Seminar	Lab	Lecture	Seminar	Lab
Other Hours (i.e. clinical hours):	Type	Hours		Type	Hours	
Grading type:	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail			Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail		
Pre-Requisites:						
Co-Requisites:						
Work Experience	Hours			Hours		
	Paid	Choose an item.		Paid	Choose an item.	
	Unpaid			Unpaid		
Effective Date (mm-dd-yy)	July 1, 2021			July 1, 2021		
Justification	Course has not run since 2013. Content is no longer current. Recommend course be deleted.					
Date motion to make this change was passed at Department Meeting: December 10, 2020						
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input type="checkbox"/> No					
	IF YES:	1) Minimum Instructor Qualifications: Select Degree Discipline (Please Specify)				
		2) On which institution and/or course is this course based?				
	3) Specify the course you are requesting from <u>each</u> receiving institution:					
	U of A		U of C			
	U of L		Athabasca			
	MacEwan University					
	Mount Royal University					
	Other					

Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
Chairperson Comments: None		
Chairperson Signature: <i>Julia Dutove</i> <small>Julia Dutove (Dec 14, 2020 15:43 MST)</small>		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments: none	
	Dean Signature: <i>V. Skane</i>	
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		



Application for Academic Course Changes

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM <i>5.11</i>	CURRENT	<u>Only</u> fill in current information in those boxes where changes are proposed	PROPOSED	<u>ALL</u> boxes must be filled in (use n/a when no information applies)		
Course Number/Code:	PE2010		DELETE			
Course Name/Title:	Applied Ethics in Phys. Ed. And Sport					
Program(s) course associated with:						
Course Description:						
# of Credits:						
Total Course Hours:						
Total Weeks of Course:						
Hours Distribution (i.e. 3-0-3):	Lecture	Seminar	Lab	Lecture	Seminar	Lab
Other Hours (i.e. clinical hours):	Type	Hours	Type	Hours		
Grading type:	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail		Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail			
Pre-Requisites:						
Co-Requisites:						
Work Experience	Hours		Hours			
	Paid	Choose an item.	Paid	Choose an item.		
	Unpaid		Unpaid			
Effective Date (mm-dd-yy)	July 1, 2021		July 1, 2021			
Justification	Course has not run since 2011. Content is no longer current. Recommend course be deleted.					
Date motion to make this change was passed at Department Meeting: December 10, 2020						
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input type="checkbox"/> No					
	IF YES:	1) Minimum Instructor Qualifications: Select Degree Discipline (Please Specify)				
		2) On which institution and/or course is this course based?				
	3) Specify the course you are requesting from each receiving institution:					
	U of A		U of C			
	U of L		Athabasca			
	MacEwan University					
	Mount Royal University					
	Other					

Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
Chairperson Comments: None		
Chairperson Signature: <i>Julia Dutore</i> <small>Julia Dutore Dec 14, 2020 15:43 MST</small>		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments: none	
	Dean Signature: <i>V. Blaine</i>	
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		



Application for Academic Course Changes

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM 5.12	CURRENT	<u>Only</u> fill in current information in those boxes where changes are proposed		PROPOSED	<u>ALL</u> boxes must be filled in (use n/a when no information applies)	
Course Number/Code:	PE2050			DELETE		
Course Name/Title:	Introduction to Outdoor Env. Education					
Program(s) course associated with:						
Course Description:						
# of Credits:						
Total Course Hours:						
Total Weeks of Course:						
Hours Distribution (i.e. 3-0-3):	Lecture	Seminar	Lab	Lecture	Seminar	Lab
Other Hours (i.e. clinical hours):	Type		Hours	Type		Hours
Grading type:	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail			Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail		
Pre-Requisites:						
Co-Requisites:						
Work Experience	Hours			Hours		
	Paid	Choose an item.		Paid	Choose an item.	
	Unpaid			Unpaid		
Effective Date (mm-dd-yy)	July 1, 2021			July 1, 2021		
Justification	Course has not run since 2012. Content is no longer current. Recommend course be deleted.					
Date motion to make this change was passed at Department Meeting: December 10, 2020						
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input type="checkbox"/> No					
	IF YES:	1) Minimum Instructor Qualifications: Select Degree Discipline (Please Specify)				
		2) On which institution and/or course is this course based?				
	3) Specify the course you are requesting from each receiving institution:					
	U of A		U of C			
	U of L		Athabasca			
	MacEwan University					
	Mount Royal University					
	Other					

Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
Chairperson Comments: None		
Chairperson Signature: <u><i>Julia Dutove</i></u> <small>Julia Dutove Dec 14, 2020 15:43 MST</small>		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments: none	
	Dean Signature: <u><i>V. Stone</i></u>	
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		



Application for Academic Course Changes

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM 5.13	CURRENT	<u>Only</u> fill in current information in those boxes where changes are proposed			PROPOSED	<u>ALL</u> boxes must be filled in (use n/a when no information applies)		
Course Number/Code:	RS1220				DELETE			
Course Name/Title:	Leadership in Rec and Leisure Orgs							
Program(s) course associated with:								
Course Description:								
# of Credits:								
Total Course Hours:								
Total Weeks of Course:								
Hours Distribution (i.e. 3-0-3):	Lecture	Seminar	Lab	Lecture	Seminar	Lab		
Other Hours (i.e. clinical hours):	Type	Hours		Type	Hours			
Grading type:	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail			Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail				
Pre-Requisites:								
Co-Requisites:								
Work Experience	Hours			Hours				
	Paid	Choose an item.		Paid	Choose an item.			
	Unpaid			Unpaid				
Effective Date (mm-dd-yy)	July 1, 2021			July 1, 2021				
Justification	Course has not run since 2005. Content is no longer current. Recommend course be deleted.							
Date motion to make this change was passed at Department Meeting: December 10, 2020								
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input type="checkbox"/> No							
	IF YES:	1) Minimum Instructor Qualifications: Select Degree Discipline (Please Specify)						
		2) On which institution and/or course is this course based?						
	3) Specify the course you are requesting from each receiving institution:							
	U of A		U of C					
	U of L		Athabasca					
	MacEwan University							
	Mount Royal University							
	Other							

Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
	Chairperson Comments: None	
Chairperson Signature: <i>Julia Dutove</i> <small>Julia Dutove [Dec 14, 2020 15:43 MST]</small>		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments: none	
	Dean Signature: <i>Blane</i>	
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		



Application for Academic Course Changes

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM 6.1	CURRENT	<u>Only</u> fill in current information in those boxes where changes are proposed		PROPOSED	<u>ALL</u> boxes must be filled in (use n/a when no information applies)	
Course Number/Code:				HC1010		
Course Name/Title:				HCA Role & Responsibility		
Program(s) course associated with:				Government of Alberta HCA Provincial Curriculum Certificate		
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. To meet the goal of person-centred care, the health care aide must be familiar with the provincial legislation that guides safe, ethical, and personalized care. In addition, knowledge of how to work as part of the health-care team is essential, as is the ability to follow your employer's policy and procedures and your job description. The HCA is responsible for identifying, managing, and preventing potential environmental hazards in facilities and community-based settings and focusing on the client's safety as well as your own safety in different settings.		
# of Credits:				3		
Total Course Hours:				45		
Total Weeks of Course:				12		
Hours Distribution (i.e. 3-0-3):	Lecture	Seminar	Lab	Lecture	Seminar	Lab
				4	0	0
Other Hours (i.e. clinical hours):	Type	Hours		Type	Hours	
Grading type:	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail			Check one: <input checked="" type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail		
Pre-Requisites:				n/a		
Co-Requisites:				n.a		
Work Experience	Hours			Hours		
	Paid	Choose an item.		Paid	Choose an item.	
	Unpaid			Unpaid		
Effective Date (mm-dd-yy)	Click here to enter a date.			July 1, 2021		
Justification	Course 1 of the Government of Alberta Health Care Aide Curriculum (2019). We are entering into a licensing agreement with the Ministry of Health to offer this program. According to the licensing agreement we cannot alter the learner guide or curriculum map. These cannot be published on the GPRC website either as they are property of the Ministry of Health.					
Date motion to make this change was passed at Department Meeting: December 18, 2020						
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					
	IF YES:	1) Minimum Instructor Qualifications:				

Application for Academic Course Changes

		Select Degree Discipline (Please Specify) PN Diploma with teaching experience
		2) On which institution and/or course is this course based? Government of Alberta 2019 Health Care Aide Curriculum Course 1
		3) Specify the course you are requesting from each receiving institution: U of A U of L MacEwan University Mount Royal University Other

Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
Chairperson Comments:		
Chairperson Signature: <u>Deena Honan</u> <small>Deena Honan (Dec 18, 2020 15:22 MST)</small>		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments: <div style="text-align: center; font-size: 2em;">n/a</div>	
	Dean Signature: <u>VS</u>	
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		

Health Care Aide Provincial Curriculum

Course 1: HCA Role and Responsibility

Learner Guide



March 2019

Introduction

Course 1: Working Safely and Effectively as a Health Care Aide

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.

To meet the goal of person-centred care, the health care aide must be familiar with the provincial legislation that guides safe, ethical, and personalized care. In addition, knowledge of how to work as part of the health-care team is essential, as is the ability to follow your employer's policy and procedures and your job description.

The HCA is responsible for identifying, managing, and preventing potential environmental hazards in facilities and community-based settings and focusing on the client's safety as well as your own safety in different settings.

There are six modules in this course, and each module will give you the opportunity to become familiar with and understand the roles and responsibilities of the health care aide in Alberta. You will use the textbook, *Mosby's Canadian Textbook for the Support Worker* (4th ed.), complete learning activities, and participate in practice exams.

Read, study, practice, and enjoy.

General Learning Outcomes

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. Describe the concepts of person-centred care, holistic health, illness and disability, and the effects of determinants of health on individuals and communities.
3. Explain the health care aide role when delivering person-centred 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.
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.
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.
6. Examine the health care aide role and responsibilities when applying the person-centred care principles to enhance, advocate, and maintain quality of life of a client in a collaborative team environment.
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.
8. Describe the environmental hazards, infection prevention and control principles, and hazard assessments in the health-care environment.
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.
10. Demonstrate the principles of infection prevention and control and safe body mechanics using evidence-informed practices to promote personal and client safety.



Application for Academic Course Changes

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM 6.2	CURRENT	<u>Only</u> fill in current information in those boxes where changes are proposed		PROPOSED	<u>ALL</u> boxes must be filled in (use n/a when no information applies)	
Course Number/Code:				HC1020		
Course Name/Title:				Human Body, Health, and Chronic Illness		
Program(s) course associated with:				Government of Alberta HCA Provincial Curriculum Certificate		
Course Description:				In this course, you will study the systems that make up the human body and discuss the milestones of growth and development across a lifetime. You will read about and discuss the most common of the chronic illnesses that you may encounter, and you will learn how to provide safe care based on evidence-informed practices according to the clients' diagnoses, needs, and care plans. The information learned in this course will provide you with care strategies to support the client and the client's family through the process of a client's dying and death.		
# of Credits:				3		
Total Course Hours:				45		
Total Weeks of Course:				12		
Hours Distribution (i.e. 3-0-3):	Lecture	Seminar	Lab	Lecture	Seminar	Lab
				4	0	0
Other Hours (i.e. clinical hours):	Type	Hours		Type	Hours	
Grading type:	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail			Check one: <input checked="" type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail		
Pre-Requisites:				n/a		
Co-Requisites:				n.a		
Work Experience	Hours			Hours		
	Paid	Choose an item.		Paid	Choose an item.	
	Unpaid			Unpaid		
Effective Date (mm-dd-yy)	Click here to enter a date.			July 1, 2021		
Justification	Course 2 of the Government of Alberta Health Care Aide Curriculum (2019). We are entering into a licensing agreement with the Ministry of Health to offer this program. According to the licensing agreement we cannot alter the learner guide or curriculum map. These cannot be published on the GPRC website either as they are property of the Ministry of Health.					
Date motion to make this change was passed at Department Meeting: December 18, 2020						
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					
	IF YES:	1) Minimum Instructor Qualifications: Select Degree Discipline (Please Specify) PN Diploma with teaching experience				
		2) On which institution and/or course is this course based? Government of Alberta 2019 Health Care Aide Curriculum Course 2				

Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
Chairperson Comments:		
Chairperson Signature: <u>Deena Honan</u> <small>Deena Honan (Dec 18, 2020 15:22 MST)</small>		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments: <div style="text-align: center; font-size: 2em;">n/a</div>	
	Dean Signature: <u>VSloan</u>	
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		

Health Care Aide Provincial Curriculum

Course 2: Human Body, Health, and Chronic illness

Learner Guide



March 2019

Introduction

Course 2: The Human Body, Health, and Chronic Illness

This course focuses on the study of the systems that make up the human body and discusses the milestones of growth and development across the lifespan. It is an introduction to foundational knowledge of the most common of the chronic illnesses that a health care aide may encounter. The learner will describe ways to provide safe care based on evidence-informed practices according to the clients' diagnoses, needs, and care plans. The information learned in this course will provide you with care strategies to support the client, the client's family, and yourself through the process of a client's dying and death.

General Learning Outcomes

1. Describe knowledge of basic anatomy and physiology (the structure and function of the body systems) with the purpose of having the foundational knowledge to describe common chronic illnesses.
2. Demonstrate the use of appropriate terminology related to the human body and the HCA role.
3. Describe knowledge of the basic principles of growth and development across the lifespan.
4. Discuss the aging process (effects on the body systems) and implications for the psychosocial dimension of health.
5. Analyze personal feelings and experiences as they relate to the aging process, death, and healthy dying.
6. Describe characteristics of healthy aging and its relationship to client independence.
7. Demonstrate knowledge of common chronic illnesses, including dementia, affecting the aging population.
8. Describe the effects of acute and chronic health conditions to diverse clients of various cultural backgrounds.
9. Examine chronic pain in relation to chronic conditions.
10. Examine the HCA role and responsibilities in providing person-centred care to clients with chronic conditions across acute and continuing care (home care, long-term care, and supportive living) settings.



Application for Academic Course Changes

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM 6.3	CURRENT	<u>Only</u> fill in current information in those boxes where changes are proposed		PROPOSED	<u>ALL</u> boxes must be filled in (use n/a when no information applies)	
Course Number/Code:				HC1030		
Course Name/Title:				Communication and Documentation in the Health-Care Environment		
Program(s) course associated with:				Government of Alberta HCA Provincial Curriculum Certificate		
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. This course will focus on professional communication with other team members, clients, and client's families; written communication, including documentation in client records and report completion; problem-solving strategies; and handling conflict successfully. A focus on communicating effectively with clients from all cultures while demonstrating cultural competence and understanding the diversity of individuals will be included. Communication strategies for overcoming the challenges and barriers to communication between the client and caregiver caused by disease, illness, and aging in the client will also be discussed.		
# of Credits:				4		
Total Course Hours:				60		
Total Weeks of Course:				12		
Hours Distribution (i.e. 3-0-3):	Lecture	Seminar	Lab	Lecture	Seminar	Lab
				5	0	0
Other Hours (i.e. clinical hours):	Type	Hours		Type	Hours	
Grading type:	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail			Check one: <input checked="" type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail		
Pre-Requisites:				n/a		
Co-Requisites:				n/a		
Work Experience	Hours			Hours		
	Paid	Choose an item.		Paid	Choose an item.	
	Unpaid			Unpaid		
Effective Date (mm-dd-yy)	Click here to enter a date.			July 1, 2021		
Justification	Course 3 of the Government of Alberta Health Care Aide Curriculum (2019). We are entering into a licensing agreement with the Ministry of Health to offer this program. According to the licensing agreement we cannot alter the learner guide or curriculum map. These cannot be published on the GPRC website either as they are property of the Ministry of Health.					
Date motion to make this change was passed at Department Meeting: December 18, 2020						
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					

Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
Chairperson Comments:		
Chairperson Signature: <u>Deena Honan</u> <small>Deena Honan (Dec 18, 2020 15:22 MST)</small>		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments: <div style="text-align: center; font-size: 2em;">n/a</div>	
	Dean Signature: <u>Blane</u>	
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		

Health Care Aide Provincial Curriculum

Course 3: Communication and Documentation in the Health- Care Environment

Learner Guide



March 2019

Introduction

Course 3: Communication and Documentation in the Health-Care Environment

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.

This course will focus on professional communication with other team members, clients, and client's families; written communication, including documentation in client records and report completion; problem-solving strategies; and handling conflict successfully. A focus on communicating effectively with clients from all cultures while demonstrating cultural competence and understanding the diversity of individuals will be included. Communication strategies for overcoming the challenges and barriers to communication between the client and caregiver caused by disease, illness, and aging in the client will also be discussed.

There are five modules in this course, and each module will give you the opportunity to practise the common words and phrases used when communicating in the health-care environment. In addition, there will be opportunities to read from the textbook, *Mosby's Canadian Textbook for the Support Worker* (4th ed.), complete learning activities, and participate in practice exams.

Although this course is designed to assist you to communicate effectively in your role as a health care aide, skills learned here may be used to help you be a more competent and confident communicator in many other areas of your life.

Read, study, practise, and enjoy.

General Learning Outcomes

1. Describe principles of communication, including privacy and confidentiality, required for maintaining effective helping and professional relationships.
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.
3. Analyze own communication style and compare it to effective communication strategies required in the HCA role.
4. Apply effective conflict management strategies in relationships.
5. Demonstrate evidence-informed practice principles of accurate documentation and information technology (electronic records and charting) when applicable.
6. Describe the impact that culture and diversity can have on communication.
7. Demonstrate communication strategies and use resources and tools where available specific to diverse clients of different cultural backgrounds.
8. Describe various communication strategies to use with clients experiencing communication impairments or who are displaying responsive behaviours.
9. Apply communication techniques and strategies that support person-centred 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.
10. Demonstrate and practise effective communication strategies use when delivering person-centred care.



Application for Academic Course Changes

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM 6.4	CURRENT	<u>Only</u> fill in current information in those boxes where changes are proposed			PROPOSED	<u>ALL</u> boxes must be filled in (use n/a when no information applies)		
Course Number/Code:					HC1040			
Course Name/Title:					Providing Person-Centred Care			
Program(s) course associated with:					Government of Alberta HCA Provincial Curriculum Certificate			
Course Description:					In this course, the learner will learn to support clients to maintain their independence and meet their care needs according to individual care plans. The learner will acquire the skills and knowledge needed to assist clients with daily grooming and hygiene and to assist clients to walk and use mobility aids and wheel chairs safely. The learner will learn several methods for carrying out client lifts and transfers, with a focus on client safety and comfort. Upon completion of the course, the learner will have an excellent baseline knowledge of standards for meeting client nutritional needs and strict guidelines in safe food handling as set out in minimum provincial expectations.			
# of Credits:					5			
Total Course Hours:					75			
Total Weeks of Course:					14			
Hours Distribution (i.e. 3-0-3):	Lecture	Seminar	Lab		Lecture	Seminar	Lab	
					5.4	0	0	
Other Hours (i.e. clinical hours):	Type	Hours			Type	Hours		
Grading type:	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail				Check one: <input checked="" type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail			
Pre-Requisites:					n/a			
Co-Requisites:					n./a			
Work Experience	Hours				Hours			
	Paid	Choose an item.			Paid	Choose an item.		
	Unpaid				Unpaid			
Effective Date (mm-dd-yy)	Click here to enter a date.				July 1, 2021			
Justification	Course 4 of the Government of Alberta Health Care Aide Curriculum (2019). We are entering into a licensing agreement with the Ministry of Health to offer this program. According to the licensing agreement we cannot alter the learner guide or curriculum map. These cannot be published on the GPRC website either as they are property of the Ministry of Health.							
Date motion to make this change was passed at Department Meeting: December 18, 2020								
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No							
	IF YES:	1) Minimum Instructor Qualifications: Select Degree Discipline (Please Specify) PN Diploma with teaching experience						
		2) On which institution and/or course is this course based? Government of Alberta 2019 Health Care Aide Curriculum Course 4						

Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
Chairperson Comments:		
Chairperson Signature: <u>Deena Honan</u> <small>Deena Honan (Dec 18, 2020 15:22 MST)</small>		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments: <div style="text-align: center; font-size: 2em;">n/a</div>	
	Dean Signature: <u>VS</u>	
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		

Health Care Aide Provincial Curriculum

Course 4: Providing Person- Centred Care and Comfort

Learner Guide

Alberta ■ Government

March 2019

Introduction

Course 4: Providing Person-Centred Care and Comfort

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.

Safe lifting and transferring techniques are important for client and staff comfort and safety. Opportunities to practise safe lifting, transferring, and client positioning will be provided for in both lab and practicum settings.

Many of the clients you will be providing care for are unable to control their bladder and bowels; as a result, they use adult incontinence briefs. Other clients are unable to reach the toilet or commode on their own. You will learn a professional, caring, and compassionate approach to assisting clients with their elimination needs.

Mealtimes are a traditional time for friends and families to gather and enjoy both good food and good company. This course will teach the principles of safely assisting clients to eat and provide guidelines for creating a safe, clean, and socially inviting dining environment.

Throughout this course, you will use the *Health Care Aide Provincial Curriculum Learner Guide*, the *Lab Skills Guide*, and your *Mosby's Canadian Textbook for Support Workers*, 4th Edition, with the accompanying workbook and *Mosby's* online skill videos.

Read, learn, practise, and enjoy.

General Learning Outcomes

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.
2. Define evidence-informed practice and guidelines for assisting with each of the activities of daily living skills.
3. Describe the importance of the client's strengths needs, rights, preferences, and expectations, and their willingness and ability to participate in their care.
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).
5. Identify knowledge of the collaborative teams' roles and responsibilities within the assistance of each of the activities of daily living skills.
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.
7. Demonstrate competence (knowledge, skills, behaviours, and attitudes) by applying evidence-informed practice and guidelines when assisting with activities of daily living skills.
8. Apply the principles of professional and accurate communication through instruction, delivery, reporting, and documentation of activities of daily living skills.
9. Apply communication techniques and strategies that support diverse clients displaying responsive behaviours when assisting with activities of daily living skills.
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.



Application for Academic Course Changes

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM 6.5	CURRENT	<u>Only</u> fill in current information in those boxes where changes are proposed			PROPOSED	<u>ALL</u> boxes must be filled in (use n/a when no information applies)		
Course Number/Code:					HC1050			
Course Name/Title:					Clinical Placement Experience I			
Program(s) course associated with:					Government of Alberta HCA Provincial Curriculum Certificate			
Course Description:					During this clinical placement you will experience the role of the health care aide by working under the direction of a regulated health-care professional. You will have the opportunity to work in a continuing care setting such as home care, supportive living (designated supportive living or DSL), senior lodges, long term care, and group homes.			
# of Credits:					5			
Total Course Hours:					80			
Total Weeks of Course:					2			
Hours Distribution (i.e. 3-0-3):	Lecture	Seminar	Lab		Lecture	Seminar	Lab	
					0	0	0	
Other Hours (i.e. clinical hours):	Type	Hours			Type	Hours		
	Clinical	80			Clinical	80		
Grading type:	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail				Check one: <input checked="" type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail			
Pre-Requisites:					HC1010, HC1020, HC1030, HC1040			
Co-Requisites:					n./a			
Work Experience	Hours				Hours			
	Paid	Choose an item.			Paid	Choose an item.		
	Unpaid				Unpaid			
Effective Date (mm-dd-yy)	Click here to enter a date.				July 1, 2021			
Justification	Course 5 of the Government of Alberta Health Care Aide Curriculum (2019). We are entering into a licensing agreement with the Ministry of Health to offer this program. According to the licensing agreement we cannot alter the learner guide or curriculum map. These cannot be published on the GPRC website either as they are property of the Ministry of Health.							
Date motion to make this change was passed at Department Meeting: December 18, 2020								
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No							
	IF YES:	1) Minimum Instructor Qualifications: Select Degree Discipline (Please Specify) PN Diploma with teaching experience						
		2) On which institution and/or course is this course based? Government of Alberta 2019 Health Care Aide Curriculum Course 5						

Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
Chairperson Comments:		
Chairperson Signature: <u>Deena Honan</u> <small>Deena Honan (Dec 18, 2020 15:22 MST)</small>		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments: <div style="text-align: center; font-size: 2em;">n/a</div>	
	Dean Signature: <u>Blane</u>	
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		

Health Care Aide Provincial Curriculum

Course 5: Clinical Placement Experience I

Learner Guide



March 2019

Introduction

Courses 5: Health Care Aide Clinical Placement Courses

Health Care Aides (HCA) are a practice-based role, therefore, clinical education and practice are an essential part of the HCA program. The purpose of the health care aide clinical placement courses is to provide this practical, hands-on portion of the program. They will allow you to apply the theoretical knowledge you have gained in your other courses to the practice setting. The three clinical placement courses are similar in that they build upon your knowledge as you progress from course 5 to course 8 and culminate in course 9, where you will complete a consolidated clinical placement.

Course 5: Health Care Aide Clinical Placement I

During this clinical placement you will experience the role of the health care aide by working under the direction of a regulated health-care professional. You will have the opportunity to work in a continuing care setting such as home care, supportive living (designated supportive living or DSL), senior lodges, long term care, and group homes.

You will integrate and implement the knowledge you have learned in courses 1–4 in the clinical setting. You will provide client care that is safe, ethical, and respectful based on the needs of the client. Care that meets these standards is known as person-centred care.

To meet the goal of person-centred care, the health care aide must be familiar with the provincial legislation that guides safe, ethical, and personalized care. In addition, knowledge of how to work as part of the health-care team is essential, as is the ability to follow agency policy and procedures.

Strong verbal and written communications skills are an important part of being a successful health care aide. The health-care environment requires competent verbal, written, and electronic communication skills.

You will use the textbook *Mosby's Canadian Textbook for the Support Worker* (4th ed.), the health care aide competency profile, the learner clinical practice guide, and the lab skills checklist.

Read, study, practise, and enjoy.

General Learning Outcomes for Course 5

1. Apply the knowledge of the roles and responsibilities of the HCA to assist in providing safe, compassionate, and competent person-centred care in the health-care setting.
2. Demonstrate professional and effective communication and conflict management skills when appropriate with the collaborative care team in the clinical setting.
3. Apply the principles of documentation according to evidence-informed practices and employer policies and procedures using information technology (electronic records and charting) when applicable in the clinical setting.
4. Develop helping relationships and maintain professional boundaries when providing person-centred care in the clinical setting.
5. Apply the principles of privacy and confidentiality and communication strategies specific to diverse clients of different cultural backgrounds and to clients displaying responsive behaviours.
6. Apply knowledge in growth and development, structure and function of the human body, and chronic illness when implementing the client's care plan.
7. Demonstrate skills required within the HCA role to assist the client with various health needs in their activities of daily living using evidence-informed practices.
8. Discuss time management strategies, organization of care, and situations for decision making and problem solving within the role of the HCA.
9. Identify and report safety hazards and use government legislation, employer policies and procedures, and evidence-informed practices to promote client, self, and environment safety.
10. Examine professional feedback and demonstrate self-reflection to identify areas of improvement within the HCA competency profile.

Learner Assessment

Learner assessment will consist of two components: the clinical evaluation and the completion of two assignments. These are outlined below.

Clinical Evaluation

In each of the clinical placement courses you will be evaluated on your performance in the clinical setting by your instructor.

Evaluation will consist of two forms.

1. Formative evaluation will consist of regular feedback throughout the clinical setting. The goal of this type of feedback is to monitor learning and provide you with feedback to know where improvement is required. This will help you to identify your strengths and areas for improvement. This type of feedback is informal and will consist of verbal and/or written feedback depending on the situation.
2. Summative evaluation is a formal evaluation that will occur at midterm (part way through your clinical placement) and at the end of your clinical placement (final evaluation). During these formal evaluations, your instructor will meet with you to discuss your performance using a standardized clinical evaluation form. Once the evaluation is reviewed with you, you will be asked to sign the document along with your instructor. Signing the document indicates that you have read and understood the evaluation and feedback provided.

Assignments

You will also be evaluated through two clinical assignments. These assignments will be explained to you by your instructor. They will consist of the following items.

1. The CARE Approach Clinical Assignment “Applying the Person-Centred Care Approach and HCA CARE Principles” will be graded by your clinical instructor as complete or incomplete based on the rubric associated with the assignment.
2. The “Clinical Reflection Assignment” will be graded by your clinical instructor as either complete or incomplete based on the rubric associated with the assignment.



Application for Academic Course Changes

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM 6.6	CURRENT	Only fill in current information in those boxes where changes are proposed		PROPOSED	ALL boxes must be filled in (use n/a when no information applies)	
Course Number/Code:				HC1060		
Course Name/Title:				Meeting Complex Care Needs		
Program(s) course associated with:				Government of Alberta HCA Provincial Curriculum Certificate		
Course Description:				This course builds on the foundational skills and concepts introduced in previous courses and also introduces new skills to the learner. Learners will have the opportunity to acquire the knowledge to learn advanced skills such as active and passive range-of-motion exercises, wound care, tube feeds, catheter care, ostomy care, specimen collection, and respiratory care. In addition, accurate measurement of vital signs is demonstrated, practised, and assessed. This course will also assist learners to work safely within the legal roles and responsibilities of health care aides in this province while providing medication assistance. This course is included in the HCA Preparation for Employment provincial standard.		
# of Credits:				5		
Total Course Hours:				75		
Total Weeks of Course:				10		
Hours Distribution (i.e. 3-0-3):	Lecture	Seminar	Lab	Lecture	Seminar	Lab
				7.5	0	0
Other Hours (i.e. clinical hours):	Type	Hours		Type	Hours	
Grading type:	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail			Check one: <input checked="" type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail		
Pre-Requisites:				HC1010, HC1020, HC1030, HC1040		
Co-Requisites:				n/a		
Work Experience	Hours			Hours		
	Paid	Choose an item.		Paid	Choose an item.	
	Unpaid			Unpaid		
Effective Date (mm-dd-yy)	Click here to enter a date.			July 1, 2021		
Justification	Course 6 of the Government of Alberta Health Care Aide Curriculum (2019). We are entering into a licensing agreement with the Ministry of Health to offer this program. According to the licensing agreement we cannot alter the learner guide or curriculum map. These cannot be published on the GPRC website either as they are property of the Ministry of Health.					
Date motion to make this change was passed at Department Meeting: December 18, 2020						
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					
	IF YES:	1) Minimum Instructor Qualifications: Select Degree Discipline (Please Specify) PN Diploma with teaching experience				
		2) On which institution and/or course is this course based? Government of Alberta 2019 Health Care Aide Curriculum Course 6				

Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
Chairperson Comments:		
Chairperson Signature: <u>Deena Honan</u> <small>Deena Honan (Dec 18, 2020 15:22 MST)</small>		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments: <div style="text-align: center; font-size: 2em;">n/a</div>	
	Dean Signature: <u>Blane</u>	
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/>	Add to Curriculum Agenda	
<input type="checkbox"/>	Editorial. Add to Curriculum Agenda for Information only.	

Health Care Aide Provincial Curriculum

Course 6: Meeting Complex Care Needs

Learner Guide



March 2019

Introduction

Course 6: Meeting Complex Care Needs

This course builds on the foundational skills and concepts introduced in previous courses and also introduces new skills such as medication assistance. Learners will have the opportunity to acquire the knowledge to learn advanced skills such as active and passive range-of-motion exercises, ostomy care, respiratory care, catheter care, and tube feeds. In addition, accurate measurement of vital signs is demonstrated, practised, and assessed.

This course will also assist learners to work safely within the legal roles and responsibilities of health care aides in this province while giving medication assistance, helping learners to demonstrate competence and confidence. This course is included in the HCA Preparation for Employment provincial standard.

There will be opportunities to read from the textbook, *Mosby's Canadian Textbook for the Support Worker* (4th Ed.), complete learning activities, practise skills in a lab setting, and participate in practice exams.

General Learning Outcomes

1. Describe knowledge of assisting with complex skills (ROM, wound care, nasogastric/gastrostomy tube feeds, urinary catheters/drainage, measuring vital signs, pain, height/weight, specimen collection, ostomies, respiratory care, oral suctioning, and medication assistance) using basic knowledge of the body systems.
2. Identify the limitations of the HCA role and responsibilities when assisting with complex skills as outlined by government legislation and employer policies and procedures.
3. Define evidence-informed practice and guidelines for each complex skill.
4. Demonstrate ethical person-centred care related to assisting with each complex skill and following the client care plan in the acute and continuing care settings (home care, long-term care, and supportive living).
5. Identify knowledge of the collaborative team's roles and responsibilities within each complex skill.
6. Describe key elements of the palliative care approach that can be applied to the planning, implementation, and delivery of complex skills.
7. Demonstrate competence (knowledge, skills, behaviours, and attitudes) by applying evidence-informed practice and guidelines when assisting with complex skills.
8. Apply the principles of professional and accurate communication through instruction, delivery, reporting, and documentation of complex skills.
9. Apply communication techniques and strategies that support diverse clients displaying responsive behaviours when assisting with the delivery of complex skills.
10. Demonstrate client and personal safety by recognizing and responding to safety hazards, near misses, reporting abuse, following infection prevention and control principles, client handling, and operating health equipment safely.



Application for Academic Course Changes

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM 6.7	CURRENT	<u>Only</u> fill in current information in those boxes where changes are proposed		PROPOSED	<u>ALL</u> boxes must be filled in (use n/a when no information applies)	
Course Number/Code:				HC1070		
Course Name/Title:	<i>Special Activities for Clients with Various Health Conditions.</i>			Meeting Complex Care Needs		
Program(s) course associated with:				Government of Alberta HCA Provincial Curriculum Certificate		
Course Description:				A central feature of this course is the extensive section on meeting the care and comfort needs of clients with a diagnosis of dementia. Learners also learn about care strategies for assisting other diverse client groups such as clients with a mental health diagnosis and clients with developmental delays and physical disabilities. Health care aides employed by home care agencies may have the opportunity 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. This course provides the information and skills needed to assist with these care assignments.		
# of Credits:				5		
Total Course Hours:				75		
Total Weeks of Course:				10		
Hours Distribution (i.e. 3-0-3):	Lecture	Seminar	Lab	Lecture	Seminar	Lab
				7.5	0	0
Other Hours (i.e. clinical hours):	Type		Hours	Type		Hours
Grading type:	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail			Check one: <input checked="" type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail		
Pre-Requisites:				HC1010, HC1020, HC1030, HC1040, HC1050		
Co-Requisites:				n/a		
Work Experience	Hours			Hours		
	Paid	Choose an item.		Paid	Choose an item.	
	Unpaid			Unpaid		
Effective Date (mm-dd-yy)	Click here to enter a date.			July 1, 2021		
Justification	Course 7 of the Government of Alberta Health Care Aide Curriculum (2019). We are entering into a licensing agreement with the Ministry of Health to offer this program. According to the licensing agreement we cannot alter the learner guide or curriculum map. These cannot be published on the GPRC website either as they are property of the Ministry of Health.					
Date motion to make this change was passed at Department Meeting: December 18, 2020						
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					
	IF YES:	1) Minimum Instructor Qualifications: Select Degree Discipline (Please Specify) PN Diploma with teaching experience				
		2) On which institution and/or course is this course based? Government of Alberta 2019 Health Care Aide Curriculum Course 7				

Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
Chairperson Comments:		
Chairperson Signature: <u>Deena Honan</u> <small>Deena Honan (Dec 18, 2020 15:22 MST)</small>		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments: <div style="text-align: center; font-size: 2em;">n/a</div>	
	Dean Signature: <u>VSloan</u>	
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		

Health Care Aide Provincial Curriculum

Course 7: Special Activities for Clients with Various Health Conditions

Learner Guide



March 2019

Introduction

Course 7: Special Activities for Clients with Various Health Conditions

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.

Each module will give you the opportunity to practise the common words and phrases used when discussing care for diverse client groups. In addition, there will be opportunities to read from the textbook, *Mosby's Canadian Textbook for the Support Worker* (4th ed.), complete learning activities, practise skills in a lab setting, and participate in practice exams.

Upon completion of this course, you will be prepared to work with a diverse client group in a variety of care settings.

Read, study, practise, participate, and enjoy.

General Learning Outcomes

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. Integrate knowledge and examine dementia in relation to the following:
 - Responsive behaviours
 - Impact on families
 - Role of the collaborative care team
3. Examine mental health and addictive disorders in relation to the following:
 - Causes
 - General signs and symptoms
 - Common treatments
 - Impact on families and society
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.
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)
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
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

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

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

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



Application for Academic Course Changes

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM	CURRENT	<u>Only</u> fill in current information in those boxes where changes are proposed	PROPOSED	<u>ALL</u> boxes must be filled in (use n/a when no information applies)		
Course Number/Code:			HC1080			
Course Name/Title:			Clinical Placement Experience II			
Program(s) course associated with:			Government of Alberta HCA Provincial Curriculum Certificate			
Course Description:			Under the direction of a regulated health-care professional, learners will work in a health-care setting such as continuing care or acute care, providing person-centred care and support for clients and their families.			
# of Credits:			5			
Total Course Hours:			160			
Total Weeks of Course:			4			
Hours Distribution (i.e. 3-0-3):	Lecture	Seminar	Lab	Lecture	Seminar	Lab
				0	0	0
Other Hours (i.e. clinical hours):	Type	Hours	Type	Hours	Type	Hours
	Clinical	160	Clinical	160		
Grading type:	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail		Check one: <input checked="" type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail			
Pre-Requisites:			HC1010, HC1020, HC1030, HC1040, HC1050, HC1060, HC1070			
Co-Requisites:			n/a			
Work Experience	Hours		Hours			
	Paid	Choose an item.	Paid	Choose an item.		
	Unpaid		Unpaid			
Effective Date (mm-dd-yy)	Click here to enter a date.		July 1, 2021			
Justification	Course 8 of the Government of Alberta Health Care Aide Curriculum (2019). We are entering into a licensing agreement with the Ministry of Health to offer this program. According to the licensing agreement we cannot alter the learner guide or curriculum map. These cannot be published on the GPRC website either as they are property of the Ministry of Health.					
Date motion to make this change was passed at Department Meeting: December 18, 2020						
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					
	IF YES:	1) Minimum Instructor Qualifications: Select Degree Discipline (Please Specify) PN Diploma with teaching experience				
		2) On which institution and/or course is this course based? Government of Alberta 2019 Health Care Aide Curriculum Course 8				
	3) Specify the course you are requesting from each receiving institution:					
	U of A		U of C			
	U of L		Athabasca			
	MacEwan University					



Application for Academic Course Changes

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM 6.8	CURRENT			PROPOSED		
	<i>Only fill in current information in those boxes where changes are proposed</i>			<i>ALL boxes must be filled in (use n/a when no information applies)</i>		
Course Number/Code:				HC1080		
Course Name/Title:				Clinical Placement Experience II		
Program(s) course associated with:				Government of Alberta HCA Provincial Curriculum Certificate		
Course Description:				Under the direction of a regulated health-care professional, learners will work in a health-care setting such as continuing care or acute care, providing person-centred care and support for clients and their families.		
# of Credits:				5		
Total Course Hours:				160		
Total Weeks of Course:				4		
Hours Distribution (i.e. 3-0-3):	Lecture	Seminar	Lab	Lecture	Seminar	Lab
				0	0	0
Other Hours (i.e. clinical hours):	Type	Hours		Type	Hours	
				Clinical	160	
Grading type:	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail			Check one: <input checked="" type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail		
Pre-Requisites:				HC1010, HC1020, HC1030, HC1040, HC1050, HC1060, HC1070		
Co-Requisites:				n./a		
Work Experience	Hours			Hours		
	Paid	Choose an item.		Paid	Choose an item.	
	Unpaid			Unpaid		
Effective Date (mm-dd-yy)	Click here to enter a date.			July 1, 2021		
Justification	Course 8 of the Government of Alberta Health Care Aide Curriculum (2019). We are entering into a licensing agreement with the Ministry of Health to offer this program. According to the licensing agreement we cannot alter the learner guide or curriculum map. These cannot be published on the GPRC website either as they are property of the Ministry of Health.					
Date motion to make this change was passed at Department Meeting: December 18, 2020						
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					
	IF YES:	1) Minimum Instructor Qualifications: Select Degree Discipline (Please Specify) PN Diploma with teaching experience				
		2) On which institution and/or course is this course based? Government of Alberta 2019 Health Care Aide Curriculum Course 8				
	3) Specify the course you are requesting from <u>each</u> receiving institution:					
	U of A		U of C			
	U of L		Athabasca			
	MacEwan University					

Application for Academic Course Changes

		Mount Royal University Other
--	--	---------------------------------

Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
	Chairperson Comments:	
	Chairperson Signature: <u>Deena Honan</u> <small>Deena Honan (Dec 18, 2020 15:22 MST)</small>	
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments: <div style="text-align: center; font-size: 2em;">n/a</div>	
	Dean Signature: <u>Blane</u>	
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		

Health Care Aide Provincial Curriculum

Course 8: Clinical Placement Experience II

Learner Guide



March 2019

Introduction

Courses 8: Health Care Aide Clinical Placement Courses

Health Care Aides (HCA) are a practice-based role, therefore, clinical education and practice are an essential part of the HCA program. The purpose of the health care aide clinical placement courses is to provide this practical, hands-on portion of the program. They will allow you to apply the theoretical knowledge you have gained in your other courses to the practice setting. The three clinical placement courses are similar in that they build upon your knowledge as you progress from course 5 to course 8 and culminate in course 9, where you will complete a consolidated clinical placement.

Course 8: Health Care Aide Clinical Placement II

During the second clinical placement, you will experience the role of the health care aide by working under the direction of a regulated health-care professional. You will have the opportunity to work in a variety of health-care settings such as continuing care or acute care.

You will integrate and implement the knowledge you have learned in all your courses 1–7 in the clinical setting. You will provide person-centred care and support for clients and their families; that care is safe, ethical, and respectful.

To meet the goal of person-centred care, the health care aide must be familiar with the provincial legislation that guides safe, ethical, and personalized care. In addition, knowledge of how to work as part of the health-care team is essential, as is the ability to follow agency policy and procedures.

Strong verbal and written communications skills are an important part of being a successful health care aide. The health-care environment requires competent verbal, written, and electronic communication skills.

You will use the textbook *Mosby's Canadian Textbook for the Support Worker* (4th ed.), the health care aide competency profile, the learner clinical practice guide, and the lab skills checklist.

Read, study, practise, and enjoy.

General Learning Outcomes for Course 8

1. Apply the knowledge of the roles and responsibilities of the HCA to provide safe, compassionate, and competent person-centred care in the health-care setting.
2. Demonstrate professional and effective communication and conflict management skills when appropriate with the collaborative care team in the clinical setting.
3. Apply the principles of documentation according to evidence-informed practices and employer policies and procedures using information technology (electronic records and charting) when applicable in the clinical setting.
4. Develop helping relationships, determine and maintain professional boundaries when providing person-centred care in the clinical setting.
5. Apply the principles of privacy and confidentiality and communication strategies specific to diverse clients of different cultural backgrounds and to clients displaying responsive behaviours.
6. Apply knowledge in growth and development, structure and function of the human body, and chronic illness when implementing the client's care plan.
7. Demonstrate skills required within the HCA role to provide holistic care to the client with various health needs in their activities of daily living using evidence-informed practices.
8. Demonstrate time management strategies, organization of care, and situations for decision-making and problem solving within the role of the HCA.
9. Recognize, respond, and report safety hazards and use government legislation, employer policies and procedures, and evidence-informed practices to promote client, self, and environment safety.
10. Utilize professional feedback and demonstrate self-reflection to implement changes to show improvement within the HCA competency profile.

Learner Assessment

Learner assessment will consist of two components: the clinical evaluation and the completion of two assignments. These are outlined below.

Clinical Evaluation

In each of the clinical placement courses you will be evaluated on your performance in the clinical setting by your instructor.

Evaluation will consist of two forms.

1. Formative evaluation will consist of regular feedback throughout the clinical setting. The goal of this type of feedback is to monitor learning and provide you with feedback to know where improvement is required. This will help you to identify your strengths and areas for improvement. This type of feedback is informal and will consist of verbal and/or written feedback depending on the situation.
2. Summative evaluation is a formal evaluation that will occur at midterm (part way through your clinical placement) and at the end of your clinical placement (final evaluation). During these formal evaluations, your instructor will meet with you to discuss your performance using a standardized clinical evaluation form. Once the evaluation is reviewed with you, you will be asked to sign the document along with your instructor. Signing the document indicates that you have read and understood the evaluation and feedback provided.

Assignments

You will also be evaluated through two clinical assignments. These assignments will be explained to you by your instructor. They will consist of the following items.

1. The CARE Approach Clinical Assignment “Applying the Person-Centred Care Approach and HCA CARE Principles” will be graded by your clinical instructor as complete or incomplete based on the rubric associated with the assignment.
2. The “Clinical Reflection Assignment” will be graded by your clinical instructor as either complete or incomplete based on the rubric associated with the assignment.



Application for Academic Course Changes

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM 6.9	CURRENT	<u>Only</u> fill in current information in those boxes where changes are proposed		PROPOSED	<u>ALL</u> boxes must be filled in (use n/a when no information applies)	
Course Number/Code:				HC1090		
Course Name/Title:				Consolidated Clinical Placement Experience		
Program(s) course associated with:				Government of Alberta HCA Provincial Curriculum Certificate		
Course Description:				Under the direction of a regulated health-care professional, learners will work in a health-care setting such as continuing care or acute care, providing person-centred care and support for clients and their families.		
# of Credits:				3		
Total Course Hours:				80		
Total Weeks of Course:				2		
Hours Distribution (i.e. 3-0-3):	Lecture	Seminar	Lab	Lecture	Seminar	Lab
				0	0	0
Other Hours (i.e. clinical hours):	Type	Hours		Type	Hours	
				Clinical	80	
Grading type:	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail			Check one: <input checked="" type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail		
Pre-Requisites:				HC1010, HC1020, HC1030, HC1040, HC1050, HC1060, HC1070, HC1080		
Co-Requisites:				n/a		
Work Experience	Hours			Hours		
	Paid	Choose an item.		Paid	Choose an item.	
	Unpaid			Unpaid		
Effective Date (mm-dd-yy)	Click here to enter a date.			July 1, 2021		
Justification	Course 9 of the Government of Alberta Health Care Aide Curriculum (2019). We are entering into a licensing agreement with the Ministry of Health to offer this program. According to the licensing agreement we cannot alter the learner guide or curriculum map. These cannot be published on the GPRC website either as they are property of the Ministry of Health.					
Date motion to make this change was passed at Department Meeting: December 18, 2020						
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					
	IF YES:	1) Minimum Instructor Qualifications: Select Degree Discipline (Please Specify) PN Diploma with teaching experience				
		2) On which institution and/or course is this course based? Government of Alberta 2019 Health Care Aide Curriculum Course 9				
	3) Specify the course you are requesting from <u>each</u> receiving institution:					
	U of A		U of C			
	U of L		Athabasca			
	MacEwan University					

Application for Academic Course Changes

		Mount Royal University Other
--	--	---------------------------------

Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
Chairperson Comments:		
Chairperson Signature: <u>Deena Honan</u> <small>Deena Honan (Dec 18, 2020 15:22 MST)</small>		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments: <div style="text-align: center; font-size: 2em;">n/a</div>	
	Dean Signature: <u>Shane</u>	
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		

Health Care Aide Provincial Curriculum

Course 9: Consolidated Clinical Placement Experience

Learner Guide



March 2019

Introduction

Courses 9: Health Care Aide Clinical Placement Courses

Health Care Aides (HCA) are a practice-based role, therefore, clinical education and practice are an essential part of the HCA program. The purpose of the health care aide clinical placement courses is to provide this practical, hands-on portion of the program. They will allow you to apply the theoretical knowledge you have gained in your other courses to the practice setting. The three clinical placement courses are similar in that they build upon your knowledge as you progress from course 5 to course 8 and culminate in course 9, where you will complete a consolidated clinical placement.

Course 9: Health Care Aide Consolidated Clinical Placement

This is the final clinical placement course where you will practise the role of the health care aide by working under the direction of a regulated health-care professional and buddied with an unregulated health-care professional. You will work in a variety of health-care settings such as continuing care or acute care.

You will integrate and implement the knowledge you have learned throughout the health care aide program, which will guide you in providing person-centred care and support for clients and their families; that care is safe, ethical, and respectful.

To meet the goal of person-centred care, the health care aide must be familiar with the provincial legislation that guides safe, ethical, and personalized care. In addition, knowledge of how to work as part of the health-care team is essential, as is the ability to follow agency policy and procedures.

Strong verbal and written communications skills are an important part of being a successful health care aide. The health-care environment requires competent verbal, written, and electronic communication skills.

You will use the textbook *Mosby's Canadian Textbook for the Support Worker* (4th ed.), the health care aide competency profile, the learner clinical practice guide, and the lab skills checklist.

Read, study, practise, and enjoy.

General Learning Outcomes for Course 9

1. Perform within the roles and responsibilities of the HCA to provide safe, compassionate, and competent person-centred care in the health-care setting.
2. Exhibit professional and effective communication and conflict management skills when appropriate with the collaborative care team in the clinical setting.
3. Apply the principles of documentation according to evidence-informed practices and employer policies and procedures using information technology (electronic records and charting) when applicable in the clinical setting.
4. Develop helping relationships, determine and maintain professional boundaries when providing person-centred care in the clinical setting.
5. Apply the principles of privacy and confidentiality and communication strategies specific to diverse clients of different cultural backgrounds and to clients displaying responsive behaviours.
6. Apply knowledge in growth and development, structure and function of the human body, and chronic illness when implementing the client's care plan.
7. Perform skills required within the HCA role to provide holistic care for clients with various health needs in their activities of daily living using evidence-informed practices.
8. Perform and prioritize time management strategies, organization of care, and situations for decision-making and problem solving within the role of the HCA.
9. Recognize, respond, and report safety hazards and use government legislation, employer policies and procedures, and evidence-informed practices to promote client, self, and environment safety.
10. Utilize professional feedback and self-reflection to identify areas of improvement and implement strategies for improvement within the HCA competency profile.

Definition of a “Buddy”

“A HCA who meets competency requirements as defined by the *Government of Alberta’s HCA Competency Profile* (2018) in that they are certified, substantially equivalent or deemed competent as indicated in s. 8.4 of the Alberta Health Continuing Care Health Service Standards. A buddy works alongside the HCA student and may provide direct or indirect guidance to the HCA student. A buddy is not a preceptor.”

Learner Assessment

Learner assessment will consist of two components: the clinical evaluation and the completion of two assignments. These are outlined below.

Clinical Evaluation

In each of the clinical placement courses you will be evaluated on your performance in the clinical setting by your instructor.

Evaluation will consist of two forms.

1. Formative evaluation will consist of regular feedback throughout the clinical setting. The goal of this type of feedback is to monitor learning and provide you with feedback to know where improvement is required. This will help you to identify your strengths and areas for improvement. This type of feedback is informal and will consist of verbal and/or written feedback depending on the situation.
2. Summative evaluation is a formal evaluation that will occur at midterm (part way through your clinical placement) and at the end of your clinical placement (final evaluation). During these formal evaluations, your instructor will meet with you to discuss your performance using a standardized clinical evaluation form. Once the evaluation is reviewed with you, you will be asked to sign the document along with your instructor. Signing the document indicates that you have read and understood the evaluation and feedback provided.

Assignments

You will also be evaluated through two clinical assignments. These assignments will be explained to you by your instructor. They will consist of the following items.

1. The CARE Approach Clinical Assignment “Applying the Person-Centred Care Approach and HCA CARE Principles” will be graded by your clinical instructor as complete or incomplete based on the rubric associated with the assignment.

-
2. The “Clinical Reflection Assignment” will be graded by your clinical instructor as either complete or incomplete based on the rubric associated with the assignment.



Application for Academic Program Changes

This form is to be used to request changes to the Program (i.e. Program Curriculum, Admission Requirements, Graduation Requirements, Progression Criteria, etc.).

AGENDA ITEM <i>6.10</i>	CURRENT	Only fill in current information in those boxes where changes are proposed	PROPOSED	ALL boxes must be filled in (use n/a when no information applies)
Department	Nursing Education and Health Studies			
Program Name			Government of Alberta HCA Provincial Curriculum Certificate	
Total # of Program Credits			36	
Total # of Program Hours			695	
Total Weeks of Program			32 weeks plus 60 days to write and pass the provincial HCA Examination	
Calendar Program Page Information (attach word document for "Current" and "Proposed" if text is more than 200 words)			See attached.	
Current Calendar Program Page Number (s)			Not Applicable.	
Effective Date (mm-dd-yy)		Not Applicable.	July 1, 2021	
Justification	We are entering into a licensing agreement with the Ministry of Health to offer this program. The Ministry of Health owns the curriculum and sets the program information in the attached document. We cannot change any of this information.			
Date motion to make this change was passed at Department Meeting: December 18, 2020				
Transfer	Is this program being considered for block transfer? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
	IF YES:	1) Which institutions are being considered for block transfer (list all)?		

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
Chairperson Comments:		
Chairperson Signature: <u>Deena Honan</u> <small>Deena Honan (Dec 18, 2020 15:22 MST)</small>		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments: <div style="text-align: center; font-size: 2em;">n/a</div>	
	Dean Signature: <u>Blane</u>	
For Office Use Only (determination to be made by Student Services)		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		

Government of Alberta Health Care Aide Provincial Curriculum Certificate Program

Health Care Aide (HCA)

780-539-2753

1-888-539-4772, ext. 2753

nursing@gprc.ab.ca

Government of Alberta Health Care Aide

Provincial Curriculum Certificate Program

GPRC Grande Prairie

Health care aides (HCA) are an unregulated workforce that provide basic health services and support with daily living activities for clients who have medical conditions or major functional limitations. HCAs work under the direct or indirect supervision of a regulated health professional, such as a nurse, in a variety of settings including:

- home care
- assisted living facilities
- long-term care

The Government of Alberta HCA Provincial Curriculum-2019 is owned and managed by the Ministry of Health.

Admission Requirements

The following requirements must be met to be eligible for entry into a licensed HCA program.

Academic English Language Arts (ELA)

- Grade 11, 20-2 level course, with a minimum score of 60% achieved or Canadian jurisdiction equivalent; or
- English 20-1 with a minimum of 60% achieved or Canadian jurisdiction equivalent; or
- English 30-1 or 30-2 with a minimum of 55% or Canadian jurisdiction equivalent; or
- Deemed equivalent by completion of ACCUPLACER (assessment placement test)

Note: Students who have not completed the ELA, 20-2 level requirement and achieved the minimum grade are subject to completing the ACCUPLACER assessment test. This can include students out of province, out of country or mature students that have been out of school for a significant length of time.

English Language Proficiency (ELP)

Candidates where English is a Second Language (ESL) must meet the English Language Proficiency requirement in addition to the Academic English requirement. Equivalencies are as follows:

- Required Canadian Language Benchmark (CLB) of a minimum of 7 in each of the 4 language skills (speaking, listening, reading and writing) and not an average of 7; OR
- By completing high school in Canada. Studies must have been in English at an approved Canadian high school (grades 9, 10, 11, 12) with at least three consecutive years of full-time academic study; OR
- By completing a recognized post-secondary degree or diploma program in Canada. The program must have involved at least two full years of full-time, consecutive academic study in English.

Approved English Language Proficiency Tests

Tests benchmarked at a CLB 7 for all 4 language skills (speaking, listening, reading and writing). Official results must be submitted directly to the PSI.

1. *International English Language Testing System (IELTS) Academic: 6 (no section score below 5.5);*
2. *Test of English as a Foreign Language Internet Based Testing (TOEFL iBT): 71;*
3. *Canadian English Language Proficiency Index Program (CELP) General: 7 (with no section score below 6); and*
4. *Canadian Language Benchmarks/Milestones Test (7 in each strand, not an average of 7).*

Notes

Test Currency: results must have been obtained within two years of the start date of the program.

Test Validity: IELTS (Academic) and TOEFL results are valid for two years from the day of testing. Results that expire prior to the Start Date of the program will not be accepted.

Government of Alberta Health Care Aide Provincial Curriculum Certificate Program

Digital literacy

Candidates **must possess** knowledge of computer/technology tools to be successful in the program. Candidates must:

- Be able to communicate, research and understand information
- Know how to use computer to surf web, email
- Be able to critically evaluate and understand how technology can affect one's behavior
- BE able to create, produce content and effectively communicate using email, media, internet

Transfer from Other Government of Alberta Provincial HCA Curriculum Programs

Students can transfer to other Post-Secondary Institutions offering the Government of Alberta HCA Provincial Curriculum (2019). Up to 50 per cent of course credits or hours can be transferred from one HCA Program to another.

Other Requirements for Students Admitted to HCA Program

Health and Safety Requirements

All students admitted to the HCA Program must have the following items completed and submitted by August 1 after being admitted to the program:

- Police Information Check with Vulnerable Sector Clearance
- Immunization – some immunizations including Hepatitis B, may need to be initiated prior to the first day of the program.
- Standard First Aid
- CPR – HCP
- WHMIS

There are also other forms that will be required by August 1 and those will be provided to students upon successful admission.

Standardized uniforms are required - information will be provided upon admission.

Progression Criteria

Academic Progression Criteria

A grade of 70% is the minimum passing grade for all the HCA courses.

In order to progress to into the clinical experience courses, HC1050, HC1080, and HC1090, students must successfully meet the minimum passing grades for each pre-requisite course.

Graduation Requirements

HCA students must achieve a minimum final grade of 70% in each course and pass the provincial HCA Examination to graduate from the HCA Program and receive the GPRC/Government of Alberta HCA Provincial Curriculum Certificate.

An HCA student has three attempts to pass the provincial HCA examination (initial examination and two re-writes). Any fees associated with writing the provincial HCA examination will be the responsibility of the student. The HCA Fee Schedule can be found on the Alberta Health Care Aide Directory webpage albertahc DIRECTORY .com under the Provincial Exam page.

HCA, Certificate Completion

Program Curriculum

First term, 18 credits

- HC1010 (3)
- HC1020 (3)
- HC1030 (4)
- HC1040 (5)
- HC1050 (3)

Second term, 18 credits

- HC1060 (5)
- HC1070 (5)
- HC1080 (5)
- HC1090 (3)

6.1

a	Course Code	Course 1	Course Name	HCA Role and Responsibility
---	-------------	----------	-------------	-----------------------------

Course Description		General Learning Outcomes (GLOs)		
<p>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. To meet the goal of person-centred care, the health care aide must be familiar with the provincial legislation that guides safe, ethical, and personalized care. In addition, knowledge of how to work as part of the health-care team is essential, as is the ability to follow your employer's policy and procedures and your job description. The HCA is responsible for identifying, managing, and preventing potential environmental hazards in facilities and community-based settings and focusing on the client's safety as well as your own safety in different settings.</p>		<ol style="list-style-type: none"> 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. Describe the concepts of person-centred care, holistic health, illness and disability, and the effects of determinants of health on individuals and communities. Explain the health care aide role when delivering person-centred 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. 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. 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. Examine the health care aide role and responsibilities when applying the person-centred care principles to enhance, advocate, and maintain quality of life of a client in a collaborative team environment. 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. Describe the environmental hazards, infection prevention and control principles, and hazard assessments in the health-care environment. Describe the strategies to promote client safety and prevent falls in acute and continuing care (home care, long-term care, and supportive living) settings. Demonstrate the principles of infection prevention and control and safe body mechanics using evidence-informed practices to promote personal and client safety. 		
<p>Summative Assessments:</p> <ul style="list-style-type: none"> Course Exam (50 multiple-choice questions) Completion of Labs (pass/fail) 		Assessments		
<p>Areas of Enhancement:</p> <p>D = Dementia</p> <p>CCD = Cultural Competency and Diversity</p>	<p>MH&A = Mental Health and Addiction</p>	<p>P&E = Palliative Approach and End-of-Life Care</p>	<p>CC = Collaborative Care</p>	<p>PD = Professional Development</p> <p>IT = Information Technology</p>
<p>Module/Topic</p> <p>Module 1: Role of the Health Care Aide (Theory)</p>	<p>Specific Learning Outcomes (SLOs)</p> <ol style="list-style-type: none"> 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). (PD) Examine accountability for your actions relating it to being a professional in the role of the health care aide. (PD) Examine the importance of lifelong learning and continuing education within the role of the health care aide. (PD) 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. (IT) Explain the importance of information technology related to the role of the health care aide. (IT) Develop information technology skills-related information to the health care aide profession (e.g. continuing education, electronic health records, and work emails). 	<p>Learning Activities</p> <ul style="list-style-type: none"> Complete the questions in Chapter 2 in the workbook. Complete the "Fill in the Blank" questions in Chapter 2 in the workbook. Complete "A. Reflective Exercise: How Balanced Is My Health?" in the Learner Guide. Complete "B. Case Studies: Understanding the Continuum of Health" in the Learner Guide. Complete "C. Diagram Labelling: The Determinants of Health" in the Learner Guide. Complete "A. True and False: Health Beliefs" in the Learner Guide. Complete "B. Case Study: Honouring the Client's Health Beliefs" in the Learner Guide. Complete "A. Case Study: Toby Never Saw It Coming" in the Learner Guide. Complete "A. Matching: Understanding Responsibilities" in the Learner Guide. Complete "B. Matching: Care Settings and Client Groups" in the Learner Guide. Complete "C. Chart: Comparing Challenges in Care Settings" in the Learner Guide. Complete "A. Case Study: Job Descriptions Can Be Misleading" in the Learner Guide. 	<p>Formative Assessments</p> <ul style="list-style-type: none"> Module Review and Answer Key 	<p>Readings and Resources</p> <ul style="list-style-type: none"> Readings: Mosby's textbook, 4th edition Chapter 1 Review "Key Terms" in Chapter 1 in the textbook. Read "Support Work Across Canada" in Chapter 1 in the textbook. Read "Support Worker Responsibilities" in Chapter 1 in the textbook. Read "The People You Support" in Chapter 1 in the textbook. Read "Being a Professional" in Chapter 1 in the textbook. Study Box 1-1 "Statements That Show a Negative Attitude" in Chapter 1 in the textbook. Read "The Priorities of Support Work: Compassionate Care and Support" in Chapter 1 in the textbook. Study Box 1-4 "DIPPS – Principles of Compassionate Care, the Goal of Support Work." Chapter 2 Review "Key Terms" in Chapter 2 in the textbook. Read "The Modern Health Care System" in Chapter 2 in the textbook. Study Box 2-2 "The Principles of Medicare, as Listed in the Canada Health Act (1984)" in Chapter 2 in the textbook. Read "Health Promotion and Disease Prevention" in Chapter 2 in the textbook. Read "Home Care" in Chapter 2 in the textbook. Chapter 3 Review "Key Terms" in Chapter 3 in the textbook. Read "Workplace settings and Services provided" in Chapter 3 of the textbook.

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
Module 2: Legislation	<p>1.9 Explain how quality improvement programs are used in the workplace and how a health care aide can participate in the programs.</p> <p>1.10 Describe the goal of the role of the health care aide, identifying the principles of compassionate care.</p> <p>1.11 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.</p> <p>1.12 (CCD) Distinguish among race, culture, and ethnicity.</p> <p>1.13 Examine health-care ethics within the role of the health care aide.</p> <p>1.14 Describe the concept of psychosocial health and the factors that influence psychosocial health.</p> <p>1.15 Apply the person-centred care approach to the role of the health care aide.</p>	<ul style="list-style-type: none"> • (PD) (IT) Create a new account in the Alberta Health Care Aide Directory. Complete the Chart. • Complete "A. Chart: Dressing for Success" in the Learner Guide. • Complete Chapter 1, questions 12, 13, 14 in the workbook. • Complete A.1 Professional Development Reflection Activity: Personal Growth, Feedback, Self-reflection in the Learner Guide • Complete A.2 Career Reflection Questions in the Learner Guide • (IT) Complete "Test your Digital Literacy" at https://www.digitalliteracyassessment.org/ • (IT) Complete "Fill in Your Score from Digital Literacy Assessments" in the Learner Guide. • Complete "A. Identification: Professional vs. Helping Relationships" in the Learner Guide. • Complete "A. Case Study: Mrs. Logan's Response to Care" in the Learner Guide. • (CCD) Complete "A. Difference between race, ethnicity, and culture" in the Learner Guide. • Complete the questions "Caring About Culture and Diversity" in Chapter 10 in the workbook. • Complete the review questions at the end of Chapter 8 in the textbook • Complete "A. Case Study: Martha is Sad" in the Learner Guide. • Review the Glossary at the beginning of Module 1 of the learner guide. • Complete "A. Matching: Terms and Definitions" in the Learner Guide. • Complete "B. Fill in the Blanks: Terminology" in the Learner Guide. • Complete "C. True and False: Definitions" in the Learner Guide. 	<ul style="list-style-type: none"> • Complete "Case Study 1: Supervision and Assignment of Task I" in the Learner Guide. • Complete "Case Study 2: Supervision and Assignment of Task II" in the Learner Guide. 	<ul style="list-style-type: none"> • Chapter 4 • Review "Key Terms" in Chapter 4 in the textbook. • Read "Health and Wellness" in Chapter 4 in the textbook. • Study Figure 4-1 in Chapter 4 in the textbook. • Study Figure 4-5, the Continuum of Health in Chapter 4 in the textbook. • Read "Illness and Disability" in Chapter 4 in the textbook. • Study Box 4-1 "Common Reactions to Illness and Disability" in Chapter 4 in the textbook. • Read the case study "Supporting Mr. Vitale: The Effect of Serious Illness on Self-Esteem" in Chapter 4 in the textbook. • Chapter 6 • Review "Key Terms" in chapters 6 in the textbook. • Read "Independence, Dependence, and Interdependence" in Chapter 6 in the textbook. • Read "Independence and Self-Esteem" in Chapter 6 in the textbook. • Read "Your Relationship with the Client" in Chapter 6 in the textbook. • Chapter 8 • Read Key Terms in Chapter 8 in the textbook • "Ethics" in Chapter 8 in the textbook • Chapter 10 • Read Key Terms in Chapter 10 in the textbook • (CCD) Read "Caring about Culture and Diversity" in Chapter 10 in the textbook. • Chapter 11 • Read "The Client's Family" in the textbook • Chapter 12 • Read Key Terms in the textbook • Read "Promoting Client Well-being and Psychosocial Health in Chapter 12 in the textbook • Read "Maslow's Hierarchy of Needs" in Chapter 12 in the textbook <p>Readings:</p> <ul style="list-style-type: none"> • Read "The Ottawa Charter for Health Promotion" at http://www.who.int/healthpromotion/conferences/previous/ottawa/en/index.html • Alberta Health Care Aide Directory: https://www.albertahcadirectory.com/ • Northstar Digital Literacy Assessment: https://www.digitaliteracyassessment.org/ <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> • Read "Our Beliefs and Experiences Directly Affect Our Health" in the Learner Guide. • Read "Respect – The Key to Honouring Health Beliefs and Individual Choices" in the Learner Guide. • Read "Health Decisions Are Related to Experiences and Beliefs" in the Learner Guide. • Read "Illness and Disability Are Not Always Accepted by Others" in the Learner Guide. • (CCD) Read "The Person-Centred Care Approach – The HCA Care Principles in the Learner Guide." • Read "Roles and Responsibilities of the Health-Care Provider" in the Learner Guide. • Read "Understanding the Purpose of a Policy and Procedure Manual" in the Learner Guide. • Read "Your Job Description Is Linked to Provincial Legislation" in the Learner Guide. • Read "Measuring and Responding to Quality Improvement Indicators" in the Learner Guide. • Read "Your Self-Confidence Will Influence Your Success" in the Learner Guide. • Read "The Many Layers of Self-Awareness" in the Learner Guide. • (PD) Read "Making Lifelong Learning a Goal" in the Learner Guide. • (IT) Read "Importance of Information Technology in Health Care" in the Learner Guide. • Read "The Benefits of a Client-Centred Helping Relationship" in the Learner Guide. • Read "The Frail Elderly Experience" in the Learner Guide. <p>Readings: Mosby's textbook, 4th edition</p> <ul style="list-style-type: none"> • Chapter 9 • Read the article "Basic Human Rights in Canada" in Chapter 9 of the textbook. • Chapter 11

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
	<p>2.3 Explain the purpose of the <i>Health Information Act (HIA)</i> and the <i>Freedom of Information and Privacy Act (FOIP)</i> and how they apply to the role of the health care aide.</p> <p>2.4 Describe the purpose of the <i>Alberta Health Continuing Care Service Standards</i> and the impacts for continuing care.</p> <p>2.5 Explain the purpose of the personal directive and how the <i>Alberta Personal Directive Act</i> impacts client care planning.</p> <p>2.6 Describe the purpose of <i>Personal Information Protection and Electronic Documentation Act (PIPEDA)</i> and develop an awareness of problems related to using information technology.</p> <p>2.7 Explain the <i>Protection for Persons in Care Act (PPCA)</i> and the health care aide's role and responsibilities related to this act.</p> <p>2.8 Describe the purpose of the <i>Adult Guardianship and Trustee Act</i> and how it affects the health care aide role and responsibilities.</p> <p>2.9 Explain consent, informed consent, and impaired capacity application to the health care aide role.</p> <p>2.10 (MH&A) Explain the Mental Health Act and the health care aide role and responsibilities related to this act.</p> <p>2.11 Describe the Canadian <i>Charter of Rights and Freedoms</i>.</p> <p>2.12 Describe the importance of accurate observations, reporting, and recording of client changes as governed by Alberta health care legislation.</p>	<ul style="list-style-type: none"> Complete: Online HIA training https://www.albertahealthservices.ca/info/pages3962.aspx Complete "Case Study 1: A Request for Client Information" in the Learner Guide. Complete: Online FOIP Training https://www.servicealberta.ca/foip/training/online-training.cfm/ Complete "True and False: The <i>Health Information Act</i> and FOIP" in the Learner Guide. Complete "A. Reflection Activity: Personal Directive" in the Learner Guide. Read and Fill in the Chart: "A. Appropriate and Inappropriate uses for Technology" in the Learner Guide. Complete "A. True and False: PPCA" in the Learner Guide. Complete "B. Case Study 4: PPCA" in the Learner Guide. Complete "C. CCHSS Multiple Choice Questions" in the Learner Guide. Fill in the Chart: "A. Consent, Informed Consent, and Capacity Assessment" in the Learner Guide. Complete "A. Matching: Working Alone Safely" in the Learner Guide. Complete "A. Case Study 5: A Violation of the Charter" in the Learner Guide. Complete "A. Fill in the Blanks: Terminology Related to Legislation" in the Learner Guide. Refer to the glossary for Module 2 in the Learner Guide. 	<ul style="list-style-type: none"> Module Review and Answer Key 	<p>Readings:</p> <ul style="list-style-type: none"> Online FOIP Training: https://www.servicealberta.ca/foip/training/online-training.cfm/ Online HIA training: https://www.albertahealthservices.ca/info/page3962.aspx <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> Read "Legislation Related to Regulated and Unregulated Health-Care Workers" in the Learner Guide. Read "Accepted Definitions for 'Activities of Daily Living' and 'Restricted Activities'" in the Learner Guide. Read "Assignment of Task Checklist" in the Learner Guide. Read "Accepting or Refusing an Assigned Task" in the Learner Guide. Read "Direct and Indirect Supervision" in the Learner Guide. Read "Learning about the <i>Health Information Act</i>" in the Learner Guide. Read "Knowing What Client Health Information You Can Share" in the Learner Guide. Read "Some Facts About FOIP" in the Learner Guide. Read "FOIP is about Confidentiality" in the Learner Guide. Read "Personal Directives Act (PD)" in the Learner Guide. Read "Personal Directives Reflect the Client's Competency and Wishes" in the Learner Guide. Read "We Live in an Electronic Age" in the Learner Guide. Read "Understanding the <i>Protection for Persons in Care Act (PPCA)</i>" in the Learner Guide. Read "Duties and Responsibilities Associated with the PPCA" in the Learner Guide. Read "Self-Care If You Are Reported to the PPCA Office" in the Learner Guide. Read "Continuing Care Health Services Standard" in the Learner Guide. Read "Dependent Adults May Require a Legal Guardian or Trustee" in the Learner Guide. Read "Dependent Adults are Members of the Health-Care Team" in the Learner Guide. (MH&A) Read "<i>Alberta Mental Health Act</i>" in the Learner Guide. Read "Working Alone Safely Is a Shared Responsibility" in the Learner Guide. Read "Health Care Aides and the <i>Canadian Charter of Rights and Freedoms</i>" in the Learner Guide.
<p>Module 3: Functioning Effectively as a Team Member</p>	<p>3.1 Define and use terminology related to functioning effectively as a team member.</p> <p>3.2 (CC) Describe the importance of a collaborative team approach within the health-care system.</p> <p>3.3 Describe the role and unique contributions of health-care team members.</p> <p>3.4 Examine the benefits and challenges of working on a team in a facility and community-based settings.</p> <p>3.5 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.</p> <p>3.6 (PD) Examine the health care aide role and responsibility when assigned care by a regulated health-care professional.</p> <p>3.7 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.</p> <p>3.8 (CC) Describe the unique contribution of the health care aide role to the person-centred care planning.</p> <p>3.9 (PD) Examine time management, decision making, and problem-solving skills within the role of the health care aide.</p>	<ul style="list-style-type: none"> Complete "A. True and False: Working in a Team" in the Learner Guide. Complete group discussion exercise "B. Interdisciplinary Collaboration Discussion" in the Learner Guide Complete "A. Matching: Professional Roles" in the Learner Guide. Complete "B. Questions" in the Learner Guide. Complete "A. Benefits and Challenges of Teamwork" in the Learner Guide. Complete "B. Case Study: Mr. Saddleback" in the Learner Guide. Complete "A. Identification: Direct or Indirect" in the Learner Guide. Complete "A. Fill in the Blanks: Care Activities" in the Learner Guide. Complete the review exercises for Chapter 14, #1-4 in the textbook. Complete the workbook exercises for Chapter 14, #21-27, #33-38. Complete "A. Definitions: Decision Making" in the Learner Guide. Complete "B. Matching: Decision Making" in the Learner Guide. 	<ul style="list-style-type: none"> Module Review and Answer Key 	<p>Readings: Mosby's textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 1 Study "Table 1-1: Support and Health Care Team Members" in Chapter 1 of the textbook. Chapter 3 Chapter 6 Read "Health Care Team" to the end of "Respecting your Supervisor and Employer" in Chapter 6 of the textbook. Read "Assigning and Delegation" in Chapter 6 of the textbook. Chapter 7 Read "Time Management" in Chapter 7 of the textbook. Chapter 9 Read "Decision Making" in Chapter 9 in the textbook. Read "Problem Solving" in Chapter 9 in the textbook. Chapter 14 Read "The Care Planning Process in Facilities" in Chapter 14 in the textbook. Read "The Care Planning Process in Community Settings" in Chapter 14 in the textbook. Read "Your Role in the Care Planning Process" in Chapter 14 in the textbook. Chapter 17 <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> Read the article "What Is a Team?" in the Learner Guide. Read the article "Trends in Health Care" in the Learner Guide. Read "Interprofessional Collaboration" in the Learner Guide.

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
Module 4: Environmental Safety (Theory)	4.1 Define and use terminology related to environmental safety. 4.2 Review the Occupational Health and Safety Act as it applies to the health care aide role. 4.3 Examine principles of environmental safety in facilities and community-based settings. 4.4 Identify the dangers of slips, trips, and falls in facility and community-based settings. 4.5 Examine infection prevention and control (IP&C) principles in facility and community-based settings. 4.6 Describe the role and responsibilities of the health care aide in preventing the spread of infection. 4.7 Examine the application of hazardous medication personal protective equipment in waste handling and medication assistance. 4.8 Describe evidence-informed practice principles for hand hygiene and personal protective equipment (PPE) and caring for supplies and equipment.	<ul style="list-style-type: none"> Complete "A. Questions: Positive Behaviours" in the Learner Guide. Complete "A. Case Study: Mr. Tylke" in the Learner Guide. Complete module review "B. Matching: Glossary Terms" in the Learner Guide. Complete "A. Short Answer Questions" 	<ul style="list-style-type: none"> Module Review and Answer Key 	<ul style="list-style-type: none"> Read "Roles and Unique Contributions of Collaborative Care Team Members" in the Learner Guide. Read "The Importance of Client and Family as Part of the Collaborative Care Team" in the Learner Guide. Read "The Goal of Teams in Health Care" in the Learner Guide. Read "Benefits and Challenges of Working on a Team" in the Learner Guide. Read "Health-Care Teams in Hospitals and Community Settings" in the Learner Guide. Read "Direct and Indirect Supervision in Facility and Community-Based Settings" in the Learner Guide. Read "Assigning Tasks to the HCA in Alberta" in the Learner Guide. Read "Factors Affecting Decisions About Assigning Care Activities" in the Learner Guide. Read "Role and Responsibility of the HCA during Assignment of Care Activities" in the Learner Guide. Read "Positive Behaviours When Working With Colleagues" in the Learner Guide. Read "Positive Behaviours When Working With Clients and Families" in the Learner Guide. Read "Workplace Problems in Facility and Community Settings" in the Learner Guide. Read "Leadership" in the Learner Guide <p>Readings:</p> <ul style="list-style-type: none"> Read <i>Decision-Making Standards for Nurses in the Supervision of Health Care Aides</i>. https://www.cdnpa.com/wp-content/uploads/2013/02/doc_Decision-Making_Standards_in_Supervision_of_Health_Care_Aides_2010.pdf <p>Readings: Mosby's textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 9 Read "Occupational Health and Safety legislation" in Chapter 9 of the textbook. Chapter 22 Read "Handling Hazardous Materials" (WHMIS) in Chapter 22 of the textbook. Read "Think about Safety: Measures to Prevent Falls among Older Adults and Others at Risk" in Chapter 22 of the textbook. Read "Think about Safety: Measures to Prevent Equipment Accidents" in Chapter 22 of the textbook. Read "Preventing Fires" in Chapter 22 of the textbook. Read "Evacuating" in Chapter 22 of the textbook. Read Box 22-2 "Important Points about Evacuating in the Event of a Fire" in Chapter 22 of the textbook. Chapter 23 Read "Micro-Organisms" in Chapter 23 of the textbook. Read "The Spread of Pathogens" in Chapter 23 of the textbook. Read "Multidrug-Resistant Organisms" and "Box 23-1: Multidrug-Resistant Organisms: C. difficile, MRSA, and VRE" in Chapter 23 of the textbook. Read "Table 23-1: Modes of Transmission of Micro-Organisms" in Chapter 23 of the textbook. Read "Box 23-2: Signs and Symptoms of Infection" and "Focus on Older Adults: Signs and Symptoms of Infection" in Chapter 23 of the textbook. Read "Box 23-3: Factors That Increase the Risk of Infection" in Chapter 23 of the textbook. Read "Box 23-4: Twelve Ways the Support Worker can Break the Chain of Infection" in Chapter 23 of the textbook. Read "Vaccinations" in Chapter 23 of the textbook. Read "Table 23-2: Communicable Illnesses and Diseases: Care and Immunization" in Chapter 23 of the textbook. Read "Medical Asepsis" in Chapter 23 of the textbook. Read "Hand Hygiene" in Chapter 23 of the textbook. Read "Box 23-5: When to Practice Hand Hygiene," "Hand washing," "Using Waterless Alcohol-Based Hand Rubs," and "Focus on Home Care: Hand Hygiene" in Chapter 23 of the textbook. Study "Box-23-6: Medical Asepsis Measures You Should Follow" in Chapter 23 of the textbook.

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
		<ul style="list-style-type: none"> • Complete the workbook exercises for Chapter 23, "Preventing Infection." • Complete multiple-choice questions in "Module Review" at the end of this section in the Learner Guide. • Participate in the Lab Skills Procedures for hand hygiene, applying personal protective equipment. 		<ul style="list-style-type: none"> • Read "Wearing Gloves" in Chapter 23 of the textbook. • Read "Care of Supplies and Equipment" including "Cleaning," "Disinfection," and "Sterilization" in Chapter 23 of the textbook. • Read "Isolation Precautions" in Chapter 23 of the textbook. • Study "Box 23-7: Standard Practices," "Box 23-8: Transmission-Based Practices" and "Box 23-9: General Rules for Transmission-Based Practices" in Chapter 23 of the textbook. • Read "Protective Measures" including "Wearing Masks and Respiratory Protection," "Wearing Protective Apparel," and "Wearing Eye Protection and Face Shields" in Chapter 23 of the textbook. • Read "Box 23-10: Order for Putting on and Taking off a Full Set of Personal Protective Equipment" in Chapter 23 of the textbook. • Read "Bagging Items" in Chapter 23 of the textbook. • Read "Surgical Asepsis" in Chapter 23 of the textbook. • Study "Box 23-12: Principles and Practices of Surgical Asepsis" in Chapter 23 of the textbook. • Review "Key Terms" at the beginning of Chapter 23 in the textbook. • Read "Disposing of Sharps" in Chapter 23 of the textbook. <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> • Read "Environmental Hazards and Hazard Assessment" in the Learner Guide. • Read "Identifying the Dangers of Slips, Trips, and Falls in Facilities and Community-Based Settings" in the Learner Guide. • Read "Risks Associated with Riser Recliners" in the Learner Guide. • Read "Household Management Safety" in the Learner Guide. • Read "REACT" in the Learner Guide. • Read "Community Emergencies" in the Learner Guide. • Read "Blood-Borne Pathogens" in the Learner Guide. • Read "Management of Waste Products in Facilities and Community-Based Settings" in the Learner Guide. <p>Readings:</p> <ul style="list-style-type: none"> • Read "Hazardous Medication Personal Protective Equipment (PPE) Guide and List." at https://www.albertahealthservices.ca/assets/info/hp/pharm/fi-hp-pharm-hazardous-medications-dpe-guide.pdf <p>Videos:</p> <ul style="list-style-type: none"> • View the skills video "Performing Hand Hygiene" in Mosby's Nursing Assistant Video Skills 4.0. • View the skills video "Using Personal Protective Equipment" in Mosby's Nursing Assistant Video Skills 4.0.
Module 4: Environmental Safety (Lab)	4.1 Demonstrate evidence informed practice principles for hand hygiene and apply personal protective equipment (PPE) and caring for supplies and equipment.	<ul style="list-style-type: none"> • Hand Hygiene • Donning • Doffing • Masks • Gloves on/off • Review the skills in the lab skills guide and in Chapter 23 in the textbook 	<ul style="list-style-type: none"> • Lab Skills Evaluation Tool 	<p>Readings:</p> <ul style="list-style-type: none"> • Read "Lab Skills: hand washing, hand hygiene using waterless hand sanitizer, putting on a disposable mask, removing a disposable mask, putting on non-sterile disposable gloves, removing gloves, gowning, removing a gown in the Lab Skills Guide <p>Videos:</p> <ul style="list-style-type: none"> • View the skills video "Performing Hand Hygiene" in Mosby's Nursing Assistant Video Skills 4.0. • View the skills video "Using Personal Protective Equipment" in Mosby's Nursing Assistant Video Skills 4.0.
Module 5: Client Safety (Theory)	5.1 Define and use terminology related to client safety. 5.2 Describe the concept of client safety and identify factors that can increase the risk of accidental injury including falls among the elderly. 5.3 Describe the strategies to promote client safety, including the use of call bells and client identification. 5.4 Describe actions to take when a client falls in a facility and community-based settings.	<ul style="list-style-type: none"> • Review the glossary at the beginning of module 5 in the Learner Guide. • Complete "Case Study: Mr. Hall Falls" in the Learner Guide. • Complete "Activity: Guidelines Regarding the Use of Restraints" in the Learner Guide. • Complete "Matching: Match the Restraint" in the Learner Guide. • Complete "True and False: Preventing Poisoning and Burns" in the Learner Guide. 	<ul style="list-style-type: none"> • Module Review and Answer Key 	<p>Readings: Mosby's textbook, 4th edition</p> <ul style="list-style-type: none"> • Chapter 22 • Read the Introduction at the beginning of Chapter 22 of the textbook. • Read "Accident Risk Factors" in Chapter 22 of the textbook. • Read "Identifying the Client" in Chapter 22 of the textbook. • Read "Using the Call Bell" in Chapter 22 of the textbook. • Read "Safety Measures at Home and in the Workplace" in Chapter 22 of the textbook. • Read "Risk Factors for Accidents and Falls in Older Adults" in Chapter 22 of the textbook. • Read "Think About Safety: Measures to Prevent Falls Among Older Adults and Others at Risk" in Chapter 22 of the textbook.

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
	5.5 Identify common causes of burns, poisoning, and suffocation of clients in a facility and community-based settings. 5.6 Describe strategies and actions to take when burns, poisoning, suffocation is encountered in a facility and community-based settings. 5.7 Describe the personal right to risk and the importance of managed risk agreements within the care plan. 5.8 Examine least restraint philosophy and how it applies to the role of the health care aide.	<ul style="list-style-type: none"> Complete the workbook exercises for Chapter 22. Complete the multiple-choice questions in the Module Review. Participate in the Lab Skills for Applying Restraints Safely. 		<ul style="list-style-type: none"> Read "Restraints and How to Avoid Them" in Chapter 22 of the textbook. Read "Box 22-1 Alternatives to Restraints" in Chapter 22 of the textbook. Read "Supporting Mr. Lee: Finding a Safe Alternative to Restraints" in Chapter 22 of the textbook Read "Types of Restraints" in Chapter 22 of the textbook. Read "Using Bed Rails" in Chapter 22 of the textbook Read "Think About Safety: Safety Measure for Using Restraints" in Chapter 22 of the textbook. Read "Preventing Poisoning" in Chapter 22 of the textbook. Read "Preventing Burns" in Chapter 22 of the textbook. Read "Preventing Suffocation" in Chapter 22 of the textbook. Review "Preventing Fires" in Chapter 22 of the textbook. Read "Fires and the use of Oxygen" in Chapter 22 of the textbook. Read "Think About Safety: Using Oxygen Equipment Properly" in Chapter 22 of the textbook. Read "Promoting Your Personal Safety" in Chapter 22 of the textbook. Read "Think About Safety: Personal Safety Measures" in Chapter 22 of the textbook. Read "Preventing Accidents with Equipment" in Chapter 22 of the textbook. Read "Think About Safety: Measures to Prevent Equipment Accidents" in Chapter 22 of the textbook. Read "Think About Safety: Using Oxygen Equipment Properly" in Chapter 22 of the textbook. Read "Fires and the Use of Oxygen" in Chapter 22 of the textbook. Review "Key Terms" at the beginning of Chapter 22. <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> Read "What to Do When a Client Falls" in the Learner Guide. Read "Least Restraints" in the Learner Guide. Read "Legal Implications When Using Restraints" in the Learner Guide. Read "Managed Risk Agreements" in the Learner Guide. Read "The Importance of the Managed Risk Agreements Within the Care Plan" in the Learner Guide. <p>Videos:</p> <ul style="list-style-type: none"> View skills video "Using Restraints and Alternatives" in Mosby's Nursing Assistant Video Skills 4.0. View Video Clip "Following Restraint Safety Precautions" in Mosby's Nursing Assistant Video Skills 4.0.
Module 5: Client Safety (Lab)	5.1 Demonstrate evidence-informed practice for the safe application of restraints.	<ul style="list-style-type: none"> Participate in the lab activity: Applying Restraints Safely 	<ul style="list-style-type: none"> Lab Skills Evaluation Tool 	<p>Readings:</p> <ul style="list-style-type: none"> "Applying Restraints Safely" in the Lab Skills Guide <p>Videos:</p> <ul style="list-style-type: none"> View skills video "Using Restraints and Alternatives" in Mosby's Nursing Assistant Video Skills 4.0. View Video Clip "Following Restraint Safety Precautions" in Mosby's Nursing Assistant Video Skills 4.0.
Module 6: Self-Care and Safety (Theory)	6.1 Define and use terminology related to self-care and safety. 6.2 Examine the principles of body mechanics. 6.3 Examine personal safety and the impact on the HCA in the workplace. 6.4 Examine effects of fatigue and identify strategies to prevent fatigue. 6.5 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.	<ul style="list-style-type: none"> Review the Glossary at the beginning of module 6. Complete "A. True and False: Posture" in the Learner Guide. Complete "A. Identification: Appropriate or Inappropriate" in the Learner Guide. Complete "Reflection Activity: Self-Care" in the Learner Guide. Complete "Case Study: Fatigue" in the Learner Guide. Complete "Reflection Activity: Setting SMART Goals to Prevent Fatigue and Burnout on the Job" in the Learner Guide. 	<ul style="list-style-type: none"> Module Review and Answer Key Person-Centred Care Approach Scenario 	<p>Readings: Mosby's textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 7 Read "Stress" in Chapter 7 in the textbook. Read "Box 7-1: Physical Signs and Symptoms of Acute Stress" and "Box 7-2: Physical Signs and Symptoms of Chronic Stress" in Chapter 7 in the textbook. Read "Box 7-3 Emotional and Behavioural Signs and Symptoms of Stress" in Chapter 7 in the textbook. Read "Table 7-1: Stress Can Affect All Dimensions" in Chapter 7 in the textbook. Read "Job Burnout" in Chapter 7 in the textbook. Read "Box 7-4: Calming Yourself When Feeling Stress" in Chapter 7 in the textbook. Read "Box 7-5: Meditation" in Chapter 7 in the textbook.

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
Module 6: Self-Care and Safety (Lab)	<p>6.6 (P&E) Explore the impact of loss, grief, death, and dying on the HCA's physical, emotional, and mental health and how it contributes to burnout.</p> <p>6.7 Explain the principles of body mechanics.</p>	<ul style="list-style-type: none"> • Complete "A. Case Study: Personal Stress-Management Strategies" in the Learner Guide. • Complete "Case Studies (3): Workplace Harassment" in the Learner Guide. • Complete "Matching: Identify the Correct Term" in the Learner Guide. • Complete the multiple-choice practice questions. • Participate in the lab "Body Mechanics When Lifting an Item" 	<ul style="list-style-type: none"> • Lab Skills Evaluation Tool 	<ul style="list-style-type: none"> • Read "Time Management" in Chapter 7 in the textbook. • Read "Setting SMART Goals" in Chapter 7 in the textbook. • Chapter 9 • Review "Occupational Health and Safety Legislation" in Chapter 9 of the textbook. • Read "Planning Your Life and Your Work" in Chapter 9 in the textbook. • Chapter 22 • Review "Promoting Your Personal Safety" and "Think About Safety: Personal Safety Measures" in Chapter 22 of the textbook. • Chapter 23 • Read Figure 23-1, Figure 23-2, and Figure 23-3 in Chapter 23 of the textbook. • Chapter 25 • Read "Body Mechanics" in Chapter 25 of the textbook. • Read "Think About Safety: Guidelines for Good Body Mechanics" in Chapter 25 of the textbook. <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> • Read "Role and Function of the Workers' Compensation Board" in the Learner Guide. • Read "HCA Role and Responsibilities in Following the Principles of Body Mechanics" in the Learner Guide. • Read "Body Mechanics When Lifting an Item" in the Learner Guide. • Read "Appropriate Clothing and Accessories to Maintain Personal Safety in the Workplace" in the Learner Guide. • Read "Appropriate Personal Hygiene for the Workplace" in the Learner Guide. • Read "Fatigue and How It Happens" in the Learner Guide. • (P&E) Read "Loss, Grief, Death, and Dying and How This Contributes to Burnout" in the Learner Guide. • Read "Effects of Fatigue on Role Performance and Safety for Self and Clients" in the Learner Guide. • Read "Strategies for Preventing Fatigue" in the Learner Guide. • Read "Aggressive Behaviours and Bullying in Facilities and Community-Based Settings" in the Learner Guide. • Read "Workplace Harassment" in the Learner Guide. <p>Readings:</p> <ul style="list-style-type: none"> • Lab Skills "Body Mechanics when Lifting an Item" in the lab skills guide.

Required Textbooks and Resources:

Alberta Health Care Aide Directory. (2019). *Health care aide directory*. Retrieved from <https://www.albertahcadiirectory.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.cipna.com/wp-content/uploads/2013/02/doc_Decision-Making_Standards_in_Supervision_of_Health_Care_Aides_2010.pdf

Government of Alberta. (2018). Alberta Health Care Aide Competency Profile. Retrieved from <https://open.alberta.ca/dataset/e1fbd562-1571-40b8-bc17-71687dab444c/resource/9e34d246-c389-4753-bda4-f53a7e02f80/download/ah-hca-core-competency-profile-2018.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/>

Sorrentino, S. A., Remmert, L. N., & Wilk, M. J. (2018). *Mosby's Canadian textbook for the support worker* (4th ed.). Toronto, ON: Elsevier Canada.

World Health Organization. (1986). *The Ottawa charter for health promotion*. Retrieved from <http://www.who.int/healthpromotion/conferences/previous/ottawa/en/index.html>

Course Code Course 2

Course Name Human Body, Health, and Chronic Illness

Course Description		General Learning Outcomes (GLOs)			
<p>In this course, you will study the systems that make up the human body and discuss the milestones of growth and development across a lifetime. You will read about and discuss the most common of the chronic illnesses that you may encounter, and you will learn how to provide safe care based on evidence-informed practices according to the clients' diagnoses, needs, and care plans. The information learned in this course will provide you with care strategies to support the client and the client's family through the process of a client's dying and death.</p>		<ol style="list-style-type: none"> Describe knowledge of basic anatomy and physiology (the structure and function of the body systems) with the purpose of having the foundational knowledge to describe common chronic illnesses. Demonstrate the use of appropriate terminology related to the human body and the HCA role. Describe knowledge of the basic principles of growth and development across the lifespan. Discuss the aging process (effects on the body systems) and implications for the psychosocial dimension of health. Analyze personal feelings and experiences as they relate to the aging process, death, and healthy dying. Describe characteristics of healthy aging and its relationship to client independence. Demonstrate knowledge of common chronic illnesses, including dementia, affecting the aging population. Describe the effects of acute and chronic health conditions to diverse clients of various cultural backgrounds. Examine chronic pain in relation to chronic conditions. Examine the HCA role and responsibilities in providing person-centred care to clients with chronic conditions across acute and continuing care (home care, long-term care, and supportive living) settings. 			
<p>Summative Assessments:</p> <ul style="list-style-type: none"> Course Exam (50 multiple-choice questions) 		<p>Assessments</p>			
<p>Areas of Enhancement:</p> <p>D = Dementia</p> <p>CCD = Cultural Competency and Diversity</p>		<p>MH&A = Mental Health and Addiction</p> <p>P&E = Palliative Approach and End-of-Life Care</p>		<p>CC = Collaborative Care</p> <p>PD = Professional Development</p> <p>IT = Information Technology</p>	
Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources	
Module 1: Body Systems and Function (Theory)	<ol style="list-style-type: none"> Define and use terminology related to the twelve body systems. Describe the basic structure, function, and location of organs in the following body systems. <ol style="list-style-type: none"> Integumentary Musculoskeletal Nervous Sensory Circulatory Lymphatic Respiratory Digestive Urinary Reproductive Endocrine Immune Explain the connection between foundational knowledge of the body systems and the provision of safe person-centred care. 	<ul style="list-style-type: none"> Review the HCA Competency Profile as it pertains to the Human Body, Health, and Chronic Illness Review the Glossary for this module. Complete "A: Body Systems Table" Exercise in the Learner Guide Complete the multiple-choice, matching, and labelling exercises in the Mosby's Workbook Chapter 17 (questions 26-30 & 46-55). Complete the review questions at the end of Chapter 17: <i>Body Structure and Function</i>. Complete B: Scenario Exercise in this module. Complete the Module Review, multiple-choice questions. <p>Optional Activities:</p> <ul style="list-style-type: none"> Evolve online resource: Body Spectrum (labelling) Khan Academy Videos: View only introductory body systems videos. 	<ul style="list-style-type: none"> Module Review and Answer Key 	<p>Readings: Mosby's textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 17 Read Chapter 17: Body Structure and Function in the textbook. Read the HCA Competency Profile (2018) specifically looking at Domain 5 competency 5.1, 5.2 <p>Optional Resource:</p> <p>Khan Academy. (2018). <i>Human anatomy and physiology introductory videos</i>. Retrieved from https://www.khanacademy.org/science/health-and-medicine/human-anatomy-and-physiology</p>	
Module 2: Human Growth and Development and Death (Theory)	<ol style="list-style-type: none"> Define and use terminology related to human growth and development. Identify the stages of growth and development across the lifespan. Describe psychosocial development tasks across the lifespan. Discuss the implications for care in relation to sexuality and sexually transmitted infections (STIs) in seniors. Discuss the concept of death as a stage of growth and development. (P&E) Describe the physical changes that occur with death and dying. (P&E) Identify four common trajectories of decline to death. (P&E) Reflect on your own experiences with aging, death, and dying and how this can affect the care you provide. 	<ul style="list-style-type: none"> Review the Glossary Complete "A: Identification: The Stage of Growth and Development" in this module (HCA 2013 curriculum). Complete the review questions at the end of Chapter 18: Growth and Development in the textbook. Complete the exercises for Chapter 18: <i>Growth and Development</i> in Mosby's Workbook. Complete "A: Matching: Erikson's Psychosocial Task" in this module (HCA 2013 curriculum). Complete Matching Questions # 25-32 in Chapter 12: <i>Promoting Client Well-Being, Comfort, and Sleep</i> in the Mosby's Workbook. Complete the Module Review, multiple-choice questions. Complete exercise A: Critical Thinking Scenario in this module. Be prepared to discuss this in class or in an online forum. 	<ul style="list-style-type: none"> Module Review and Answer Key 	<p>Readings: Mosby's textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 18 "Growth and Development" Read Chapter 18: <i>Growth and Development</i> in the textbook. Chapter 12 "Promoting Client Well-Being, Comfort, and Sleep" Read Erikson's Stages of Psychosocial Development and table 12-1 located in the section Chapter 12: <i>Promoting Client Well-Being, Comfort, and Sleep</i> in the textbook. Chapter 12 "Erikson's Stages of Psychosocial Development" (pp. 173-174) Chapter 21 "Caring for Older Adults" Read "The Older Adult and Sexuality" section and Box 21-3 in Chapter 21: <i>Caring for Older Adult</i> in your textbook. Review Box 21-3 in your textbook "Respecting and Promoting the Client's Sexuality." Chapter 21 "The Older Adult and Sexuality" and Box 21-3 "Respecting and Promoting 	

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
	2.9 Describe how knowledge of growth and development supports person-centred care.	<ul style="list-style-type: none"> Complete Exercise B: Short Answer Exercise in this module and be prepared to discuss them in class or in an online forum. Complete Exercise A: Death as a Stage of Growth and Development in this module. Complete Exercise B: Physical Changes in this module. Complete Exercise C: "What is a good vs. bad death?" in this module. Complete "A: Case Study: Ms. March" in this module (HCA 2013 curriculum). Evolve resource, Student Assignment <i>Chapter 21: Caring for Older Adults</i> 		<ul style="list-style-type: none"> Chapter 46 "End-of-Life Care" <ul style="list-style-type: none"> Read "Physical Needs" for dying clients and "Signs of Death" in <i>Chapter 46: End of Life Care</i> in the textbook. Chapter 46 "Physical Needs" for dying clients and "Signs of Death" Online Readings: <ul style="list-style-type: none"> Review "Final Days" https://myhealth.alberta.ca/palliative-care/resources/final-days Readings: HCA Provincial Curriculum Learner Guide <ul style="list-style-type: none"> Read the article "Healthy Dying, what does that look like?" in this module (WHO, 2018) in the Learner Guide. Read the article "Four common trajectories of decline to death" in this module (Murray, 2014). Read the article "Death and Dying in Canada in this module (Government of Canada, 2018). Read the article "Application of Erikson's Development Theory to Client Care" in this module (HCA 2013 curriculum). Online Readings: <ul style="list-style-type: none"> McLeod, S. A. (2018). <i>Erik Erikson's stages of psychosocial development</i>. Retrieved from https://www.simplypsychology.org/Erik-Erikson.html <ul style="list-style-type: none"> Read the following article: Erik Erikson's stages of psychosocial development (McLeod, 2018).
Module 3: Healthy Aging and Independence (Theory)	<p>3.1 Define and use terminology related to aging.</p> <p>3.2 Describe the expected physical changes that may occur with aging in the following body systems.</p> <p>a. Integumentary</p> <p>b. Musculoskeletal</p> <p>c. Nervous</p> <p>d. Circulatory</p> <p>e. Respiratory</p> <p>f. Digestive</p> <p>g. Urinary</p> <p>h. Reproductive</p> <p>3.3 Identify changes that may occur with aging in other health dimensions and how the HCA can provide support to clients in the following areas.</p> <p>a. Emotional</p> <p>b. Social</p> <p>c. Recreational</p> <p>d. Spiritual</p> <p>e. Cultural</p> <p>3.4 Describe the characteristics of aging that support independence in later adulthood.</p> <p>3.5 Describe observations that indicate a change in the level of independence and the requirement for reporting/documentation.</p> <p>3.6 Identify normal functions of the brain and nervous system.</p> <p>3.7 Review the expected physical changes in the brain that occur with aging.</p> <p>3.8 Describe the expected changes in memory and learning that occur with aging:</p> <p>a. Short-term memory</p> <p>b. Long-term memory</p> <p>c. Attention</p> <p>d. Learning new information</p> <p>3.9 (D) Discuss dementia as an unexpected part of aging.</p>	<ul style="list-style-type: none"> Review Glossary for this module in the learner guide. Module exercise - Fill in the Blanks: Physical Changes (HCA 2013 Curriculum). Complete Exercises 12-17, and 22-25 in Chapter 21 in the <i>Mosby's Workbook</i>. Complete B: Short answer exercise in this module (Sorrentino, 2018: Evolve resource). Complete Exercise A: Short Answer Exercise in this module. Complete Exercise B. "Case Study: Mr. Yoddle" in this module (HCA 2013 curriculum). Complete the multiple-choice practice questions at the end of this module. Complete "A. Matching Exercise: Structure and Function of the Brain" in this module (HCA 2013 curriculum). Complete "B. Labelling Exercise: Cerebral Lobes" in this module (HCA 2013 curriculum). Complete "C. Matching Exercise: Functions of the Cerebral Lobes" in this module (HCA 2013 curriculum). Complete Exercise A: Critical Thinking Scenario in this module. Complete Exercise B: Self-Reflection in this module. 	<ul style="list-style-type: none"> Module Review and Answer Key Person-Centred Care Approach Scenario 	<ul style="list-style-type: none"> Readings: Mosby's textbook, 4th edition <ul style="list-style-type: none"> Chapter 21 "Caring for Older Adults" Read "Physical Changes" and review Box 21-2 "Physical Changes That May Occur During the Aging Process" in the Mosby's textbook <i>Chapter 21: Caring for Adults</i>. Read the remainder of Chapter 21: Caring for Adults. Readings: <ul style="list-style-type: none"> Read the Article "Sensory Changes During the Aging Process" (United States National Library of Medicine & National Institutes of Health, 2018). Readings: HCA Provincial Curriculum Learner Guide <ul style="list-style-type: none"> Read Article "Characteristics of Late Adulthood" in this module (HCA 2013 Curriculum). Read article "Sensory Changes During the Aging Process" in the Learner guide Read Article "Determinants That Play Key Roles in Healthy Aging" in this module (Canadian Dental Hygienists Association of Canada, 2018; Government of Canada, 2011, 2015, 2018; The Wellness Institute, 2018). Read the Article "<i>The Goal of Independence in Healthy Aging</i>" in this module (HCA 2013 Curriculum). Read the Article "The Social, Spiritual, and Recreation Needs of Late Adulthood" in this module (HCA 2013 Curriculum). Read the Article "Applying the Person-Centred Care Approach and HCA CARE Principles to Healthy Aging and Independence" in this module (HCA 2013 Curriculum). Read "Functions of the Brain and Nervous System" in this module (HCA 2013 curriculum). Read "<i>Aging Changes in the Nervous System</i>" (United States National Library of Medicine & National Institutes of Health, 2018). Read "Aging and the Nervous System" in this module (HCA 2013 curriculum). Read "Changes in Memory and Learning with Aging" in this module (HCA 2013 Curriculum).

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
Module 4: Chronic Conditions (Theory)	<p>4.1 Define and use terminology related to chronic and acute illnesses.</p> <p>4.2 Explore the differences between acute and chronic illness.</p> <p>4.3 Describe common chronic illnesses in relation to specific body systems.</p> <p>4.4 (D) Examine dementia, its effects on the different body systems, and implications for caregivers.</p> <p>a. Identify causes of dementia.</p> <p>b. Compare reversible and non-reversible dementias.</p> <p>c. Describe the stages of progressive dementias of the Alzheimer's type.</p> <p>4.5 (P&E) Identify pain reaction in late adulthood and behaviours that may indicate pain with the client who is unable to report pain.</p> <p>4.6 Compare acute and chronic pain.</p> <p>4.7 (P&E) Discuss the purpose of palliative care approach to clients with a life-limiting illness undergoing pain.</p> <p>4.8 Distinguish between learned dependence and physical impairment.</p> <p>4.9 Describe the roles and responsibilities of the HCA in providing person-centred care to diverse clients with chronic illness across various settings.</p>	<ul style="list-style-type: none"> Review Glossary for this module in the learner guide. Complete "A. Matching: Chronic Disease" in this module (HCA 2013 Curriculum). Complete B: Short Answer Exercise in this module (Sorrentino, 2018: Evolve resource). Complete C: Comparison Chart Acute versus Chronic Conditions in this module. Complete D: Critical Thinking Scenarios in this module (Sorrentino, 2018: Evolve resource). Complete the "Fill in the Blank Exercises" relating to Stages of Dementia, Questions # 59-69 in the Mosby's Workbook. Complete A: Short answer exercise in this module (Sorrentino, 2018: Evolve resource). Complete B: Stages of Alzheimer's Disease in this module (Alzheimer's Society of Canada, 2018). Complete "A. Fill in the Blanks: Identify the Pain" in this module (HCA 2013 Curriculum). Complete B: Critical Thinking Exercise (Sorrentino, 2018: Evolve resource). Complete the following questions in the Mosby's Workbook Chapter 12: Promoting Client Well-Being, Comfort, and Sleep: <ul style="list-style-type: none"> # 9, 10, 12, 14, 21-23, 46-60 Complete Case Study C: Mrs. Adler in this module (HCA 2013 Curriculum). Complete the multiple-choice review questions at the end of this module. Complete A: Critical Thinking Exercise in this module. Be prepared to discuss this in class or in an online forum. Complete the scenario to apply the person-centred care approach-HCA role principles to the care of diverse clients with chronic illnesses across different settings (home Care, acute care, and long-term Care). Course 2: Person-centred Care Approach Learner Guide. 	<ul style="list-style-type: none"> Module Review and Answer Key 	<p>Readings: Mosby's textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 37 "Common Diseases and Conditions" Read Chapter 37: Common diseases and Conditions in the textbook. Chapter 36 "Disorientation, Delirium, and Dementia" Read the following sections in the textbook, Chapter 36 Disorientation, Delirium and Dementia. <ul style="list-style-type: none"> Dementia Primary Dementias Secondary Dementias Stages of Dementia Chapter 12 <ul style="list-style-type: none"> Read the complete section "Pain and Its Impact on a Client's Well-Being" in the textbook. <ul style="list-style-type: none"> Types of Pain Factors Affecting Pain Signs and Symptoms of Pain Pain Reactions (Including Focus on Older Adults) Measures to Relieve Pain <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> Read "Chronic Urinary Tract Infections" in this module (HCA 2013 curriculum). Read "The Effects of Chronic Pain on Quality of Life" in this module (HCA 2013 Curriculum). Read Article "Pain and Palliative Care" (Health Canada, 2018). Read "Distinguishing Between Learned Dependence and Physical Impairment" in this module (HCA 2013 Curriculum)). <p>Online Readings:</p> <ul style="list-style-type: none"> Read "Elderly Urinary Tract Infection" on the website called "A Place for Mom." Review <i>About Dementia</i> on the Alzheimer's Society of Canada Website: – Read through the following sections for the latest information on Dementia (Alzheimer's Society of Canada, 2018). <ul style="list-style-type: none"> What is dementia? Treatable conditions Normal aging vs dementia Stigma Shattering the myths Dementia numbers in Canada Alzheimer's disease <ul style="list-style-type: none"> Risk factors 10 warning signs What is Alzheimer's disease? Stages of Alzheimer's disease Other dementias (all types, including reversible dementias) Review the information on the Alberta Health Services (AHS) Website regarding the "End PJ Paralysis" initiative (AHS, 2018).

Required Textbooks and Resources:

- A Place for Mom Inc. (2018). *Elderly urinary tract infection*. Retrieved from <http://nursing-homes.aplaceformom.com/articles/elderly-urinary-tract-infection/>
- Alzheimer's Society of Canada. (2018). *About dementia*. Retrieved from <https://alzheimer.ca/en/Home/About-dementia>
- Canadian Dental Hygienists Association. (2018). *Your oral health – A public health issue*. Retrieved from [https://www.dentalthygienecanada.ca/DHCanada/Seniors/Denture and Mouth Care/DHCanada/Seniors/seniorsOralHealth.aspx](https://www.dentalthygienecanada.ca/DHCanada/Seniors/Denture%20and%20Mouth%20Care/DHCanada/Seniors/seniorsOralHealth.aspx)
- Canadian Dental Hygienists Association (2018). *Seniors' oral health*. Retrieved from [https://www.dentalthygienecanada.ca/DHCanada/Seniors/Denture and Mouth Care/DHCanada/Seniors/seniorsOralHealth.aspx](https://www.dentalthygienecanada.ca/DHCanada/Seniors/Denture%20and%20Mouth%20Care/DHCanada/Seniors/seniorsOralHealth.aspx)
- Government of Alberta (2013). *Health care aide provincial curriculum: Course 3 Module 2 Human growth and development*. Edmonton, AB: Author.
- Government of Alberta (2013). *Health care aide provincial curriculum: Course 3 Module 3 Healthy aging and independence*. Edmonton, AB: Author.
- Government of Alberta. (2013). *Health care aide provincial curriculum: Course 3 Module 4: Chronic Conditions*. Edmonton, AB: Author.
- Alberta Government

- HCA Alberta Provincial Curriculum 2019
- Government of Alberta. (2013). *Health care aide provincial curriculum: Course 7 Module 3: Caring for clients with a diagnosis of dementia*. Edmonton, AB: Author.
- Government of Alberta. (2018). Alberta Health Care Aide Competency Profile. Retrieved from <https://open.alberta.ca/database/e1fb6562-1571-40b8-bc17-71687dab444c/resource/9e34d246-c389-4753-bda4-f53a77e02f80/download/ah-hca-core-competency-profile-2018.pdf>
- Government of Alberta. (2019). Course 2: Applying the Person-Centred Care Approach and HCA CARE Principles. Edmonton, AB: Author.
- Government of Alberta. (2018). *End PJ paralysis*. Retrieved December from <https://www.albertahealthservices.ca/info/Page15971.aspx>
- Government of Canada & Statistics Canada (2018). *Framework on palliative care in Canada*. Retrieved from <https://www.canada.ca/en/health-canada/services/health-care-system/reports-publications/palliative-care/framework-palliative-care-canada.html#p1.1>
- Health Canada. (2011). *Physical activity*. Retrieved from <https://www.canada.ca/en/health-canada/services/healthy-living/physical-activity.html>
- Health Canada. (2014). *Seniors*. Retrieved from <http://www.hc-sc.gc.ca/hl-vs/seniors-aines/index-eng.php>
- Health Canada. (2015). *Injury prevention for seniors*. Retrieved from <https://www.canada.ca/en/public-health/services/health-promotion/adlna-seniors/injury-prevention-seniors.html>
- Health Canada. (2018). *Framework on palliative care in Canada*. Retrieved from <https://www.canada.ca/en/health-canada/services/health-care-system/reports-publications/palliative-care/framework-palliative-care-canada.html#01.1>
- Health Canada (2018). *Quit smoking*. Retrieved from <https://www.canada.ca/en/health-canada/services/health-concerns/tobacco/quit-smoking.html>
- Khan Academy. (2018). *Human anatomy and physiology Introductory Videos*. Retrieved from <https://www.khanacademy.org/science/health-and-medicine/human-anatomy-and-physiology>
- McLeod, S. A. (2018). *Erik Erikson's stages of psychosocial development*. Retrieved from <https://www.simplypsychology.org/Erik-Erikson.html>
- Murray, K. (2014). *Integrating a palliative approach: Essentials for person support workers*. Saanichton, BC: Life and Death Matters.
- Provincial Palliative and End-of-Life Care, Alberta Health Services. (2015). *Final days*. Retrieved from <https://myhealth.alberta.ca/palliative-care/resources/final-days>
- Sorrentino, S.A., Remmert, L., & Wilk, M.J. (2018). *Evolve resources for Mosby's Canadian textbook for the support worker* (4th ed.). (2018). Retrieved from <https://evolve.elsevier.com/>
- Sorrentino, S.A., Remmert, L., & Wilk, M.J. (2018). *Mosby's Canadian textbook for the support worker* (4th ed.). Toronto, ON: Elsevier Canada.
- Sorrentino, S.A., Remmert, L., Kelly, R. T., & Wilk, M. J. (2018). *Workbook to accompany Mosby's Canadian textbook for the support worker* (4th ed.). Toronto, ON: Elsevier Canada.
- The Wellness Institute. (2018). *Healthy aging*. Retrieved from <https://wellnessinstitute.ca/healthy-aging/>
- United States National Library of Medicine & National Institutes of Health. (2018). *Aging changes in the nervous system*. Retrieved from <https://medlineplus.gov/ency/article/004023.htm>
- United States National Library of Medicine & National Institutes of Health. (2018). *Aging changes in the senses*. Retrieved from <http://www.nlm.nih.gov/medlineplus/ency/article/004013.htm>
- World Health Organization. (2018). *WHO definition of palliative care*. Retrieved from <https://www.who.int/cancer/palliative/definition/en/>

Course Code	Course 3	Course Name	Communication and Documentation in the Health-Care Environment
--------------------	----------	--------------------	--

Course Description		General Learning Outcomes (GLOs)	
<p>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. This course will focus on professional communication with other team members, clients, and client's families; written communication, including documentation in client records and report completion; problem-solving strategies; and handling conflict successfully. A focus on communicating effectively with clients from all cultures while demonstrating cultural competence and understanding the diversity of individuals will be included. Communication strategies for overcoming the challenges and barriers to communication between the client and caregiver caused by disease, illness, and aging in the client will also be discussed.</p>		<ol style="list-style-type: none"> Describe principles of communication, including privacy and confidentiality, required for maintaining effective helping and professional relationships. 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. Analyze own communication style and compare it to effective communication strategies required in the HCA role. Apply effective conflict management strategies in relationships. Demonstrate evidence-informed practice principles of accurate documentation and information technology (electronic records and charting) when applicable. Describe the impact that culture and diversity can have on communication. Demonstrate communication strategies and use resources and tools where available specific to diverse clients of different cultural backgrounds. Describe various communication strategies to use with clients experiencing communication impairments or who are displaying responsive behaviours. Apply communication techniques and strategies that support person-centred 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. Demonstrate and practise effective communication strategies used when delivering person-centred care. 	
<p>Summative Assessments:</p> <ul style="list-style-type: none"> Course Exam (50 multiple-choice questions) Completion of Lab Skills (pass/fail) 		<p>Assessments</p>	
Areas of Enhancement:	D = Dementia	CCD = Cultural Competency and Diversity	MH&A = Mental Health and Addiction
		P&E = Palliative Approach and End-of-Life Care	CC = Collaborative Care
		PD = Professional Development	IT = Information Technology
		Prerequisites/Co-requisites	Course total hours/credits
		Prerequisites: none	60 hours 4 Credits

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
<p>Module 1: Communication in a Collaborative Team (Theory)</p>	<ol style="list-style-type: none"> 1.1 (PD) Demonstrate communication in a personal and professional relationship. 1.2 Describe the process and factors that influence communication. 1.3 Compare verbal and non-verbal communication. 1.4 Examine effective and ineffective communication methods that promote the client-centred relationship. 1.5 (CC) Describe the importance of communicating a client's care plan. 1.6 Develop effective oral communication skills. 	<ul style="list-style-type: none"> Review the HCA Competency Profile-Domain 4 Complete A. Multiple Choice: Relationships and Boundaries in the Learner Guide Participate in lab activity "Relationships and Boundaries" Complete A. Multiple Choice: Communicating with Team Members in the Learner guide Complete B. True and False: Listening and Understanding in the learner guide Complete Workbook Chapter 5 Questions: (True or false, multiple response, multiple choice, matching, fill in the blanks). Review the lab skill "Interpersonal Communication" in the lab skills guide. Complete Questionnaire: What is Your Communication Style in the learner guide Complete A. True and False: Telephone Skills in the learner guide Participate in lab activity 	<ul style="list-style-type: none"> Module Review and Answer Key 	<p>Readings: Mosby's Textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 5: Interpersonal Communication-whole chapter HCA Competency Profile (2018) <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> Articles: Read the following in the Learner Guide. <ul style="list-style-type: none"> Relationships and Boundaries Team Communication Communication Between Two People We are Unique Misunderstanding the Message Perception Maintaining a Professional Communication Style Receiving Messages Accurately Communication Styles Misinterpreting Telephone Messages The "Hearback" Method
<p>Module 1: Communication in a Collaborative Team (Lab)</p>	<ol style="list-style-type: none"> 1.1 (PD) Demonstrate communication in a personal and professional relationship. 1.2 Demonstrate effective communication strategies that promote a client-centred relationship. 	<ul style="list-style-type: none"> Lab Skills Activities: <ul style="list-style-type: none"> Relationships and Boundaries Interpersonal Communication Barriers to Effective Communication Effective Communication Ineffective to Effective Communication 	<ul style="list-style-type: none"> Lab skills (pass/fail) Assess lab via lab skills evaluation tool 	<p>Read: lab skill "Interpersonal Communication" in the lab skills guide</p>

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
Module 2: Dealing with Problems and Conflict (Theory)	2.1 Examine the concepts of conflict and conflict management. 2.2 Describe how to accept and critically assess feedback. 2.3 Explain the concept of feedback to promote a healthy working environment. 2.4 (PD) Outline models for giving constructive feedback. 2.5 Examine bullying behaviour and its effects in the workplace.	<ul style="list-style-type: none"> Using Communication Strategies Telephone Conversations Communicating a Care Plan 	<ul style="list-style-type: none"> Chapter review questions Module review questions 	<p>Readings: Mosby's Textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 7: Dealing with Conflict and Box 7-7 Managing Conflict Chapter 16: Workplace Bullying Including Box 16-3 Effects of Bullying in the Workplace HCA Competency Profile 2018 <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> Articles: Read the following in the Learner Guide. <ul style="list-style-type: none"> The Importance of Resolving Conflict Criticism or Constructive Feedback Constructive Feedback is Positive BEER Model/THANCS Model Feedback is Helpful Accepting Feedback Bullying in the Workplace
Module 2: Dealing with Problems and Conflict (Lab)	2.1 Demonstrate receiving feedback. 2.2 (PD) Apply models for giving constructive feedback in common health-care situations.	<ul style="list-style-type: none"> Learner Guide: <ul style="list-style-type: none"> Using the BEER/THANCS Model Receiving Feedback Bullying in the Workplace Are you exhibiting bullying behaviour? Are you the victim of bullying behaviour? 	<ul style="list-style-type: none"> Lab Skills (pass/fail) 	<p>Readings: Mosby's Textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 10: Caring about Culture and Diversity: The Effect of Culture; Providing Culturally Sensitive Care and Support; Diversity: Ethnicity and Culture; Effect of Culture on Communication; Types of Prejudice Chapter 46: End-of-life Care: "Respecting Diversity: Death and Dying Rituals" and Box 46-3; Comforting the Family Chapter 2: Canada's Current Health Care System, including Box 2-2 Health Canada's Role in Indigenous Health Care Chapter 35: Refugees <p>Video:</p> <ul style="list-style-type: none"> Watch: "8th Fire: Wab's walk through History" https://www.cbc.ca/firsthand/blog/8th-fire-wabs-walk-through-history Watch "The Blanket Exercise" found at https://www.kairosCanada.org/the-blanket-exercise-video <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> Articles: <ul style="list-style-type: none"> Indigenous Peoples Immigrants LGBTQ The Something's Up Cycle The Four Layers of Diversity <p>Readings:</p> <ul style="list-style-type: none"> NorQuest College Intercultural Resources for Educators/Trainers <p>Readings:</p> <ul style="list-style-type: none"> Read this article to learn about a person's personal experience: "Homes: A Refugee Story details a Syrian childhood of peril, flight and hope" found at https://edmontonjournal.com/entertainment/books/homes-a-refugee-story-details-a-syrian-childhood-of-peril-flight-and-hope
Module 3: Cultural Competency and Diversity (Theory)	3.1 (CCD) Discuss Indigenous peoples, Canadian generational experiences, immigrants, and refugees. 3.2 (CCD) Identify ways to provide culturally sensitive care and support based on individual differences. 3.3 (PD) Describe methods to reflect on intercultural learning that promote cultural competence. 3.4 (CCD) Describe the effects of culture on the client, family, religion, health beliefs, and communication. 3.5 (CCD) Discuss culture, the four layers of diversity, and sexual orientation as a part of diversity. 3.6 (CCD) Describe concepts of prejudice, discrimination, stereotyping, and cultural conflict. 3.7 (PD) Analyze how your own cultural biases and moral judgements may affect your relationships with clients and their families. 3.8 (CCD) Identify communication tools and resources used with people from diverse backgrounds.	<ul style="list-style-type: none"> Review the HCA Competency Profile 2018 (domain 4) Complete workbook chapter 10 exercises (true or false, multiple responses, multiple choice, matching, fill in the blank). Complete: Culture and Diversity in the Learner Guide. Complete: Scenario: Zhang in the Learner Guide. Complete: Noticing Judgements: The Something's Up Cycle in the Learner Guide. Complete: Identity Wheel in the Learner Guide. Participate in lab activities 	<ul style="list-style-type: none"> Module review and answer key 	<p>Readings: Mosby's Textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 10: Caring about Culture and Diversity: The Effect of Culture; Providing Culturally Sensitive Care and Support; Diversity: Ethnicity and Culture; Effect of Culture on Communication; Types of Prejudice Chapter 46: End-of-life Care: "Respecting Diversity: Death and Dying Rituals" and Box 46-3; Comforting the Family Chapter 2: Canada's Current Health Care System, including Box 2-2 Health Canada's Role in Indigenous Health Care Chapter 35: Refugees <p>Video:</p> <ul style="list-style-type: none"> Watch: "8th Fire: Wab's walk through History" https://www.cbc.ca/firsthand/blog/8th-fire-wabs-walk-through-history Watch "The Blanket Exercise" found at https://www.kairosCanada.org/the-blanket-exercise-video <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> Articles: <ul style="list-style-type: none"> Indigenous Peoples Immigrants LGBTQ The Something's Up Cycle The Four Layers of Diversity <p>Readings:</p> <ul style="list-style-type: none"> NorQuest College Intercultural Resources for Educators/Trainers <p>Readings:</p> <ul style="list-style-type: none"> Read this article to learn about a person's personal experience: "Homes: A Refugee Story details a Syrian childhood of peril, flight and hope" found at https://edmontonjournal.com/entertainment/books/homes-a-refugee-story-details-a-syrian-childhood-of-peril-flight-and-hope

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
Module 3: Cultural Competency and Diversity (Lab)	<p>3.1 (CCD) Demonstrate culturally appropriate communication techniques.</p> <p>3.2 (CCD) Explore person, community, and religious beliefs, and activities that might be used by the client or the family before, during, and /or following death.</p>	<ul style="list-style-type: none"> Learner Guide Human Scavenger Hunt Communicating within Cultures Culturally Competent End-of-Life Care 	<ul style="list-style-type: none"> Lab skills (pass/fail) Assess lab via lab skills evaluation tool 	<ul style="list-style-type: none"> Something's Up Cycle. https://www.norquest.ca/NorquestCollege/media/pdf/centres/intercultural/CI/The-Somethings-Up-Cycle-Handout-Apr-2018.pdf Critical Incidents for Intercultural Communication in Health Care. https://www.norquest.ca/research-innovation/colbourne-institute-for-inclusive-leadership/projects/completed-projects/critical-incidents-for-intercultural-communication-in-health-care.aspx#CriticalIncidentsGuide
Module 4: Documentation (Theory)	<p>4.1 Identify commonly used terminology related to client care in documentation.</p> <p>4.2 (CC) Examine the purpose of the client chart and documents contained in the client chart.</p> <p>4.3 Examine the importance of confidentiality of the client chart and information.</p> <p>4.4 Identify legal abbreviations to be used in documentation.</p> <p>4.5 Examine evidence-informed practices of documentation including narrative charting.</p> <p>4.6 Identify the principles of charting using the Focus "Data Action Response" (FDAR)</p> <p>4.7 (IT) Describe electronic medical records.</p> <p>4.8 Examine the role and responsibilities of the HCA when applying the CARE model to documentation.</p> <p>4.9 Describe the role of employer policies and procedures in documentation.</p> <p>4.10 (IT) Examine how to appropriately and professionally communicate using information technology (email) and telephone (SMS text).</p>	<ul style="list-style-type: none"> Review the HCA Competency Profile (2018) Review Glossary in the Learner Guide Complete A. Questions: Confidentiality and Privacy Learner Guide Complete Chapter 14 review questions in the textbook Complete Chapter 14 questions in the workbook Recall the health information act information from course 1 module 2 Learner Guide and discuss in class the implications for documentation. Complete A. Matching: Charting in the Learner Guide Complete A. Case Study: Applying the CARE Model in the Learner Guide Complete B. Case Study: Identifying Common Errors in Documentation in the Learner Guide Watch the video on "How to Write a Professional email" Participate in lab activities 	<ul style="list-style-type: none"> Module review and answer key 	<ul style="list-style-type: none"> Readings: Mosby's Textbook, 4th edition Chapter 9 "Freedom of Information" Chapter 14 Client Care: Planning, Processes, Reporting, and Recording-Whole chapter Chapter 13 Medical Terminology Key terms Medical Terminology Chapter 47 Tips on Conveying Professionalism Electronically, including Box 47-2 Sample of an email to an employer when submitting a resume Readings: HCA Provincial Curriculum Learner Guide Articles: Read the Following in the Learner Guide FOIP Minimum Data Sets Minimum Data Sets and the HCA Medical Terminology Abbreviations Narrative Charting Documentation Policies FDAR Method of Documentation Applying the CARE Model Videos Watch the video on "How to Write a Professional email" at https://www.youtube.com/watch?v=ZARn4VffWw4
Module 4: Documentation (Lab)	<p>4.1 Demonstrate evidence-informed principles of documentation, including narrative charting.</p> <p>4.2 Practice documentation following evidence-informed practices and Focus "Data Action Response" (FDAR).</p> <p>4.3 (IT) Demonstrate appropriate and professional communication using information technology (email) and telephone (SMS text).</p>	<ul style="list-style-type: none"> Learner Guide Using the FDAR Method of Charting Lab Skills Procedure: Documentation using the FDAR Format Case Study: Mr. Berk - Identifying Common Errors in Documentation Writing a Professional email 	<ul style="list-style-type: none"> Lab skills (pass/fail) Assess lab via lab skills evaluation tool 	<ul style="list-style-type: none"> Read lab skill "Documentation using the FDAR (Focus Data, Action and Response) Format" in the lab skills guide
Module 5: Communication Impairments and Related Strategies (Theory)	<p>5.1 Examine factors related to speech and language that create barriers to effective communication.</p> <p>5.2 Examine communication aids, barriers, and strategies that promote person-centred care with those who have speech, language, ear, and hearing, eye, and vision disorders.</p> <p>5.3 (D) Examine factors related to dementia and mental health disorders that create barriers to effective communication.</p> <p>5.4 (P&E) Examine person-centred communication strategies for clients who are confused and/or unconscious related to palliative and end-of-life situations.</p>	<ul style="list-style-type: none"> Review the HCA Competency Profile (2018) Complete A. Matching: Speech and Language Disorders in the Learner Guide Complete speech and language disorder questions in Chapter 39 in the workbook. Complete "Review" questions 1 to 8 in Chapter 39 in the textbook. Complete questions 2, 5-8, 10, 11, 15, 16, 21, and 23-27 in Chapter 40 in the workbook. Complete A. True and False: Communicating with Clients in the Learner Guide 	<ul style="list-style-type: none"> Module review and answer key Person-Centred Care Approach Scenario 	<ul style="list-style-type: none"> Readings: Mosby's Textbook, 4th edition Review Key terms in chapters 35, 36, 37, and 39 Chapter 39 Speech and Language Disorders Chapter 40 Hearing and Vision Disorders Chapter 37 Amyotrophic Lateral Sclerosis Chapter 36 Dementia including Alzheimer's Disease Chapter 5 Communicating with Clients who have Dementia Chapter 37 Stroke Chapter 37 Huntington's Disease Chapter 35 & 37 Acquired Brain Injury Chapter 46 Caring for a client who is Dying

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
Module 5: Communication Impairments and Related Strategies (Lab)	5.1 Demonstrate person-centred communication strategies for clients with the following: <ol style="list-style-type: none"> Speech, language, ear, hearing, eye, and vision disorders (D) Displaying responsive behaviours (P&E) Confused and/or unconscious clients in palliative care and end-of-life situations 	<ul style="list-style-type: none"> Complete questions 1, 3, 4, 9, 12, 13, 14, 17-20, 22, 28, and 29 in Chapter 40 in the workbook. Complete Chapter 39: Critical Thinking in Practice "Mr. Avery" in Chapter 39 in the textbook. Complete "Supporting Mrs. Lopez: The Isolating Effects of Hearing" Chapter 40 in the textbook. Complete A. Communication True and False in the Learner Guide Complete Scenario: Lauren in the Learner Guide Complete Scenario: End-of-life Communication in the Learner Guide Participate in lab activities 	<ul style="list-style-type: none"> Lab Skills (pass/fail) 	<ul style="list-style-type: none"> Chapter 46 Physical needs: Hearing Chapter 46 Comforting the Family Chapter 36 Providing Compassionate Care: Communicating with Clients with Speech and Language Disorders Chapter 37 Providing Compassionate Care: Clients with Severe Hearing Loss or Vision Loss Chapter 35 Mental Health and Mental Health Disorders <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> Articles: Read the following in the Learner Guide <ul style="list-style-type: none"> Dementia Person-Centred Language

Required Textbooks and Resources:

Government of Alberta. (2018). Alberta Health Care Aide Competency Profile. Retrieved from <https://open.alberta.ca/dataset/e1fb0562-1571-40b8-bc17-71687dab444c/resource/9e34d246-c389-4753-bda4-f53a77e02f80/download/ah-hca-core-competency-profile-2018.pdf>

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>

NorQuest College Intercultural Resources for Educators/Trainers. (2010). *Critical incidents for intercultural communication in health care*. Retrieved from <https://www.norquest.ca/research-innovation/colbourne-institute-for-inclusive-leadership/projects/completed-projects/critical-incident-for-intercultural-communication-in-health-care.aspx#CriticalIncidentsGuide>

Sorrentino, S. A., Remmert, L. N., & Wilk, M. J. (2018). *Mosby's Canadian textbook for the support worker* (4th ed.). Toronto, ON: Elsevier Canada.

Sorrentino, S. A., Remmert, L., Kelly, R. T., & Wilk, M. J. (2018). *Workbook to accompany Mosby's Canadian textbook for the support worker* (4th ed.). Toronto, ON: Elsevier Canada.

6.4

Course Code	Course 4	Course Name	Providing Person-Centred Care and Comfort
--------------------	----------	--------------------	---

Course Description		General Learning Outcomes (GLOs)			
<p>In this course, the learner will learn to support clients to maintain their independence and meet their care needs according to individual care plans. The learner will acquire the skills and knowledge needed to assist clients with daily grooming and hygiene and to assist clients to walk and use mobility aids and wheel chairs safely. The learner will learn several methods for carrying out client lifts and transfers, with a focus on client safety and comfort. Upon completion of the course, the learner will have an excellent baseline knowledge of standards for meeting client nutritional needs and strict guidelines in safe food handling as set out in minimum provincial expectations.</p>		<ol style="list-style-type: none"> 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. Define evidence-informed practice and guidelines for assisting with each of the activities of daily living skills. Describe the importance of the client's strengths needs, rights, preferences, and expectations, and their willingness and ability to participate in their care. 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). Identify knowledge of the collaborative teams' roles and responsibilities within the assistance of each of the activities of daily living skills. Describe key elements of the palliative care approach that can be applied to the planning, implementation, and assistance of activities of daily living skills. Demonstrate competence (knowledge, skills, behaviours, and attitudes) by applying evidence-informed practice and guidelines when assisting with activities of daily living skills. Apply the principles of professional and accurate communication through instruction, delivery, reporting, and documentation of activities of daily living skills. Apply communication techniques and strategies that support diverse clients displaying responsive behaviours when assisting with activities of daily living skills. 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. 			
<p>Summative Assessments:</p> <ul style="list-style-type: none"> Course Exam (50 multiple-choice questions) Completion of Lab Skills (pass/fail) 		<p>Assessments</p>			
<p>Areas of Enhancement:</p> <p>D = Dementia</p> <p>CCD = Cultural Competency and Diversity</p>		<p>MH&A = Mental Health and Addiction</p>		<p>P&E = Palliative Approach and End-of-Life Care</p>	
<p>Module/Topic</p> <p>Specific Learning Outcomes (SLOs)</p>		<p>Learning Activities</p>		<p>Formative Assessments</p>	
<p>Module 1: Assist with Client Mobility (Theory)</p>		<p>PD = Professional Development</p> <p>IT = Information Technology</p>		<p>Prerequisites/Co-requisites</p> <p>Prerequisites: None</p> <p>75 hours</p> <p>5 credits</p>	
<p>1.1 Integrate and apply knowledge of the musculoskeletal system and nervous system with assisting with mobility.</p> <p>1.2 Describe evidence-informed practice while assisting clients with mobility.</p> <p>1.3 Identify and describe ambulation aids and their maintenance including the following.</p> <ol style="list-style-type: none"> Prosthetic devices Ambulation aids Manual and electric wheelchairs Transfer belts One-person transfer to wheel chair <p>1.4 Describe factors that contribute to falls.</p> <p>1.5 (CC) Describe actions to take if a client falls while ambulating.</p> <p>1.6 (CCD) Apply the person-centred approach in regards to assisting with mobility.</p>		<ul style="list-style-type: none"> Review the HCA Competency Profile (2018) Review the Glossary in the Learner Guide Complete A. Matching Question: Definitions in the Learner Guide Complete B. Review of the musculoskeletal and nervous system in the Learner Guide Watch video "Safe client handling: One & Two Person Transfers with Belt" from https://www.youtube.com/watch?list=PLj1tQF115Z0X5BYtKBY-S20SYm3n_Az4K&v=76mO6ITtKZM Watch Ch. 25 video "Equipment preparation for a transfer" from the <i>Mosby's</i> textbook online video clips. Watch video Ch. 26 "Helping the client walk," and "Helping the falling client" from the <i>Mosby's</i> textbook online video clips Complete A. "Case Study: Mr. Smith falls" in the Learner Guide Complete B. Reflection Questions: A Client Faints in the Learner Guide Complete module review exercise in Learner Guide. Review the Lab Skills for assisting with mobility in the Lab Skills Guide. Participate in lab activity 		<ul style="list-style-type: none"> Module Review and Answer Key 	
<p>Readings and Resources</p>		<p>Readings: Mosby's textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 17-Review the Musculoskeletal and Nervous system in the textbook Chapter 25 Read <i>Chapter 25, "Body Mechanics"</i> "Transferring the client" and "Applying transfer belts." Chapter 26 Read <i>Chapter 26, Introduction, "Complications of bed rest and immobility," "Positioning,"</i> and "Exercise." Read <i>Mosby's</i> Ch. 26 "Ambulation." Read "Falls," "Focus on Home Care: When a Client Falls" Chapter 37 Read <i>Mosby's</i> Ch. 37, "Amputation of a limb." HCA Competency Profile (2018) <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> Read "One- and Two-Person Transfers" in the Learner Guide. Review ambulation article in Learner Guide on client instruction with ambulating with crutches, canes, walkers, and braces (ankle-foot orthosis). Review Learner Guide article "Wheelchairs," and "Care and Maintenance of Ambulatory aids." Review article from Learner Guide: "What to do when a client falls." <p>Reading: Lab Skills Guide</p> <ul style="list-style-type: none"> One-person transfer 			

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
		<ul style="list-style-type: none"> • Alberta Health Services Ergonomics Training (2019) found here: https://www.albertahealthservices.ca/careers/Page12772.aspx 		<ul style="list-style-type: none"> • Read one-person transfer skill in the Lab Skills Guide. Note to learners: This is the one skill that is different from your textbook as it is using the It's Your Move Principles. • Videos: Mosby's Resource Video Clips, 4th edition • Ch. 25: "Equipment preparation for a transfer." • Ch. 26: "Helping the client walk" and "Helping the falling client." • Videos: • Video: "Safe client handling: One and two person transfers with belt." https://www.youtube.com/watch?list=PL11TOF115Z0X5BRYKBY-S2pSYm3nAz4K&v=76mO6ITTKZM
Module 1: Assist with Client Mobility (Lab)	<p>1.1 Demonstrate evidence-informed practice while assisting clients with mobility</p> <p>1.2 Demonstrate the person-centred approach in regards to assisting with mobility</p>	<ul style="list-style-type: none"> • Complete the lab skills for the module. Using guided practice principles each of these skills is done with the learner being the "HCA" coaching the learner who is the "client" on the proper ways to mobilize. • (NEW) For Prosthetic care, demonstrate the skin care and observation component. • Demonstrate clear communication throughout lab. 	<ul style="list-style-type: none"> • Lab Skills (pass/fail) • Assess Lab Skills via Lab Skills Evaluation Tool. 	<p>Read: "Assisting client with mobility" skills in the Lab Skills Guide.</p> <ul style="list-style-type: none"> • Note to learners: This is the one skill that is different from your textbook as it is using the <i>It's Your Move Principles</i>.
Module 2: Positioning, Transfers, and Lifts (Theory)	<p>2.1 Describe evidenced-informed practice while assisting with positioning, transfers, and lifts.</p> <p>2.2 Identify and describe causes and signs of skin breakdown, pressure ulcers, and skin tears.</p> <p>2.3 Describe what can be done to prevent pressure ulcers and skin tears.</p> <p>2.4 Describe evidenced-informed practice while assisting with positioning, transfers, and lifts</p> <p>2.5 Describe evidenced-informed practices for positioning and repositioning for clients in sitting and lying positions.</p> <p>2.6 Describe evidence-informed practice for the following.</p> <p>a. One- or two-person transfers</p> <p>b. Transfer clients from bed to stretcher</p> <p>c. Mechanical lifts following manufacturer's instructions</p> <p>d. Using proper body mechanics when doing transfers and lifts</p> <p>e. Perform positioning for both sitting and lying transfers.</p> <p>2.7 (CC) Explain the importance of effective verbal communication with clients and teammates while doing positioning, lifts, and transfers.</p>	<ul style="list-style-type: none"> • Review Glossary in learning guide • Complete A. Matching Question: Definitions in the Learner Guide • Complete B. "True/False: Planning a Transfer" in the Learner Guide. • View Ch. 25 videos: "Transferring to the stretcher," "Moving in bed with an assistive device," "Turning the person away from you," and "Turning the client to the side-lying position" from the Mosby's textbook online video clips. • Have a class discussion based from case study on p. 525 of Mosby's. • Watch Ch. 25 video "Lowering the person to the chair" from the Mosby's textbook online video clips. Note the important difference between the video and evidence-informed practice: slings are generally never left under the person as it places them at a high risk for skin breakdown. • Complete A. Reflection Question: Transfer Decision in the Learner Guide. • Do module review exercise in the Learner Guide • Review Lab Skills in the Lab Skills Guide. • Participate in lab activity • Optional Resources • Alberta Health Services Ergonomics Training (2019) found here: https://www.albertahealthservices.ca/careers/Page12772.aspx 	<ul style="list-style-type: none"> • Module Review and Answer Key 	<p>Readings: Mosby's textbook, 4th edition</p> <ul style="list-style-type: none"> • Chapter 24 • Review Mosby's Ch. 24 "Skin tears," "Pressure ulcers," and "Leg and foot ulcers." • Chapter 25 • Review Mosby's Ch. 25, "Moving client in bed," and "Positioning the client." • Review Mosby's Ch. 25, "Lifting a client." <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> • Review Learner Guide article on heel protectors. • Review Learner Guide articles "Zero lift policy," "Types of Mechanical Lifts," "Mechanical Lifts and Best Practice" "Slings and Sling Placement" "It's Your Move Logos" "Transfers and lifts," and "One- and two-person transfers." <p>Videos: Mosby's Resource Video Clips, 4th edition</p> <ul style="list-style-type: none"> • Chapter 25: <ul style="list-style-type: none"> • "Transferring to the stretcher" • "Moving in bed with an assistive device" • "Turning the person away from you" • "Turning the client to the side-lying position" • "Lowering person to the chair" <p>Online Video: (added)</p> <ul style="list-style-type: none"> • "Safe client handling: One and two person transfers with belt." https://www.youtube.com/watch?list=PL11TOF115Z0X5BRYKBY-S2pSYm3nAz4K&v=76mO6ITTKZM
Module 2: Positioning, Transfers, and Lifts (Lab)	<p>2.1 Demonstrate evidenced-informed practice while assisting with positioning, transfers, and lifts</p> <p>2.2 Demonstrate evidence-informed practice for the following.</p> <p>a. One- or two-person transfers</p> <p>b. Transfer clients from bed to stretcher</p> <p>c. Mechanical lifts following manufacturer's instructions</p> <p>d. Using proper body mechanics when doing transfers and lifts</p> <p>e. Perform positioning for both sitting and lying</p>	<ul style="list-style-type: none"> • Complete the lab skills for the module. • Demonstrate in lab clear communication when doing lifts, positioning, and transfers. • Document on transfers. 	<ul style="list-style-type: none"> • Lab Skills (pass/fail) • Assess Lab Skills via Lab Skills Evaluation Tool. 	<p>Read: Lab skills "Positioning, Transfers, and Lifts" in the lab skills guide</p>

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
	2.3 (CC) Demonstrate the importance of effective verbal communication with clients and teammates while doing positioning, lifts, and transfers.			
Module 3: Client Grooming and Hygiene (Theory)	<p>3.1 Identify and describe evidence-informed and safe practices for the following.</p> <p>a. Dressing and undressing clients</p> <p>b. Oral care for conscious and unconscious clients</p> <p>c. Denture care techniques</p> <p>d. Hair care techniques</p> <p>e. Makeup application practices</p> <p>f. Shaving</p> <p>g. Hand, foot, and nail care</p> <p>h. Pericare for male and female clients</p> <p>3.2 Explain evidence-informed practices for back rubs.</p> <p>3.3 Describe evidence-informed practices for compression stockings.</p> <p>3.4 Describe what head to toe observations would be made while assisting with client grooming and hygiene.</p> <p>3.5 Explain what competent verbal communication skills are utilized while assisting clients with grooming and hygiene.</p>	<ul style="list-style-type: none"> Review Glossary in Learner Guide. Complete A. Matching activity in the Learner Guide Watch Ch. 31 videos "Assisting the patient to put on pants or slacks," and "Removing pullover shirts" from the <i>Mosby's</i> textbook online video clips. Watch Ch. 30 videos "Brushing the person's teeth," "Cleaning dentures with a toothbrush," "Flossing the client's teeth," "Mouth care for the unconscious patient without teeth," and "Removing dentures" from the <i>Mosby's</i> textbook online video clips. Complete A. True or False: Oral Hygiene in Learner Guide. Complete B. True or False: Cultural Differences in Hair in Learner Guide. Watch Ch. 31 videos "Brushing tangled hair," and "Shampooing hair in bed" from the <i>Mosby's</i> textbook online video clips. Watch Ch. 31 video "Using a safety razor" from the <i>Mosby's</i> textbook online video clips. Watch Ch. 31 video "Cleaning under fingernails," and "Trimming the fingernails" from the <i>Mosby's</i> textbook online video clips. Watch Ch. 30 video "Cleaning the penis using a circular motion," "Draping the female client for perineal care," and "Cleaning with soap" from the <i>Mosby's</i> textbook online video clips. Watch Ch. 30 video, "Kneading technique" from the <i>Mosby's</i> textbook online video clips. Watch Ch. 30 video, "Applying knee high elastic stockings" from the <i>Mosby's</i> textbook online video clips. Please note that most workplaces do not allow powders. The caregiver in the video is also not wearing special gloves that prevent the stockings from getting runs. Complete A. True or False: Procedures in the Learner Guide. Complete B. Matching: Personal Care in the Learner Guide. Complete C. Documentation Activity in the Learner Guide. Do module review in Chapter 30 in the textbook, questions 1-6, 12-16, and 21. Do module review in Chapter 31 in the textbook, questions 1-18. Review lab skills for providing client care and comfort in the lab skills guide. Participate in lab activities 	<ul style="list-style-type: none"> Module Review and Answer Key 	<p>Readings: <i>Mosby's</i> textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 30 Review <i>Mosby's</i> Ch. 30: "Oral hygiene." Review <i>Mosby's</i> Ch. 30, "The back massage." Read <i>Mosby's</i> Ch. 30 "Perineal care" and "Menstrual care." Review <i>Mosby's</i> Ch. 30 "Applying elastic anti-embolic stockings and bandages." Chapter 31 Review <i>Mosby's</i> Ch. 31: "Changing clothing, incontinence briefs, and hospital gowns." "Applying elastic anti-embolic stockings and bandages" Review full section <i>Mosby's</i> Ch. 31: "Hair care." Review <i>Mosby's</i> Ch. 31: "Shaving." Review <i>Mosby's</i> Ch. 31 "Care of nails and feet." <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> Review article providing basic skin care in Learner Guide. Review Article in Learner Guide about safe makeup application. Read "Infection Prevention and Control Alert" in the Learner Guide. <p>Videos: <i>Mosby's</i> Resource Video Clips, 4th edition</p> <ul style="list-style-type: none"> Chapter 30: <ul style="list-style-type: none"> "Brushing the person's teeth" "Cleaning dentures with a toothbrush" "Flossing the client's teeth" "Mouth care for the unconscious patient without teeth" "Removing dentures" "Cleaning the penis using a circular motion" "Draping the female client for perineal care" "Cleaning with soap" "Kneading technique" "Applying knee high elastic stockings" Chapter 31: "Assisting patient to put on pants or slacks" <ul style="list-style-type: none"> "Removing Pullover shirts" "Brushing tangled hair" "Shampooing hair in bed" "Using a safety razor" "Cleaning under fingernails" "Trimming the fingernails"
Module 3: Client Grooming and Hygiene (Lab)	3.1 Demonstrate evidence-informed and safe practices for the following. <p>a. Dressing and undressing clients</p> <p>b. Oral care for conscious and unconscious clients</p> <p>c. Denture care techniques</p> <p>d. Hair care techniques</p> <p>e. Makeup application practices</p> <p>f. Shaving</p> <p>g. Hand, foot, and nail care</p> <p>h. Pericare for male and female clients</p>	<ul style="list-style-type: none"> Complete the lab skills for this module. Practise verbal communication while doing each skill for client grooming and hygiene. Practise documentation of skills in lab. 	<ul style="list-style-type: none"> Lab Skills (pass/fail) Assess Lab Skills via Lab Skills Evaluation Tool. 	<p>Read: All lab skills "Client Grooming and Personal Hygiene" skills in the lab skills guide</p>

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
	3.2 Demonstrate competent verbal communication skills while assisting client grooming and hygiene.			
Module 4: Bathing the Client and Bed Making (Theory)	4.1 Describe evidence-informed practice principles while demonstrating the following skills. a. Complete bed-bath b. Partial bed-bath c. Follow the care plan d. Complete the flow sheet e. Write progress notes 4.2 Identify the purposes of bathing a client. 4.3 Examine evidence-informed practice principles of bed making. 4.4 Describe assistive devices used for a client's bed. 4.5 Describe effective verbal communication while assisting with bathing the client.	<ul style="list-style-type: none"> Review the Glossary in Learner Guide Complete A. Glossary Crossword in the Learner Guide Complete B. Review: Integumentary system in the Learner Guide. Watch Ch. 30 videos "Assisting with a shower," "Helping dry the person," and "Washing the face" from the <i>Mosby's</i> textbook online video clips. Please note that the caregivers are caring with gloves the whole time, and it is not necessarily indicated. Emphasize gloves are only for standard precautions in coming in contact with blood, body fluids, and mucous membranes. Also please note the temperature in the shower video is not correct. Please go by the temperature as seen in the 4th edition of <i>Mosby's</i> textbook. Complete chapter review in the textbook: Chapter 30, review questions 7-11, 17-20. Complete workbook questions/activities in Chapter 30 on bathing Watch Ch. 34 videos "Fan folding new linen," and "Removing soiled linen" from the <i>Mosby's</i> textbook online video clips. Complete A. Matching: Definitions in the Learner Guide. Complete B. Multiple Choice: Bed-Changing in the Learner Guide. Complete chapter review in the textbook: Chapter 34. Complete workbook Chapter 34. Complete Module Review multiple-choice practice questions in the Learner Guide. Participate in lab skills activity in lab setting. Use proper verbal communication. Review Lab skills for bathing and bed making in the Lab Skills Guide. 	<ul style="list-style-type: none"> Module Review and Answer Key 	<ul style="list-style-type: none"> Readings: <i>Mosby's</i> textbook, 4th edition Chapter 17 Review "The Integumentary System" in Chapter 17 in the textbook. Chapter 30 Review <i>Mosby's</i> Ch. 30, "Bathing" to the end of "The Client has an Erection" Chapter 34 Read <i>Mosby's</i> Ch. 34: "The Bed," "Linens," and "Bed making." Readings: HCA Provincial Curriculum Learner Guide Read the Learner Guide articles "Assistive devices used for a client's bed" and "Care Plan." Videos: <i>Mosby's</i> Resource Video Clips, 4th edition Chapter 30: <ul style="list-style-type: none"> "Assisting with a shower" "Helping dry the person" "Washing the face" Chapter 34: <ul style="list-style-type: none"> "Fan folding new linen" "Removing soiled linen"
Module 4: Bathing the Client (Lab)	4.1 Demonstrate evidence-informed practice principles while performing the following skills. a. Complete bed-bath b. Partial bed-bath c. Follow the care plan d. Complete the flow sheet e. Write progress notes 4.2 Demonstrate effective verbal communication while assisting with bathing the client. 4.3 Demonstrate professionalism while assisting clients with bathing.	<ul style="list-style-type: none"> Complete the lab skills for this module. Practise verbal communication and professionalism paying close attention to facial expressions in the lab setting. Document on skill of bathing. 	<ul style="list-style-type: none"> Lab Skills (pass/fail) Assess Lab Skills via Lab Skills Evaluation Tool. 	<ul style="list-style-type: none"> Read: All lab skills "Bathing the Client" skills in the lab skills guide
Module 5: Assist with Elimination (Theory)	5.1 Integrate and apply knowledge of the urinary system and function of the bowel with assistance with elimination. 5.2 Identify evidence-informed practices with elimination. 5.3 Identify potential problems with the urinary system and bowels and how they affect assisting with elimination. 5.4 Describe rectal touch as related to the HCA scope of practice. 5.5 Describe the importance of the following in regards to assisting with elimination. a. The role of hydration, nutrition, and exercise play in bowel and bladder function	<ul style="list-style-type: none"> Review Glossary terms in the Learner Guide. Complete A. Matching: Terminology in the Learner Guide. Review the textbook Chapter 17, "Digestive System," and "Urinary System." Complete B. Review: Digestive System and Urinary System in the Learner Guide. Complete chapter review for Chapter 32 questions: 1-5 and 8 in the textbook. Complete chapter review for Chapter 33 questions: 1-4 in the textbook. 	<ul style="list-style-type: none"> Module Review and Answer Key Person Centred Care Scenario 	<ul style="list-style-type: none"> Readings: <i>Mosby's</i> textbook, 4th edition Chapter 17 Review digestive system and urinary system from <i>Mosby's</i> Chapter 17. Chapter 32 Review <i>Mosby's</i> Ch. 32 "Changing an Incontinence Brief." Review <i>Mosby's</i> Ch. 32, "Normal Urination," and "Urinary Incontinence." Chapter 33 Review <i>Mosby's</i> Ch. 33 "Normal Bowel Movements," "Factors Affecting Bowel Movement," "Common Problems," "Bowel Training," "Enemas," and "Rectal Tubes." Videos: <i>Mosby's</i> Resource Video Clips, 4th edition

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
	<p>b. The importance of the client care plan when assisting with bowel and bladder elimination</p> <p>5.6 Apply knowledge of evidence-informed practice on the following skills:</p> <ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Review Mosby's skills video, "Rolling the person onto the bedpan," and "Using the urinal in bed" (Sorrentino & Remmert, 2018). Review Mosby's skills video "Applying a brief in bed" (Sorrentino & Remmert, 2018). Note the difference in the video from the textbook instructions. The video states: stuff the brief through the client's legs while client is on their side. Use the evidence-informed practice from the textbook to measure the brief, and roll the client onto their back and then bring the brief through the client's legs. Complete C. Troubleshoot the Issue: Incontinence Products in the Learner Guide. Review Module 4 lab skill on transfer belts and 1-person transfer. View Mosby's skills video from Chapter 32, "Transfer to the bedside commode" (Sorrentino & Remmert, 2018). Participate in the Lab Skills activities. Use effective verbal and written communication with assisting with elimination. Review the lab skills for assisting with elimination in the Lab Skills Guide. Complete the Module Review multiple-choice practice questions in the Learner Guide. 		<ul style="list-style-type: none"> Chapter 31: "Changing an Incontinence brief" Chapter 32: <ul style="list-style-type: none"> "Using a urinal in bed" "Transfer to bedside commode" "Rolling the person on to the bedpan" <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> Review the following articles in the Learner Guide. <ul style="list-style-type: none"> "Rectal touch as related to the HCA scope of practice" "The Role of Adult incontinence products" "Incontinence Product Troubleshooting guide" (NEW) "Skin Creams."
<p>Module 5: Assist with Elimination (Lab)</p>	<p>5.1 Demonstrate evidence-informed practices with elimination.</p> <p>5.2 (CC) Demonstrate professionalism and effective verbal communication while assisting the client with elimination.</p> <p>5.3 Demonstrate effective and evidence-informed practice on the following skills:</p> <ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Complete the lab skills for this module. Document on findings. Practise reporting to "nurse" on issues. 	<ul style="list-style-type: none"> Lab Skills (pass/fail) Assess Lab Skills via Lab Skills Evaluation Tool. 	<p>Read: All lab skills "Assisting with Elimination" lab skills in the lab skills guide</p> <p>Readings: Mosby's textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 28: <ul style="list-style-type: none"> Review Mosby's Ch. 28, "Basic Nutrition," "Eating well with Canada's Food Guide," "Nutrition throughout the lifecycle," "Factors that affect eating and nutrition," "Special Diets," and "Assisting Clients with eating." Review Mosby's Ch. 28, "Fluid Balance." <p>Videos: Mosby's Resource Video Clips, 4th edition</p> <ul style="list-style-type: none"> Chapter 28: <ul style="list-style-type: none"> "Setting up a bed tray" "Sit facing the person" "Thickening liquids" "Viewing at eye-level" <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> Read Article "Medical Conditions That Can Cause Dysphagia" in the Learner Guide. Read Article "What Are the Signs of Dysphagia?" in the Learner Guide. Read Article "Importance of Following the Care Plan to Meet the Client's Nutritional Needs" in the Learner Guide. Read Article "Hand-Under-Hand Feeding" in the Learner Guide. Review article "Texture Modification" from Learner Guide.
<p>Module 6: Assist with Nutrition and Mealtimes (Theory)</p>	<p>6.1 Integrate knowledge of the digestive system with assisting with nutrition and mealtimes.</p> <p>6.2 Examine and describe evidence-informed practice when assisting with nutrition and mealtimes.</p> <p>6.3 Describe and identify factors that can affect a client's eating and nutrition.</p> <p>6.4 (CCD) Identify strategies and assistive devices on how to assist clients with nutritional challenges.</p> <p>6.5 (CCD) Apply the person-centred care approach in regards to assisting with client nutrition and mealtimes.</p>	<ul style="list-style-type: none"> Read Glossary in the Learner Guide. Complete A. Glossary Term Review in the Learner Guide. Complete B. Matching: Nutrients in Food in the Learner Guide. View video "Hand Feeding Techniques for Assisting Persons with Dementia" (Batchelor-Murphy, 2015). Retrieved from https://www.youtube.com/watch?v=NY2H_B7XfY Read "Meal time" How dementia can impact meal time habits and routines found at Alzheimer Society Alberta and Northwest Territories https://alzheimer.ca/en/ab/Living-with-dementia/Day-to-day-living/Meal-time View Mosby's video, "Setting up a bed tray," "Sit facing the person" (Sorrentino & Remmert, 2018). Complete C. Case Study: Mrs. Lam in the Learner Guide. View Mosby's skills video, "Viewing at Eye-Level" (Sorrentino & Remmert, 2018). Complete Activity: Intake/Output in the Learner Guide. Participate in the Lab Skills activities (observing the client's ability to eat safely, and perform safe feeding techniques, modify the texture of fluids, and measure intake and output. 	<ul style="list-style-type: none"> Module Review and Answer Key 	

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
Module 6: Assist with Nutrition and Mealtimes (Lab)	<p>6.1 (CCD, D) Demonstrate evidence-informed practice to meet a client's nutritional needs.</p> <p>6.2 Demonstrate strategies and assistive devices on how to assist clients with nutritional challenges.</p> <p>6.3 Demonstrate the person-centred care approach in regards to assisting with client nutrition and mealtimes.</p>	<ul style="list-style-type: none"> Review the lab skills for assisting with nutrition and mealtime in the Lab Skills Guide. Complete the Module Review multiple-choice practice questions in the Learner Guide. Complete the lab skills for this module. 	<ul style="list-style-type: none"> Lab Skills (pass/fail) Assess Lab Skills via Lab Skills Evaluation Tool. 	<p>Read: All the lab skills for "Assisting with Nutrition and Mealtimes" all skills in the lab skills guide</p>
Module 7: Food Safety (Theory)	<p>7.1 Describe safe and evidence-informed practices during preparation of client meals and nourishments.</p> <p>7.2 Apply knowledge of identification and prevention of food hazards.</p> <p>7.3 Describe safe and evidence-informed practices for food storage for leftovers.</p> <p>7.4 Describe and determine common sources and causes of food-borne illness.</p>	<ul style="list-style-type: none"> Read Glossary in the Learner Guide. Complete A. Microorganism and Growth Review in the Learner Guide. Complete B. Sanitary Practices in the Learner Guide. View the online video "Something You Ate? Episode 4: Protecting Yourself" from the Public Health Agency of Canada (2013) at http://www.phac-aspc.gc.ca/fs-se/videos/video04-eng.php View the online video "Food Safety During a Power Outage" from the US Food and Drug Administration (2011) at http://www.youtube.com/watch?v=GKFGAbqO38Q Note that temperatures in this video are in degrees Fahrenheit. Look up the corresponding temperatures in degrees Celsius. Complete exercises for Chapter 28 "Nutrition and Fluids" in the workbook. Complete the Module Review multiple-choice practice questions in the Learner Guide. 	<ul style="list-style-type: none"> Module Review and Answer Key 	<p>Readings: Mosby's textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 28 Review Mosby's Ch. 28, "Meal planning and preparation," "Shopping for groceries," "Food Safety," and "Box 28-4: Guidelines for Safe Food Practices." <p>Videos:</p> <ul style="list-style-type: none"> Video: "Something you ate? Episode 4: Protecting Yourself" https://www.canada.ca/en/public-health/services/food-safety/videos/something-you-ate-episode-4-protecting-yourself.html Video: "Food safety during power outages" https://www.youtube.com/watch?v=GKFGAbqO38Q <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> Review the following Learner Guide articles: <ul style="list-style-type: none"> "Food Protection" Look at it from the home care or supportive living point of view where the kitchen is off site. "Potentially Hazardous, non-hazardous, and perishable food" "Prevention of Food-borne illness" "Hygiene practices when handling food"
Module 8: High Impact Consolidation lab (Lab)	<p>8.1 (PD, CCD, D, CC, P&E) Integrate and demonstrate skills associated with assisting with activities of daily living required to care for a dementia client receiving palliative care and with a changing health status.</p> <p>8.2 (IT, CC) Use information technology (electronic charting and records) to communicate change in client's health status to the collaborative care team.</p> <p>8.3 (PD, CC, D) Apply communication strategies and cultural awareness to a client with dementia to help support a client displaying responsive behaviours.</p>	<ul style="list-style-type: none"> Follow a care plan. (NEW) Demonstrate basic understanding of organization of a typical daily assignment in a clinical setting (continuing care specifically). (NEW) Complete scenario which looks specifically at falls, fall protocol, and role of HCA and other members of the collaborative care team, palliative care, and mid-stage dementia. (NEW) Complete Resident Assistant Instrument document on the care HCA performed to assist with digital literacy. 	<ul style="list-style-type: none"> High Impact Consolidation Lab Scenario and Debrief Questions 	<p>Readings: Mosby's textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 36

Required Textbooks and Resources:

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=PL11tOF115Z0x5BYtKBY-S2p5Ym3n_Az4K&v=76mO6ITtKZM

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=PL11tOF115Z0x5BYtKBY-S2p5Ym3n_Az4K&v=76mO6ITtKZM

Government of Alberta. (2018). Alberta Health Care Aide Competency Profile. Retrieved from <https://open.alberta.ca/dataset/e1fbd562-1571-40b8-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.html>

Sorrentino, S.A., Remmert, L., & Wilk, M.J. (2018). *Mosby's Canadian textbook for the support worker* (4th ed.). Toronto, ON: Elsevier Canada.

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/>

Sorrentino, S.A., Remmert, L., Kelly, R. T., & Wilk, M. J. (2018). *Workbook to accompany Mosby's Canadian textbook for the support worker* (4th ed.). Toronto, ON: Elsevier Canada.

US Food and Drug Administration. (2011, Nov.). Food safety during power outages [Video file]. Retrieved from: <https://www.youtube.com/watch?v=GKFGAbqO38Q>

6.6

Course Code	Course 6	Course Name	Meeting Complex Care Needs
--------------------	----------	--------------------	----------------------------

Course Description		General Learning Outcomes (GLOs)						
<p>This course builds on the foundational skills and concepts introduced in previous courses and also introduces new skills to the learner. Learners will have the opportunity to acquire the knowledge to learn advanced skills such as active and passive range-of-motion exercises, wound care, tube feeds, catheter care, ostomy care, specimen collection, and respiratory care. In addition, accurate measurement of vital signs is demonstrated, practised, and assessed. This course will also assist learners to work safely within the legal roles and responsibilities of health care aides in this province while providing medication assistance. This course is included in the HCA Preparation for Employment provincial standard.</p>		<ol style="list-style-type: none"> Describe knowledge of assisting with complex skills (ROM, wound care, nasogastric/gastrostomy tube feeds, urinary catheters/drainage, measuring vital signs, pain, height/weight, specimen collection, ostomies, respiratory care, oral suctioning, and medication assistance) using basic knowledge of the body systems. Identify the limitations of the HCA role and responsibilities when assisting with complex skills as outlined by government legislation and employer policies and procedures. Define evidence-informed practice and guidelines for each complex skill. Demonstrate ethical person-centred care related to assisting with each complex skill and following the client care plan in the acute and continuing care settings (home care, long-term care, and supportive living). Identify knowledge of the collaborative team's roles and responsibilities within each complex skill. Describe key elements of the palliative care approach that can be applied to the planning, implementation, and delivery of complex skills. Demonstrate competence (knowledge, skills, behaviours, and attitudes) by applying evidence-informed practice and guidelines when assisting with complex skills. Apply the principles of professional and accurate communication through instruction, delivery, reporting, and documentation of complex skills. Apply communication techniques and strategies that support diverse clients displaying responsive behaviours when assisting with the delivery of complex skills. Demonstrate client and personal safety by recognizing and responding to safety hazards, near misses, reporting abuse, following infection prevention and control principles, client handling, and operating health equipment safely. 						
<p>Summative Assessments:</p> <ul style="list-style-type: none"> Course Exam (50 multiple-choice questions) Completion of Lab Skills (pass/fail) 		Assessments						
Areas of Enhancement:		D = Dementia	CCD = Cultural Competency and Diversity	MH&A = Mental Health and Addiction	P&E = Palliative Approach and End-of-Life Care	CC = Collaborative Care	PD = Professional Development	IT = Information Technology
Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities			Formative Assessments	Readings and Resources		
Module 1: Range of Motion (Theory)	<ol style="list-style-type: none"> Define range of motion (ROM) and its purpose. Define and utilize appropriate terminology related to ROM. Define active, active-assistive, and passive ROM. (CCD) Explain how to safely perform active and passive ROM on all types of diverse clients. Identify the signs of pain and fatigue in a client who is performing ROM exercises. Explain compassionate caring for the client receiving assistance with ROM. Explain how to ensure client comfort, support, and safety related to ROM. Describe accurate observations to include during assistance with ROM. Identify what client changes to report and record in relation to ROM. 	<ul style="list-style-type: none"> Review the HCA Competency Profile (2018) Complete "A. Matching: Definitions" in the Learner Guide. Complete "A. Reflection Question: Nonverbal Communication" in the Learner Guide. 	<ul style="list-style-type: none"> Module Review and Answer Key 	<ul style="list-style-type: none"> Lab Skills (pass/fail) Assess Lab Skills via Lab Skills Evaluation Tool. 	<ul style="list-style-type: none"> Readings: Mosby's textbook, 4th edition Chapter 26 – Exercise and Activity Read "Key Terms" in Chapter 26 Read "Range-of-Motion Exercises" in Chapter 26 in the textbook. Read the HCA Competency Profile (2018) Read the HCA Provincial Curriculum Learner Guide: Read Glossary in the Learner Guide Read "The Purpose of Range of Motion" in the Learner Guide. Read "Active, Active-Assistive, and Passive Range of Motion" in the Learner Guide. Read "Identifying Signs of Pain and Fatigue in a Client Who Is Performing ROM Exercises" in the Learner Guide Videos: Mosby's Nursing Assistant Video Skills Version 4.0 "Performing ROM Exercises on the Arm" 			
Module 1: Range of Motion (Lab)	<ol style="list-style-type: none"> Apply knowledge and follow evidence-informed practice principles while demonstrating the following skills in the lab setting. <ol style="list-style-type: none"> Observe demonstration of ROM exercises. Perform active and passive ROM exercises. (CCD) Demonstrate how to safely perform active and passive ROM on all types of diverse clients. 	<ul style="list-style-type: none"> Demonstrate skills for range of motion in a lab setting. Document observations for range of motion skill 	<ul style="list-style-type: none"> Lab Skills (pass/fail) Assess Lab Skills via Lab Skills Evaluation Tool. 	<ul style="list-style-type: none"> Readings: Read "Assisting with Active, Active-Assistive, and Passive Range of Motion (ROM)" in the Learner Guide. Read "Skill-Range of Motion" in the Lab Skills Guide (NEW) Review illustrations on pages 541 to 544 of Mosby's textbook, 4th edition. Videos: 				

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
Module 2: Assisting with Wound Care (Theory)	2.1 Identify risk factors for breakdown in skin integrity. 2.2 List the areas of the body most at risk for pressure injury. 2.3 Define and use appropriate terminology related to wound care. 2.4 Identify concerns with pressure, shearing, friction, and moisture in relation to wounds. 2.5 Describe a wound and pressure ulcer staging. 2.6 Examine strategies for wound and pressure injury prevention. 2.7 Describe the importance of following the care plan to prevent wounds and to apply a non-sterile dressing. 2.8 Describe non-sterile dressings. 2.9 Identify Compassionate Caring through Competence. 2.10 Describe accurate observations of a wound and assistance with wound care. 2.11 (CCD) (D) Explain how to respond to clients with diverse needs such as a dementia client or a palliative care client who require assistance with wound care. 2.12 (P&E) Identify pain management techniques during wound treatment. 2.13 Describe how to enhance quality of life and to comfort to a client who requires assistance with wound care. 2.14 Identify what client changes to report and record in relation to wound care.	<ul style="list-style-type: none"> Complete "A: Matching: Definitions" in the Learner Guide. Complete "B: Questions: Skin Wounds" in the Learner Guide. Complete "C: True and False" in the Learner Guide. Complete Module Review Participate in the lab skills Review lab skills "Changing a non-sterile dressing using clean technique" in the lab skills guide 	<ul style="list-style-type: none"> Module Review and Answer Key 	<ul style="list-style-type: none"> "Performing ROM Exercises on the Arm" Mosby's Nursing Assistant Video Skills Version 4.0 "Range of Motion Exercises" AHCA NAEL Retrieved from: https://www.youtube.com/watch?v=WZJqkC00xzW <p>Readings: Mosby's textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 24 – Skin Care and Prevention of Wounds Read "Key Terms" in Chapter 24 Read entire Chapter 24 Chapter 26 – Exercise and Activity Read "Positioning the Client," and "Prevention and treatment of pressure Ulcer" in Chapter 26 Chapter 25 – Body Mechanics: Moving, Positioning, Transferring, and Lifting the Client Read "Positioning" in chapter 25 of the textbook. Chapter 12 – Promoting Client Well-Being, Comfort and Sleep Read "Measures to Promote Comfort and Relieve Pain" in chapter 12 in the textbook. <p>Readings:</p> <ul style="list-style-type: none"> (NEW) Explore non-pharmacological ways to assist with pain control during a dressing change from the AHS website: Virtual Reality for Wound Care Patients a Canadian First https://albertahealthservices.ca/news/Page14623.aspx <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> Glossary Read "Integumentary System and Maintaining Skin Integrity" in the Learner Guide. Read "Stages of Pressure Injury" in the Learner Guide. Read "Non-sterile Dressings" in the Learner Guide. (NEW) Read "Assisting Clients with Diverse Needs During a Dressing Change" in the Learner Guide. Read "Care Plan" in the Learner Guide. Read "Non-pharmacological ways to assist with pain control during a dressing change" in the Learner Guide. <p>Videos: Mosby's Nursing Assistant Video Skills Version 4.0</p> <ul style="list-style-type: none"> "Assisting with Pressure Ulcer Prevention and Care" "Applying a Dry, Non-Sterile Dressing" <p>Optional Resources</p> <ul style="list-style-type: none"> Skin and Wound Community of Practice eLearning Modules: Skin & Wound Care found here: https://www.cwkc.ca/communities-of-practice/skin-wound-community-of-practice/eLearning_Module/
Module 2: Assisting with Wound Care (Lab)	2.1 (Lab) Apply knowledge and follow evidence-informed practice principles while demonstrating a simple dressing change. 2.2 (CCD) (D) Demonstrate ability to respond to clients with diverse needs such as a dementia client or a palliative care client who requires assistance with wound care. 2.3 (P&E) Demonstrate a basic knowledge of pain management techniques during wound treatment. 2.4 Demonstrate proper positioning to reduce pressure for different areas of the body.	<ul style="list-style-type: none"> Demonstrate changing a simple dressing using clean technique in a lab setting. Follow a care plan for a simple dressing change. Document observations of simple dressing 	<ul style="list-style-type: none"> Lab Skills (pass/fail) Assess Lab Skills via Lab Skills Evaluation Tool. 	<p>Readings:</p> <ul style="list-style-type: none"> Read "Assisting with Wound Care" in the Lab Skills Guide <p>Videos: Mosby's Nursing Assistant Video Skills Version 4.0</p> <ul style="list-style-type: none"> "Assisting with Pressure Ulcer Prevention and Care" and "Applying a Dry, Non-Sterile Dressing" <p>Readings: Mosby's textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 28 – Nutrition and Fluids Read "Intake and Output Records" in Chapter 28, page 594-596 in the textbook. Chapter 29 – Enteral Nutrition and Intravenous Therapy Read Figure 29.3 through 29-4 in Chapter 29 in the textbook. Read "Enteral Nutrition" in Chapter 29 in the textbook.
Module 3: Assisting with Nasogastric and Gastrostomy Care and Tube Feeds (Theory)	3.1 Identify the structures and functions of the digestive system as they relate to nasogastric and gastrostomy care and tube feeds. 3.2 Define and utilize appropriate terminology related to assisting with nasogastric and gastrostomy care and tube feeds. 3.3 Define tube feeds and conditions requiring nasogastric and gastrostomy care and tube feeds.	<ul style="list-style-type: none"> Complete "A: True and False: Tube Feeding" in the Learner Guide. Complete "B: Multiple Choice: NPO" in the Learner Guide. Complete "A: Matching: Tube Feeding" in the Learner Guide. 	<ul style="list-style-type: none"> Module Review and Answer Key 	<p>Readings: Mosby's textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 28 – Nutrition and Fluids Read "Intake and Output Records" in Chapter 28, page 594-596 in the textbook. Chapter 29 – Enteral Nutrition and Intravenous Therapy Read Figure 29.3 through 29-4 in Chapter 29 in the textbook. Read "Enteral Nutrition" in Chapter 29 in the textbook.

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
	<p>3.4 Describe enteral tube feed and site care.</p> <p>3.5 Differentiate between continuous tube feeding and intermittent tube feeding.</p> <p>3.6 Describe the safe preparation of formula for tube feeds.</p> <p>3.7 Describe the importance of the client care plan in preparing a client and equipment for a tube feed.</p> <p>3.8 Identify signs and symptoms of client distress following a tube feed.</p> <p>3.9 Describe compassionate caring through competence for the client receiving assistance with nasogastric and gastrostomy care and tube feeds.</p> <p>3.10 (CCD) Describe how to respond to a client with diverse needs receiving a tube feed, nasogastric, or gastrostomy care.</p> <p>3.11 Describe how to ensure client comfort, support, and safety related to nasogastric and gastrostomy care and tube feeds.</p> <p>3.12 Describe accurate observations to include in documentation and reporting during assistance with tube feeds, nasogastric and gastrostomy care, and include methods to measure and record intake.</p>	<ul style="list-style-type: none"> • Complete "A. Case Study: Administering Formula" in the Learner Guide. • Complete the multiple choice practice questions in module review 		<ul style="list-style-type: none"> • Read "Scheduled and Continuous Feeding" in Chapter 29, page 602 in the textbook. • Read "Preventing Aspiration" in Chapter 29 page 603 in the textbook. • Read "Comfort Measures" in Chapter 29 page 604 in the textbook. <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> • Glossary • Read "The Digestive System, Nasogastric and Gastrostomy Care, and Tube Feeding" in the Learner Guide. • Read "The Importance of the Client's Care Plan in Tube Feeding" in the Learner Guide. • (NEW) Read "Eternal Tube site care" in Learner Guide. • (NEW) Read "Compassion for Clients with Diverse Needs Receiving Eternal Nutrition" in The Learner Guide.
<p>Module 3: Assisting with Nasogastric and Gastrostomy Care and Tube Feeds (Lab)</p>	<p>3.1 (Lab) Apply knowledge and follow evidence-informed practice principles while demonstrating skills related to tube feeds.</p>	<ul style="list-style-type: none"> • Demonstrate skills for assisting with nasogastric and gastrostomy care and tube feeds in a lab setting. • Follow a care plan for skills for assisting with nasogastric and gastrostomy care and tube feeds. • Document on skills for assisting with nasogastric and gastrostomy care and tube feeds. 	<ul style="list-style-type: none"> • Lab Skills (pass/fail) • Assess Lab Skills via Lab Skills Evaluation Tool. 	<p>Read: "Assisting with Nasogastric and Gastrostomy Care and Tube Feeds" in the Lab Skills Guide</p> <p>Read: "Preparing the Client for a Tube Feed, Setting up Equipment, and Measuring and Recording Intake Role and Responsibility Alert!"</p> <p>Readings: Mosby's textbook, 4th edition</p> <ul style="list-style-type: none"> • Chapter 17 – Body Structure and Function • Read "The Urinary System" in Chapter 17 in the textbook. • Chapter 32 – Urinary Elimination • Read "Catheters" in Chapter 32 in the textbook. • Read "Purposes of Catheters" in Chapter 32 in the textbook. • Read "Think about Safety: Guidelines for Caring for Clients with Indwelling Catheters" in Chapter 32, to reduce complications from clients with indwelling catheters. • Read "Giving Catheter Care" Box in Chapter 32 in the textbook. <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> • Glossary • Read "Conditions Requiring Urinary Catheters and Drainage Systems" in the Learner Guide. • Read "Complications associated" in the Learner Guide. • Read "Observe, Measure, and Record Urinary Output" in the Learner Guide. • Read "Care of Urinary Catheters and Drainage Systems" in the Learner Guide <p>Read: My Health Alberta website: Learning About How to Care for an Indwelling Urinary Catheter. https://myhealth.alberta.ca/Health/aftercareinformation/pages/conditions.aspx?hwid=ads2318</p>
<p>Module 4: Assisting with Urinary Catheter and Drainage Systems (Theory)</p>	<p>4.1 Describe conditions requiring catheters and drainage systems.</p> <p>4.2 Define and use appropriate terminology related to the care of urinary catheter and drainage systems.</p> <p>4.3 Describe all types of urinary catheters, their purpose, and complications associated with each.</p> <p>4.4 Identify infection prevention and control guidelines (IPC) in the context of urinary catheters and drainage systems.</p> <p>4.5 Describe the care of catheters and drainage systems, including securing the catheter.</p> <p>4.6 (CCD) Describe the importance of the client care plan to determine urinary catheter and drainage system care for all types of diverse clients.</p> <p>4.7 Describe how to provide compassionate caring through competence for the client receiving assistance with urinary catheter and drainage systems.</p> <p>4.8 Describe how to enhance quality of life for clients with diverse needs requiring urinary catheter and drainage systems care.</p> <p>4.9 Describe accurate observations during assistance with urinary catheter and drainage systems, including methods used to measure and record output.</p> <p>4.10 Describe reporting and recording client changes related to urinary catheter and drainage systems.</p>	<ul style="list-style-type: none"> • Complete "A. Matching: Definitions" in the Learner Guide. • Complete "B. Questions: Catheter Care" in the Learner Guide. • Complete "A. Fill in the Blanks: Terminology" in the Learner Guide. • Complete "B. Case Study: Mrs. Salah" in the Learner Guide. • Complete the Module Review • Participate in lab activities 	<ul style="list-style-type: none"> • Module Review and Answer Key 	<p>Videos: Mosby's Nursing Assistant Video Skills Version 4.0</p> <ul style="list-style-type: none"> • "Cleaning Catheter with Soap" • "Positioning the Graduate" • "Drainage Bag Tubing" • "Applying a Condom Catheter" • "Giving Catheter Care" • "Emptying a Urinary Drainage Bag"

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
Module 4: Assisting with Urinary Catheter and Drainage Systems (Lab)	<p>4.1 Apply knowledge and follow evidence-informed practice principles while demonstrating the following skills in the lab setting.</p> <ol style="list-style-type: none"> Observing skin, urine, and tubing Applying and removing external drainage systems Providing catheter care for male and female clients Emptying and changing drainage bags Measuring output 	<ul style="list-style-type: none"> Demonstrate providing catheter care, emptying a urinary drainage bag, and removing and applying an external drainage system in a lab setting. Follow a care plan for assisting with urinary catheter and drainage systems. Document on assisting with urinary catheter and drainage systems. 	<ul style="list-style-type: none"> Lab Skills (pass/fail) Assess Lab Skills via Lab Skills Evaluation Tool. 	<p>Readings:</p> <ul style="list-style-type: none"> Read "Assisting with Urinary Catheters and Drainage Systems" in the Lab Skills Guide <p>Videos: Mosby's Nursing Assistant Video Skills Version 4.0</p> <ul style="list-style-type: none"> "Applying a Condom Catheter," "Giving Catheter Care," and "Emptying a Urinary Drainage Bag,"
Module 5: Assisting with Ostomy Care (Theory)	<p>5.1 Describe conditions requiring ostomies.</p> <p>5.2 Define and use terminology related to ostomy care.</p> <p>5.3 Identify locations of ostomy sites.</p> <p>5.4 Describe the care of ostomies in relation to types, application process, and removal of ostomy products.</p> <p>5.5 Identify infection prevention and control guidelines as they apply to ostomy care.</p> <p>5.6 Identify potential problems related to ostomies.</p> <p>5.7 Describe the importance of the client care plan in determining ostomy care.</p> <p>5.8 Describe compassionate care through competence for the client receiving assistance with ostomy care.</p> <p>5.9 Describe how to enhance quality of life through compassion for clients requiring assistance with ostomy care.</p> <p>5.10 Describe accurate observations during assistance with ostomy care, including methods used to measure and record output.</p> <p>5.11 Describe reporting and recording client changes related to ostomy care.</p>	<ul style="list-style-type: none"> Complete "A. Matching: Ostomies" in the Learner Guide. Complete "B. Fill in the Blanks: Ostomies" in the Learner Guide. Complete "C. True and False: Ostomies" in the Learner Guide. Complete multiple-choice practice questions in the Learner Guide. Complete "A. Question: Changing an Ostomy System" in the Learner Guide. Complete "B. Diagram: Labelling an Ostomy Site" in the Learner Guide. Complete "C. Multiple Choice: Colostomy" in the Learner Guide. 	<ul style="list-style-type: none"> Module Review and Answer Key 	<p>Readings: Mosby's textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 32 – Urinary Elimination Read "Urostomy Care" in the Learner Guide and Chapter 32 page 724. Read "The client with a Ureterostomy or Ileal Conduit" in Chapter 32 in the textbook. Chapter 32 in the textbook change a urostomy pouch page 724. Chapter 33 – Bowel Elimination Read "The Client with an Ostomy" in Chapter 33 in the textbook. Read Figure 33-2 Colostomy sites in Chapter 33 in the textbook. Chapter 33 in the textbook change an ostomy page 742. <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> Glossary Read "Conditions Requiring Ostomies" in the Learner Guide. Read "Urostomy Care" in the Learner Guide Read the article "Care of Ostomies" in the Learner Guide. (NEW) Read "Compassion for Clients with an Ostomy" in the Learner Guide. <p>Videos: Mosby's Nursing Assistant Video Skills Version 4.0</p> <ul style="list-style-type: none"> "Changing an Ostomy Pouch" View video "A Quick Explanation: Colostomy, Ileostomy, Urostomy" https://binged.it/2Eu9Yh <p>Readings:</p> <ul style="list-style-type: none"> Read "Assisting with Ostomy Care" in the Lab Skills Guide <p>Video: Mosby's Nursing Assistant Video Skills Version 4.0</p> <ul style="list-style-type: none"> "Changing an Ostomy Pouch"
Module 5: Assisting with Ostomy Care (Lab)	<p>5.1 Apply knowledge and follow evidence-informed practice principles while demonstrating the following skills in the lab setting.</p> <ol style="list-style-type: none"> Observing the skin, the feces, and the appliance Applying and removing the ostomy appliance Performing ostomy care Emptying the reusable ostomy bag Disposing of the ostomy appliance 	<ul style="list-style-type: none"> Demonstrate providing ostomy care in a lab setting. Follow a care plan for assisting clients with ostomy care. Document on assisting with ostomy care. 	<ul style="list-style-type: none"> Lab Skills (pass/fail) Assess Lab Skills via Lab Skills Evaluation Tool. 	<p>Readings:</p> <ul style="list-style-type: none"> Read "Assisting with Ostomy Care" in the Lab Skills Guide <p>Video: Mosby's Nursing Assistant Video Skills Version 4.0</p> <ul style="list-style-type: none"> "Changing an Ostomy Pouch"
Module 6: Measuring Vital Signs, Pain, Height, and Weight (Theory)	<p>6.1 Describe temperature, pulse, respiration, blood pressure, and oxygen saturation levels.</p> <p>6.2 Define and use appropriate terminology related to measuring vital signs, observing pain, and for measuring height and weight</p> <p>6.3 Describe the importance of the care plan in determining baseline data and which vital signs require measurement.</p> <p>6.4 Describe equipment and its use for measuring temperature, pulse, respirations, blood pressure, oxygen saturation levels, and methods used for weighing and measuring the client.</p> <p>6.5 Describe the importance of the care plan to determine baseline data and when to measure height and weight.</p> <p>6.6 Describe types of pain.</p> <p>6.7 Identify signs and symptoms of pain.</p> <p>6.8 (CCD) Identify tools that will assist in the observation of pain and non-medication strategies for pain relief and management for all clients including those with diverse needs.</p> <p>6.9 Describe compassionate caring through competence when measuring vital signs, pain, height, and weight.</p> <p>6.10 Describe accurate observations to include when measuring vital signs, pain, height, and weight, and how to effectively report and record client changes.</p>	<ul style="list-style-type: none"> Complete "A. Matching Questions: Vital Signs" in the Learner Guide. Complete "A. Question: Calculating the Client's Weight" in the Learner Guide. Complete "A. Question: Non-Medicated Pain Control" in the Learner Guide Complete "B. Question: List Signs and Symptoms" in the Learner Guide. Participate in the lab skills activity 	<ul style="list-style-type: none"> Module Review and Answer Key 	<p>Readings: Mosby's textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 17 – Body Structure and Function Review "The Respiratory System," "The Circulatory System," and "The Nervous System" in Chapter 17 in the textbook. Chapter 23 – Preventing Infection Read "Care of Supplies and Equipment" in Chapter 23 in the textbook. Chapter 12 – Promoting Client Wellbeing, Comfort, And Sleep Read "Types of Pain" in Chapter 12 in the textbook, page 178. Read "Signs and Symptoms of Pain" in Chapter 12 in the textbook, page 179. Read Figures 12-8, 12-9, 12-10, and 12-11 (tools to use to measure pain) in Chapter 12 in the textbook. Read "Key Terms" in chapters 12 and 15 in the textbook. Chapter 15 – Measuring Height, Weight, and Vital Signs Read Key terms Read "Measuring Height and Weight" in Chapter 15 in the textbook, page 225. <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> Glossary Read "Temperature, Pulse, Respiration, Blood Pressure, and Oxygen Saturation Levels" in the Learner Guide. Read "The Care Plan and Assisting with Vital Signs" in the Learner Guide.

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
Module 6: Measuring Vital Signs, Pain, Height, and Weight (Lab)	6.1 Apply knowledge and follow evidence-informed practice principles while demonstrating the following skills in the lab setting. a. Measuring vital signs and oxygen saturation accurately b. Measuring height and weight accurately c. Observing for pain using observation tools	<ul style="list-style-type: none"> Demonstrate measuring vital signs, height, weight, and pain in a lab setting. Follow a care plan for measuring vital signs, height, weight, and pain. Document on measuring vital signs, height, weight, and pain. 	<ul style="list-style-type: none"> Lab Skills (pass/fail) Assess Lab Skills via Lab Skills Evaluation Tool. 	<ul style="list-style-type: none"> Read "The Care Plan and Measurement of Height and Weight" in the Learner Guide. Read "Types of Pain" in the Learner Guide. Read "Non-Medication Strategies for Pain Relief and Management" in the Learner Guide. Videos: Mosby's Nursing Assistant Video Skills Version 4.0 <ul style="list-style-type: none"> "Counting Pulse" "Pretending to Count Pulse" "Measuring weight and Height" "Taking a Radial Pulse" "Taking an Apical Pulse" "Counting Respirations" "Taking a Temperature with an Electric Thermometer" "Measuring Blood Pressure" "Using a Pulse Oximeter" Readings: <ul style="list-style-type: none"> Read "Measuring Vital Signs, pain, Height, and Weight" in the Lab Skills Guide Videos: Mosby's Nursing Assistant Video Skills Version 4.0 <ul style="list-style-type: none"> "Measuring Weight and Height", "Taking a Radial pulse", "Taking an Apical Pulse", "Counting Respirations", "Taking a Temperature with an Electric thermometer", "Measuring Blood Pressure" and "Using a Pulse Oximeter". Readings: Mosby's textbook, 4th edition <ul style="list-style-type: none"> Chapter 32 – Urinary Elimination <ul style="list-style-type: none"> Review "Box 32-1 page 690: Transmission Based Practices When Assisting with Elimination" in Chapter 32 in the textbook. Read "Collecting Urine Specimens" in Chapter 32, page 715 in the textbook. Read "Key Terms" in chapters 32 in the textbook. Chapter 33 – Bowel Elimination <ul style="list-style-type: none"> Read "Stool Specimens" in Chapter 33 in the textbook. Read "Key Terms" in chapters 33 in the textbook. Chapter 41 – Home Management <ul style="list-style-type: none"> Read "Collecting Sputum Specimens" in Chapter 41 in the textbook, page 946. Read "Key Terms" in chapters 41 in the textbook. Readings: HCA Provincial Curriculum Learner Guide <ul style="list-style-type: none"> Glossary Read the article "Equipment Used to Collect Specimens" in the Learner Guide. Read "Labelling and Transporting Specimens" in the Learner Guide. Read "The Care Plan and Assisting with Specimen Collection" in the Learner Guide. Read "The Collection of Urine Specimens" in the Learner Guide. Read "The Collection of Stool Specimens" in the Learner Guide. Read "The Collection of Sputum Specimens" in the Learner Guide. Videos: Mosby's Nursing Assistant Video Skills Version 4.0 <ul style="list-style-type: none"> "Collecting a Midstream Specimen" "Collecting a 24-hour Midstream Specimen" "Collecting a 24hr Urine Specimen" "Collecting and Testing a Stool Specimen" and "Collecting Sputum Specimen" Readings: <ul style="list-style-type: none"> Read "Assisting with Specimen Collection" in the Lab Skills Guide Videos: Mosby's Nursing Assistant Video Skills Version 4.0
Module 7: Assisting with Specimen Collection (Theory)	7.1 Identify infection prevention and control guidelines as they apply to specimen collection. 7.2 Describe the collection of urine, stool, and sputum specimens. 7.3 Define and use appropriate terminology related to assisting with specimen collection. 7.4 Identify the types of specimens and the equipment used to collect specimens. 7.5 Describe the importance of the client care plan in determining the specimens to be collected from a client. 7.6 Describe compassionate caring through competence for the client receiving assistance during specimen collection. 7.7 (D) Describe how to ensure client comfort, support, and safety related to specimen collection for patients with dementia. 7.8 Describe accurate observations to include during assistance with specimen collection including reporting and recording client changes related to specimen collection.	<ul style="list-style-type: none"> Complete "A. Matching: Glossary" in the Learner Guide Complete "B. Case Study: Mrs. Kwon" in the Learner Guide Complete "C. Question: Specimen Collection in the Learner Guide. Complete "D. True or False: Specimen Collection" in the Learner Guide. Complete Module Review in the Learner Guide 	<ul style="list-style-type: none"> Lab Skills (pass/fail) Assess Lab Skills via Lab Skills Evaluation Tool. 	<ul style="list-style-type: none"> Demonstrate collecting urine, stool, and sputum samples and transporting samples a lab setting. Follow a care plan for collecting urine, stool, and sputum samples and transporting samples.
Module 7: Assisting with Specimen Collection (Lab)	7.1 Apply knowledge and follow evidence-informed practice principles while demonstrating the following skills in the lab setting. a. Collecting a urine specimen b. Collecting a stool specimen c. Collecting a sputum specimen	<ul style="list-style-type: none"> Demonstrate collecting urine, stool, and sputum samples and transporting samples a lab setting. Follow a care plan for collecting urine, stool, and sputum samples and transporting samples. 	<ul style="list-style-type: none"> Lab Skills (pass/fail) Assess Lab Skills via Lab Skills Evaluation Tool. 	<ul style="list-style-type: none"> Read "The Care Plan and Measurement of Height and Weight" in the Learner Guide. Read "Types of Pain" in the Learner Guide. Read "Non-Medication Strategies for Pain Relief and Management" in the Learner Guide. Videos: Mosby's Nursing Assistant Video Skills Version 4.0 <ul style="list-style-type: none"> "Counting Pulse" "Pretending to Count Pulse" "Measuring weight and Height" "Taking a Radial Pulse" "Taking an Apical Pulse" "Counting Respirations" "Taking a Temperature with an Electric Thermometer" "Measuring Blood Pressure" "Using a Pulse Oximeter" Readings: <ul style="list-style-type: none"> Read "Measuring Vital Signs, pain, Height, and Weight" in the Lab Skills Guide Videos: Mosby's Nursing Assistant Video Skills Version 4.0 <ul style="list-style-type: none"> "Measuring Weight and Height", "Taking a Radial pulse", "Taking an Apical Pulse", "Counting Respirations", "Taking a Temperature with an Electric thermometer", "Measuring Blood Pressure" and "Using a Pulse Oximeter". Readings: Mosby's textbook, 4th edition <ul style="list-style-type: none"> Chapter 32 – Urinary Elimination <ul style="list-style-type: none"> Review "Box 32-1 page 690: Transmission Based Practices When Assisting with Elimination" in Chapter 32 in the textbook. Read "Collecting Urine Specimens" in Chapter 32, page 715 in the textbook. Read "Key Terms" in chapters 32 in the textbook. Chapter 33 – Bowel Elimination <ul style="list-style-type: none"> Read "Stool Specimens" in Chapter 33 in the textbook. Read "Key Terms" in chapters 33 in the textbook. Chapter 41 – Home Management <ul style="list-style-type: none"> Read "Collecting Sputum Specimens" in Chapter 41 in the textbook, page 946. Read "Key Terms" in chapters 41 in the textbook. Readings: HCA Provincial Curriculum Learner Guide <ul style="list-style-type: none"> Glossary Read the article "Equipment Used to Collect Specimens" in the Learner Guide. Read "Labelling and Transporting Specimens" in the Learner Guide. Read "The Care Plan and Assisting with Specimen Collection" in the Learner Guide. Read "The Collection of Urine Specimens" in the Learner Guide. Read "The Collection of Stool Specimens" in the Learner Guide. Read "The Collection of Sputum Specimens" in the Learner Guide. Videos: Mosby's Nursing Assistant Video Skills Version 4.0 <ul style="list-style-type: none"> "Collecting a Midstream Specimen" "Collecting a 24-hour Midstream Specimen" "Collecting a 24hr Urine Specimen" "Collecting and Testing a Stool Specimen" and "Collecting Sputum Specimen" Readings: <ul style="list-style-type: none"> Read "Assisting with Specimen Collection" in the Lab Skills Guide Videos: Mosby's Nursing Assistant Video Skills Version 4.0

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
Module 8: Assisting with Respiratory Care and Oral Suctioning (Theory)	<p>d. Labelling and transporting specimens</p> <p>8.1 Describe conditions requiring respiratory care and oral suctioning.</p> <p>8.2 Identify signs and symptoms of respiratory distress.</p> <p>8.3 Define and use appropriate terminology related to assisting with respiratory care and oral suctioning.</p> <p>8.4 Describe the HCA role in assisting with respiratory care and oral suctioning under Government Organization Act.</p> <p>8.5 Review Work place Hazardous Material Information System (WHIMIS) in relation to oxygen use and care of oxygen equipment.</p> <p>8.6 Explain the role of the HCA in caring for, cleaning, and maintaining oral suction and oxygen equipment using infection prevention and control (IPC) guidelines.</p> <p>8.7 Describe the purpose of and equipment for oxygen therapy, oral suctioning, and mechanical ventilation.</p> <p>8.8 Describe the application and regulation of oxygen.</p> <p>8.9 Describe procedures for oral suctioning.</p> <p>8.10 Describe the purpose of chest physiotherapy and the preparation to receive chest physiotherapy.</p> <p>8.11 Identify signs and symptoms of respiratory fatigue and distress following chest physiotherapy.</p> <p>8.12 Describe the importance of the client care plan when assisting with oxygen therapy, oral suctioning, and chest physiotherapy.</p> <p>8.13 Describe how to enhance quality of life of a patient who requires oxygen and respiratory needs.</p> <p>8.14 Describe compassionate caring through competence for the client receiving assistance with respiratory care and oral suctioning.</p> <p>8.15 (CCD) (P&E) Describe accurate observations to report and record during assistance with respiratory care and oral suctioning for diverse patients including a palliative patient.</p>	<ul style="list-style-type: none"> Document on collecting urine, stool, and sputum samples and transporting samples. Complete "A. Identification: Signs and Symptoms" in the Learner Guide. Complete "B. Multiple Choice: Breathing Difficulty" in the Learner Guide. Complete "A. True and False: Assisting with Breathing" in the Learner Guide. Complete "B. Multiple Choice: Suctioning" in the Learner Guide. Complete "C. Matching: Terminology" in the Learner Guide. Participate in lab activities Complete Module Review 	<ul style="list-style-type: none"> Module Review and Answer Key 	<ul style="list-style-type: none"> "Collecting a Midstream Specimen," "Collecting a 24-hour Midstream Specimen," "Collecting a 24hr Urine Specimen," "Collecting and Testing a Stool Specimen," and "Collecting Sputum Specimen." Readings: Mosby's textbook, 4th edition <ul style="list-style-type: none"> Chapter 17 – Body Structure and Function Review "The Respiratory System" in Chapter 17 in the textbook. Chapter 41 – Oxygen Needs Review "Key Terms" in Chapter 41 in the textbook. Read "Factors Affecting Oxygen Needs" in Chapter 41 and Box 41-1 in the textbook. Read "Mechanical Ventilation" in Chapter 41 in the textbook. Read" Box 41-8: Guidelines for clients receiving mechanical ventilation" in Chapter 41 in the textbook. Read "Types of Artificial Airways", "Tracheostomies", "Supporting the Client with Tracheostomy" and figure 41-25 in Chapter 41 in the textbook. Read "Factors Affecting Oxygen Needs" in Chapter 41 and box 41-1 in the textbook. Read "Altered Respiratory Function" in Chapter 41 in the textbook. Read Box 41-2 in the textbook, page 931. Read "Assisting with Oxygen Therapy" in Chapter 41, page 410 in the textbook. Hypoxia and Signs and Symptoms of Hypoxia (box 41-3) Focus on Home Care: Mechanical Ventilation Chapter 41 in the textbook. Chapter 22 – Safety Review "Promoting Your Personal Safety" in Chapter 22, page 410 in the textbook. Readings: HCA Provincial Curriculum Learner Guide Glossary Read "Conditions Requiring Oxygen Therapy" in the Learner Guide. Read "Conditions Requiring Oral Suctioning" in the Learner Guide. Read "Focus on Home Care: Mechanical Ventilation" in the Learner Guide. Read "Conditions Requiring Mechanical Ventilation and Non-Invasive Ventilation (NIV)" in the Learner Guide. Read "Signs and Symptoms of Respiratory Distress" in the Learner Guide. Read "The Role of the Health Care Aide in Cleaning and Maintaining Suction Equipment Using IPC Guidelines" in the Learner Guide. Read "The Health Care Aide Role in Assisting with Respiratory Care and Oral Suctioning" in the Learner Guide (NEW) Read examples of non-invasive ventilation equipment in the Learners guide. Read "Care of Oxygen Equipment" in the Learner Guide. Read "Infection Prevention and Control Guidelines for Care of Oxygen Equipment" in the Learner Guide. Read "Application and Regulation of Oxygen" in the Learner Guide. Read "The Care Plan and Assisting with Oxygen Therapy" in the Learner Guide. Read "Chest Physiotherapy" in the Learner Guide. Read "The Purpose of Oral Suctioning and the Equipment Used" in the Learner Guide. Read "The Government Organization Act in Relation to the HCA Role in Assisting with Oral Suctioning" in the Learner Guide. Read "Infection Prevention and Control (IPC) Guidelines for Care of Oral Suctioning Equipment" in the Learner Guide. Read "The Care Plan and Assisting with Oral Suctioning" in the Learner Guide. Read "Enhancing the Client with Respiratory Issues Quality of Life" in the Learner Guide Videos: Mosby's Nursing Assistant Video Skills Version 4.0 <ul style="list-style-type: none"> "Assisting with deep breathing and coughing exercises" Readings: <ul style="list-style-type: none"> Read "Assisting with Respiratory Care and Oral Suctioning" in the Lab Skills Guide Videos: Mosby's Nursing Assistant Video Skills Version 4.0
Module 8: Assisting with Respiratory Care and Oral Suctioning	<p>8.1 Apply knowledge and follow evidence-informed practice principles while demonstrating the following skills in the lab setting.</p> <p>a. Observing the client for respiratory fatigue and distress</p> <p>b. Applying, regulating, and removing oxygen</p>	<ul style="list-style-type: none"> Demonstrate respiratory care and oral suctioning a lab setting. Follow a care plan for respiratory care and oral suctioning. 	<ul style="list-style-type: none"> Lab Skills (pass/fail) Assess Lab Skills via Lab Skills Evaluation Tool. 	<ul style="list-style-type: none"> Read "Assisting with Respiratory Care and Oral Suctioning" in the Lab Skills Guide Videos: Mosby's Nursing Assistant Video Skills Version 4.0

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
(Lab)	<ul style="list-style-type: none"> c. Assembling suctioning equipment d. Performing oral suctioning e. Cleaning suctioning equipment 	<ul style="list-style-type: none"> • Document on respiratory care and oral suctioning. 	<ul style="list-style-type: none"> • Module Review and Answer Key • Person-Centred Care Approach Scenario 	<ul style="list-style-type: none"> • "Assisting with deep breathing and coughing exercises"
Module 9: Medication Assistance (Theory)	<ul style="list-style-type: none"> 9.1 Describe the purpose of medications. 9.2 Define and use appropriate terminology related to medication assistance. 9.3 Identify accepted abbreviations used in medication assistance. 9.4 Review the Government Organization Act in relation to medication assistance by an HCA, including direct and indirect supervision, including the clients' rights and how they pertain to unregulated health-care providers providing medication assistance. 9.5 Describe the four conditions necessary for an HCA to provide medication assistance. 9.6 Compare side effects, adverse effects, and anaphylaxis. 9.7 Identify the actions that must be taken when a client is experiencing side effects, adverse effects, or anaphylaxis. 9.8 Identify the various forms of medications that HCAs may be assigned to assist with. 9.9 Describe various controlled-dosage systems for the providing assistance with oral medications. 9.10 Describe agency form or care plans used to record medication assistance. 9.11 Describe the importance of a client's care plan when an HCA provides medication assistance. 9.12 Identify the nine rights and three safety checks of safe medication assistance. 9.13 Describe medication assistance using the nine rights, three safety checks, and infection prevention and control (IPC) guidelines for the following types of medications: oral solid and oral liquid medications, eye drops and eye ointments, ear drops, topical medications, transdermal patches, rectal medications, inhaled medications, and pre-drawn insulin. 9.14 Identify common medication errors and how medication errors can occur. 9.15 Identify strategies to prevent interruptions during medication preparation and assistance. 9.16 Follow employer policies and procedures for reporting medication incidents. 9.17 (CCD) Identify strategies for assisting clients with physical impairments and cognitive deficits to take their medications. 9.18 Describe compassionate care through competency for clients receiving medication assistance. 9.19 Describe how to enhance quality of life while providing medication assistance. 9.20 Describe accurate observations to report and record medication assistance. 	<ul style="list-style-type: none"> • Complete "A. Matching Exercise: Medication Assistance Terminology." • Complete "B. Multiple Choice: HCAs and Restricted Activities." • Complete "C. True and False: Restricted Activities." • Complete "D. Fill in the Blanks: Client Rights." • Complete "E. Fill in the Blanks: Limits of the HCA Role" in the _Learner Guide. • Complete "A. Fill in the Table: Side Effects, Adverse Effects, and Anaphylaxis." In the Learner Guide • Complete "B. True and false: medications" in the Learner Guide • Complete the Chapter Review Questions in Chapter 43 in the textbook. • Complete "A. Identification: Accepted Abbreviations" in the Learner Guide • Locate and review the safety checks in the procedures and skills checklist for each HCA medication skill as set out in this module. • Complete "A. Fill in the Blanks: Reporting medication Errors" in the Learner Guide • Complete "B. Question: Medication Errors" in the Learner Guide. • Complete "C. Case Study: Supporting Alice with her Medications" in the Learner Guide • Complete "A. Case Study: Anne Requires Medication Assistance." in the Learner Guide. 	<ul style="list-style-type: none"> • Module Review and Answer Key • Person-Centred Care Approach Scenario 	<p>Readings: Mosby's textbook, 4th edition</p> <ul style="list-style-type: none"> • Chapter 41 to the end of section "Scope of Practice: Your Role" in the textbook. • Chapter 43 – Assisting with Medications (entire chapter) • Read key terms in Chapter 43 from textbook. • Read Box 43-1 "Assisting with versus Administering Medications" in textbook Chapter 43, page 985. • Read "How medication works in the body" in textbook, Chapter 43, page 987, and Table 43-1 "types of medications". • Table 43-2 and "Adverse Effects" and "Drug Allergy" Chapter 43, page 995 in textbook. • Read "Documentation" and refer to figure 43-4 in textbook. • Read "The Rights of assisting with Medications" Chapter 43, page 997 in the textbook • Read "Think About Safety: Guidelines for assisting clients with medications" in Chapter 43 in the textbook • Read "Drug Effects and Classifications" and Table 43-2 "Drug Classifications and Your Responsibilities" in chapter 43 in the textbook • Understanding Abbreviations • Chapter 37 - Common Diseases and Conditions • Review "Diabetes" in Chapter 37 in the text book • Chapter 36 – Disorientation, Delirium, and Dementia • Review Table 36-1 "Typical Symptoms and Support Strategies for Early Stage Dementia" in Chapter 36 in the textbook and identify strategies that will apply to assisting with medication assistance. • Read "Think About Dementia Safety: ABCDs of Managing Responsive or Challenging Behaviours" in Chapter 36 in the textbook. • Review "Communication" in relation to dementia, and see Figure 36-6 "The Cycle of Challenging Behaviours" in Chapter 36 in the textbook. • Chapter 13 • Table 13-1 List of Abbreviations and Symbols that Should never be used in Canada • Chapter 22 - Safety • Read "Types of Restraints" Chapter 22, pages 396-397 in the textbook • Chapter 46 – End-of-Life • Read "Palliative Care" in Chapter 46 in the textbook as it related to medication assistance. <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> • Glossary Review terms "desired effect," "side effects," "adverse effects," and "anaphylaxis." • Read "Government Organization Act" in the Learner Guide. • Read "Client Rights in Alberta" in the Learner Guide. • Read "Am I Ready to Assist with Medication Delivery?" in the Learner Guide. • Read "The Four Conditions" in the Learner Guide. • Read "Medications: Their Purpose, Side Effects, Adverse Effects, and Anaphylaxis." in the Learner Guide • Read "Forms of Medications" in the Learner Guide. • Read "Types of Medications HCAs May Assist" in the Learner Guide. • Read "Blood Glucose Monitoring ", "Insulin pump" and "Insulin Injection Sites" in the Learner Guide. • Read "Types of Controlled-Dosage Systems" in the Learner Guide. • Read "The Medication Administration Record" in the Learner Guide. • Read "The Client's Care Plan and Medication Assistance" in the Learner Guide. • Read "Abbreviations and Their Meanings" in the Learner Guide.

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
Module 9: Medication Assistance (Lab)	<p>9.1 Apply knowledge and follow evidence-informed practice principles while demonstrating the following skills in the lab setting.</p> <ol style="list-style-type: none"> Observing the client for changes that impact medication assistance Preparing and assisting with medications using the nine rights, three safety checks and IPC guidelines for the following types of medications: oral solid and oral liquid medications, eye drops and eye ointments, ear drops, topical medications, transdermal patches, rectal medications, inhaled medications, and pre-drawn insulin. Documenting medication assistance information on appropriate forms 	<ul style="list-style-type: none"> Demonstrate lab skills procedures for assisting with oral solid and oral liquid medications, eye drops and eye ointments, ear drops, topical medications, transdermal patches, rectal medications, inhaled medications, and pre-drawn insulin. Follow a care plan for medication assistance. Document on medication assistance. 	<ul style="list-style-type: none"> Lab Skills (pass/fail) Assess Lab Skills via Lab Skills Evaluation Tool. 	<ul style="list-style-type: none"> Read "The Nine Rights and Three Safety Checks of Assisting with Medication Delivery" in the Learner Guide. Read "Assisting Clients with Physical Limitations or Cognitive Impairments Including those in palliative care." in the Learner Guide. Read "Disposing of Spilled or Refused Medications Including Cytotoxic Medications" in the Learner Guide. Read "Common Medication Errors" in the Learner Guide. Read "Being Alert for Interruptions" in the Learner Guide. Read "Medication Incidents" in the Learner Guide. Read "Blood Glucose Monitoring" in the Learner Guide Read "Insulin Injection Sites" in the Learner Guide. Read "Role and Responsibility Alert" in the Learner Guide Read "Infection Prevention and Control Guidelines for Assisting with Medication Delivery, including Cytotoxic Medications in the Learner Guide <p>Videos: My Health Alberta website and https://myhealth.alberta.ca/learning/modules/insulin-pump-therapy</p> <p>Readings:</p> <ul style="list-style-type: none"> Read and complete insulin pump module and watch the videos on the My Health Alberta website: https://myhealth.alberta.ca/learning/modules/insulin-pump-therapy AHS policy: Health Care Aide Role in Medication Assistance. https://www.albertahealthservices.ca/assets/info/seniors/if-sen-companion-to-map-hca-role-in-med-assist.pdf <p>Videos: Mosby's Nursing Assistant Video Skills Version 4.0</p> <ul style="list-style-type: none"> "Measuring Blood Glucose" <p>Readings:</p> <ul style="list-style-type: none"> Read "Assisting with Medication Delivery" in the Lab Skills Guide <p>Videos: Mosby's Nursing Assistant Video Skills Version 4.0</p> <ul style="list-style-type: none"> "Measuring Blood Glucose"
Module 10: High Impact Consolidation Lab (Lab)	<p>10.1 (P&E) Demonstrates comfort measures such as oral care, respiratory care, repositioning the client to increase physical comfort while maximizing dignity, and privacy for a client receiving palliative care at the end of life.</p> <p>10.2 (IT) Use information technology (electronic charting and records) to communicate change in client's health status to the collaborative care team.</p> <p>10.3 (CC&D) (D) (P&E) Apply culturally competent and effective communication strategies as part of person-centred care to a client with late-stage dementia at the end of life.</p>	<ul style="list-style-type: none"> Follow a care plan. Complete scenario which looks specifically at a client with late-stage dementia at the end of life, receiving palliative care. Incorporate the idea of a comfort basket and massage to promote client comfort. (IT) Create instructions for PSI to have a word doc. of a client medication administration record and have learners document in their care given to practice digital literacy 	<ul style="list-style-type: none"> High Impact Consolidation Lab Scenario and Debrief Questions 	

Required Textbooks and Resources:

Alberta Health Services. (2013). *Eating well after ostomy surgery*. Retrieved from <https://albertahealthservices.ca/assets/info/nutrition/if-nfs-eating-well-after-ostomy-surgery.pdf>

Alberta Health Services. (2016). *Health care aide role in medication assistance*. Retrieved from <https://www.albertahealthservices.ca/assets/info/seniors/if-sen-companion-to-map-hca-role-in-med-assist.pdf>

Alberta Health Services. (2016). *Insulin pump therapy learning module*. Retrieved from <https://myhealth.alberta.ca/learning/modules/insulin-pump-therapy>

Alberta Health Services. (2018). *Virtual reality for wound care patients a Canadian first*. Retrieved from <https://albertahealthservices.ca/news/Page14623.aspx>

Elsevier (2019). *Mosby's Nursing Assistant Video Skills: Version 4.0* (4th ed.). Toronto, ON: Elsevier Canada.

- Government of Alberta. (2018). Alberta Health Care Aide Competency Profile. Retrieved from <https://open.alberta.ca/dataset/e1fb562-1571-40b8-bc17-71687dab444c/resource/9e34d246-c389-4753-bda4-f53a77e02f80/download/ah-hca-core-competency-profile-2018.pdf>
- Healthwise, Incorporated. (2017). *Learning about how to care for an indwelling urinary catheter*. Retrieved from <https://myhealth.alberta.ca/health/aftercareinformation/pages/conditions.aspx?hwid=abs2318>
- Ostomy Lifestyle Films. (2013, Sept.). A Quick Explanation: Colostomy, Ileostomy, Urostomy [Video file]. <https://binged.it/2Eeu9Yh>
- Sorrentino, S.A., Remmert, L., & Wilk, M. J. (2018). *Mosby's Canadian textbook for the support worker* (4th ed.). Toronto, ON: Elsevier Canada.
- Sorrentino, S.A., Remmert, L., Kelly, R. T., & Wilk, M. J. (2018). *Workbook to accompany Mosby's Canadian textbook for the support worker* (4th ed.). Toronto, ON: Elsevier Canada.

		Course Code	Course Name	Special Activities for Clients with Various Health Conditions
		Course 7	General Learning Outcomes (GLOs)	
<p>Course Description</p> <p>A central feature of this course is the extensive section on meeting the care and comfort needs of clients with a diagnosis of dementia. Learners also learn about care strategies for assisting other diverse client groups such as clients with a mental health diagnosis and clients with developmental delays and physical disabilities. Health care aides employed by home care agencies may have the opportunity 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. This course provides the information and skills needed to assist with these care assignments.</p>		<p>General Learning Outcomes (GLOs)</p> <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> 2. Integrate knowledge and examine dementia in relation to the following: <ol style="list-style-type: none"> a. Responsive behaviours b. Impact on families c. Role of the collaborative care team 3. Examine mental health and addictive disorders in relation to the following: <ol style="list-style-type: none"> a. Causes b. General signs and symptoms c. Common treatments d. Impact on families and society 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. 5. Analyze own personal feelings and experiences as they relate to the following: <ol style="list-style-type: none"> a. Clients with dementia b. Clients with mental health and addictive disorders c. Clients with physical disabilities and developmental delays d. Clients receiving palliative care and at the end of life e. Meeting care needs at the time of death (post-mortem care) 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: <ol style="list-style-type: none"> a. Infants b. Children c. Clients with dementia d. Clients with mental health and addictive disorders e. Clients with physical disabilities and developmental delays f. Clients receiving palliative care and at the end of life 7. Examine cultural competence and diversity in the provision of care to the following: <ol style="list-style-type: none"> a. Infants b. Children c. Clients with dementia d. Clients with mental health and addictive disorders e. Clients with physical disabilities and developmental delays f. Clients in palliative care and at the end of life 8. Apply knowledge of client, personal, and environmental safety when providing care to the following: <ol style="list-style-type: none"> a. Clients with dementia b. Clients with mental health and addictive disorders c. Clients with physical disabilities and developmental delays d. Clients in palliative care and at the end of life 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: <ol style="list-style-type: none"> a. Clients with dementia b. Clients with mental health and addictive disorders c. Clients in palliative care and at the end of life 10. Apply communication techniques and strategies that support person-centred care and the collaborative team to a variety of situations/scenarios with the following: <ol style="list-style-type: none"> a. Clients with dementia b. Clients with mental health and addictive disorders c. Clients with physical disabilities and developmental delays d. Clients in palliative care and at the end of life 		

						Assessments		Prerequisites/Co-requisites	Course total hours/credits
						Summative Assessments: <ul style="list-style-type: none"> Course Exam (50 multiple-choice questions) Completion of Lab Skills (pass/fail) 		Prerequisites: Courses 1, 2, 3, 4, 5	75 hours 5 credits
Areas of Enhancement:		D = Dementia	CCD = Cultural Competency and Diversity	MH&A = Mental Health and Addiction	P&E = Palliative Approach and End-of-Life Care	CC = Collaborative Care	PD = Professional Development	IT = Information Technology	
Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources					
Module 1: Assisting with the Care of Infants (Theory)	1.1 Define and use appropriate terminology related to assisting with the care of the infant. 1.2 Identify the developmental tasks associated with the infant. 1.3 Describe issues facing infants such as sudden infant death syndrome (SIDS) and shaken infant syndrome. 1.4 (CCD) Discuss culturally sensitive approaches in assisting with the care of infants. 1.5 Describe how to provide comfort, support, and safety when assisting with the care of infants within the person-centred care approach. 1.6 Describe accurate observations to include when assisting with the care of infants. 1.7 Describe reporting and recording requirements when assisting with the care of infants.	<ul style="list-style-type: none"> Review Glossary Complete A. Matching Infant Care Key Terms (CD) (NEW) Case Study: Infant Mariam (SIDS, Cultural Components) 	<ul style="list-style-type: none"> Module Review and Answer Key Workbook – questions for Ch. 19 except # 18, 29, 37 	Readings: Mosby's textbook, 4th edition <ul style="list-style-type: none"> Chapter 18 - Growth and Development Infancy (Birth to 1 year) Chapter 19 - Caring for Mothers and Infants Think about Safety: Laying Infant Down to Sleep All Chapter 19 from Caring for Infants All Infant ADLs Chapter 38 – Developmental Disorders and Disabilities Table 38-1 Some Conditions Causing Developmental Disabilities – Shaken Baby Syndrome HCA Competency Profile (2018) Readings: HCA Provincial Curriculum Learner Guide <ul style="list-style-type: none"> Articles What is Shaken Baby Syndrome? What is Sudden Infant Death Syndrome (SIDS)? Strategies for Reducing Sudden Infant Death Syndrome (NEW) General Observations of the Infant Observations of an Infant in Pain (NEW) Apply the HCA Role CARE Principles and Person-Centred Care Approach to assisting with the care of infants. 					
Module 2: Assisting with the Child (Theory)	2.1 Define and use appropriate terminology related to assisting with the care of the child. 2.2 Identify the developmental tasks associated with the following stages of childhood: toddler, preschool, school age, and adolescence. 2.3 Describe the safe care associated with toddler, preschool, school age, and adolescence stages of childhood. 2.4 Explain child abuse including the signs of child abuse and the difference between discipline and child abuse. 2.5 (P&E) Recognize that the family of a dying client may include children and identify the common questions and concerns that children may have. 2.6 (CCD) Describe how to provide comfort, support, and safety when assisting with culturally sensitive care of children within the person-centred care approach. 2.7 Describe accurate observations to include when assisting with the care of children. 2.8 Describe reporting and recording requirements when assisting with the care of children.	<ul style="list-style-type: none"> Review Glossary Complete A. Multiple Choice: Terms Related to Child Care (NEW) Complete A. Which is Discipline? Which is abuse? In the Learner Guide Complete B. Multiple-choice questions: Abuse in the Learner Guide 	<ul style="list-style-type: none"> Module Review and Answer Key Workbook – all questions Ch. 18 and 20 	Readings: Mosby's textbook, 4th edition <ul style="list-style-type: none"> Chapter 18 - Growth and Development Toddlerhood Preschool Middle childhood Late childhood Adolescence Chapter 20- Caring for the Young Protecting Children from Injury to Supporting the Challenging Child Prevention of Childhood Infections to the end of the chapter Chapter 16- Abuse Awareness <ul style="list-style-type: none"> Child Abuse to Abuse of Older Adults Box 16-2 Persons at Highest Risk for Abuse Thinking About Safety: Signs and Symptoms of Abuse (Infants and children) What to do when Clients Speak of Abuse to Abuse of Healthcare Workers Reporting Abuse HCA Competency Profile (2018) Readings: HCA Provincial Curriculum Learner Guide <ul style="list-style-type: none"> Articles (NEW) A Child's Reaction to Pain (NEW) Distinguishing between Discipline and Abuse (NEW) What to do if Child Abuse is Suspected? (NEW) What Information will need to be Provided in the Report? 					

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
Module 3: Care for Clients with a Diagnosis of Dementia (Theory)	<p>3.1 Define and use appropriate terminology related to caring for clients with dementia.</p> <p>3.2 Examine personal feelings and experiences as they relate to aging and caring for clients with dementia.</p> <p>3.3 Review stages, signs, and symptoms of dementia.</p> <p>3.4 Review memory loss in the context of the client diagnosed with dementia.</p> <p>3.5 Compare depression, delirium, and dementia.</p> <p>3.6 Identify common responsive behaviours in clients diagnosed with dementia.</p> <p>3.7 Describe strategies to effectively prevent and manage responsive behaviours while caring for clients with dementia.</p> <p>3.8 Explore strategies including validation and reminiscence to promote effective communication with clients with dementia.</p> <p>3.9 (CCD) Discuss care strategies to provide safe, culturally sensitive, individualized care to the client diagnosed with dementia.</p> <p>3.10 Describe how to provide comfort, support, and safety when assisting with the care of the client with dementia within the person-centred care approach.</p> <p>3.11 Describe accurate observations to include when caring for clients diagnosed with dementia.</p> <p>3.12 Describe reporting and recording requirements when caring for clients diagnosed with dementia.</p> <p>3.13 Explore the role of the collaborative care team when caring for clients diagnosed with dementia.</p> <p>3.14 Examine the role of the family when caring for clients diagnosed with dementia.</p>	<ul style="list-style-type: none"> Review Glossary Complete A. Reflection Questions: Understanding Your Beliefs About Aging in the Learner Guide (NEW) Complete B. Writing Exercise: A Definition of Dementia (NEW) Complete C. Reflection Questions: Attitudes Toward Dementia Complete module 3 section 1 review in the Learner Guide Video: Living Well with Dementia (NEW) Complete A. Table: Stages of Dementia in the Learner Guide Complete B. Table: Primary and Secondary Dementia's in the Learner Guide. (NEW) Complete C. Video: Memory Loss as a Symptom of Dementia (NEW) Complete D. Create a List of Misconceptions of Alzheimer's Disease Complete E. Reflection Question: Mental Functioning in the Learner Guide (NEW) Complete F. Matching: Delirium, Depression, or Dementia Complete A. Case Study: Lots in the Learner Guide Complete B. Case Study: Fred in the Learner Guide Complete A. Video: Communicating with Clients in the Learner Guide Complete B. Case Study: Drawing Symbols in the Learner Guide Complete C. Video: Validation Skills in the Learner Guide Presentation: Coming Alive Complete D. Recollection Exercise: Sensory Memory in the Learner Guide Complete E. Reflection Exercise: Reminiscence in the Learner Guide Complete F. Matching Question: Communication Terminology in the Learner Guide Complete Module 3 section 5 review in the Learner Guide Complete A. Questionnaire: Understanding Personhood in the Learner Guide. Complete B. Case Study: Tim Forgets in the Learner Guide (NEW) Complete C. Video: Driving and Dementia - The Family's Experience Complete D. Matching Question: Safety Terminology in the Learning Guide. (NEW) Complete E. Video: Using Tactile Cues and Under-Hand Feeding Technique Complete Module 3 section 6 review questions in the Learner Guide 	<ul style="list-style-type: none"> Module Review and Answer Key for each section Workbook - all questions Ch. 36 	<ul style="list-style-type: none"> (NEW) Supporting the Child During the Death of a Family Member Compassionate Caring for Terminally Ill Children (NEW) Apply the HCA Role CARE Principles and Person-Centred Care Approach to Assisting with the Care of Children. <p>Readings: Mosby's textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 1: The Role of the Support Worker The Health Care Team Chapter 5 - Interpersonal Communication Box 5-4 Tips for Communicating with Someone with Dementia Chapter 12 - Promoting Client well-being, comfort, and sleep Box 12-2 Signs and Symptoms of Pain Focus on Older Adults: Pain Reactions Chapter 22 - Safety Restrains and How to Avoid them Chapter 36 - Disorientation, Delirium, Dementia Dementia to Box 36-2 Signs and Symptoms of Dementia Stages of Dementia Tables 36-1, 36-2, and 36-3 Delirium and Dementia Disorientation, Delirium and Dementia beginning at the section "Managing Challenging or Responsive Behaviours" and ending at "Thinking about Safety" Think About Safety: The ABCDs of Managing Challenging Behaviours Safety Tables 36-1, 36-2, 36-3 Thinking about Safety: Supporting Clients with Disorientation and Dementia Meeting Basic Client Needs HCA Competency Profile (2018) <p>Video:</p> <ul style="list-style-type: none"> Video: Living Well with Dementia found here: National Institute for Health Research Presentation: Coming Alive Video: Memory Loss as a Symptom of Dementia <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> Feelings Do Matter Beliefs About Aging (NEW) Definitions About dementia Personal Experiences with Dementia Promoting Memory Function Through Mental Exercise Comparing Depression, Delirium, and Dementia Identifying Types of Responsive Behaviours of Clients Diagnosed with Dementia Strategies to Help Clients Cope with Memory Loss The ABCD Model of Preventing and Managing Aggressive Behaviours Strategies to Manage the Care of the Client Experiencing Responsive Behaviours Responsive Behaviour Specific Strategies Connecting Through Communication Environmental Conditions and the Communication Climate Strategies to Redirect the Client's Focus During Communication Using Non-Verbal Communication Skills When Communicating with Clients with Dementia Using Verbal Communication with Clients with Dementia Communication Tools Validation Therapy Reminiscence Therapy Personhood and Strategies to Maintain Personhood (NEW) The Kitwood Equation

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
		<ul style="list-style-type: none"> Complete A. Case Study: Henry's Story in the Learner Guide. Complete B. Video: Family Experiences of Caregiving in the Learner Guide Complete C. Reflection Questions: Personal Experiences in the Learner Guide Complete D. Matching: Terminology in the Learner Guide Participate in lab activities Complete Module 3 section 7 review in the Learner Guide. Complete all chapter review questions for Chapter 36 in the workbook. <p>Additional Resources:</p> <ul style="list-style-type: none"> Alberta Health Services (AUA Toolkit) 		<ul style="list-style-type: none"> <u>Making Decisions: Respecting Individual choice</u> Safety at Home Safety Strategies in Continuing Care Facilities Culturally Sensitive Care for the Dementia Client Nutritional Challenges for Clients Diagnosed with Dementia Benefits of Physical Exercise and Social Activities Physical Exercises for the Client with Dementia Social Activities for the Client with Dementia Meeting the Emotional Needs of Clients with Dementia (NEW) Sexuality and Dementia The Stress of Moving for Clients and Families Individualized Care Strategies Following an Individualized Client Care Plan (NEW) The Butterfly Household Model The Importance of Family Effects of Dementia on the Family Grieving the Diagnosis of Dementia Community Resources for the Dementia Caregiver and the Client (NEW) The Collaborative Team within Dementia Care (NEW) Pain in the Client with Dementia (NEW) Restraint Use for Clients with Dementia (NEW) Apply the HCA Role CARE Principles and Person-Centred Care Approach to Assisting with the Care of Clients Diagnosed with Dementia. <p>Learner Guide:</p> <ul style="list-style-type: none"> Course 7: Module 3: Care for Clients with a Diagnosis of Dementia <p>Readings: Mosby's textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 36 – Disorientation, Delirium, and Dementia Meeting Basic Care Needs <p>Additional Resources:</p> <p>Dementia Care Central. (n.d.) Eating safely with dementia [Video File]. Retrieved from https://www.dementiacarecentral.com/video/eating/</p> <p>Dementia Care Central. (n.d.) Grooming tips for dementia [Video File]. Retrieved from https://www.dementiacarecentral.com/video/grooming/</p>
Module 3: Care for Clients with a Diagnosis of Dementia (Lab)	<p>3.1 (D, MH&A) Demonstrate the person-centred care approach to provide comfort, support, and safety when assisting with activities of daily living (ADLs) with a client diagnosed with dementia who is also showing symptoms of depression.</p> <p>3.2 (D, MH&A) Apply appropriate strategies and communication techniques to deal with and prevent responsive behaviours when providing individualized care to a client diagnosed with dementia who is also showing symptoms of depression.</p>	<p>(NEW) Two Scenarios Related to Clients with Dementia, Depression</p> <p>Scenarios involve:</p> <ul style="list-style-type: none"> Vision Hearing ADLS including: <ul style="list-style-type: none"> Dressing Feeding Inappropriate sexual behaviour Creation of care plans Using person-centred care approach Appropriate communication techniques 	<ul style="list-style-type: none"> Lab Skills (pass/fail) Assess Lab Skills via Lab Skills Evaluation Tool. 	<p>Readings: Mosby's textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 4 – Health, Wellness, Illness, Disability Influences on Our Health Beyond Our Immediate Control: Determinants of Health Chapter 5 – Interpersonal Communication Box 5-2 Communicating with an Angry Client Chapter 35 – Mental Health Disorders Stigma of Mental Health Disorders Impact of Mental Health Disorders Supporting Clients and their Families Effect on the Family Culture and its influence on mental health disorders Causes of Mental Health Disorders Box 35-2 Principles of Mental Health Care Providing Compassionate Care: Supporting Clients with Mental Health Disorders Providing Care and Support for Clients with Mental Health Disorders Acquired brain injury Schizophrenia Spectrum Disorders Bipolar and Related Disorders
Module 4: Caring for Clients with a Mental Health Diagnosis (Theory)	<p>4.1 Define and use appropriate terminology related to caring for clients with a mental health diagnosis.</p> <p>4.2 Describe your personal feelings and experiences dealing with clients with a mental health diagnosis.</p> <p>4.3 Describe the impact of mental health disorders on society and families.</p> <p>4.4 (CCD) Discuss cultural influences on mental health disorders and treatment.</p> <p>4.5 Describe common mental health disorders, causes, general signs, and symptoms as well as medication, treatment, and compliance.</p> <p>4.6 Discuss the collaborative care team and working safely as an HCA when dealing with clients who have been diagnosed with mental health disorders.</p> <p>4.7 Describe specific mental health diagnoses, signs and symptoms, common treatments, and care strategies for those diagnosed with a mental health disorder.</p> <p>4.8 Discuss suicidal behaviour disorder including risk factors, warning signs of suicidal intent, and care strategies for the client at risk for suicide.</p>	<ul style="list-style-type: none"> Review Glossary Complete A. Reflection Activity – “How do You Feel?” in the Learner Guide. Complete A. Reflection Activity – “Why is Jason in the Hospital?” (NEW) Complete B. Reflection activity – Community Supports in the Learner Guide. Complete A. True and False: Mental Health Disorders in the Learner Guide. (IT) (NEW) Complete B. Understanding the Mental Health Act and Community Treatment Orders in the Learner Guide. Complete C. Identification: Medication Non-Compliance Factors Complete A. Case Study 1: Safe Visit Plan in the Learner Guide. Complete A. Reflective Activity: Elements Of Compassionate Care in the Learner Guide 	<ul style="list-style-type: none"> Module Review and Answer Key Workbook – all questions Ch. 35 	<p>Readings: Mosby's textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 4 – Health, Wellness, Illness, Disability Influences on Our Health Beyond Our Immediate Control: Determinants of Health Chapter 5 – Interpersonal Communication Box 5-2 Communicating with an Angry Client Chapter 35 – Mental Health Disorders Stigma of Mental Health Disorders Impact of Mental Health Disorders Supporting Clients and their Families Effect on the Family Culture and its influence on mental health disorders Causes of Mental Health Disorders Box 35-2 Principles of Mental Health Care Providing Compassionate Care: Supporting Clients with Mental Health Disorders Providing Care and Support for Clients with Mental Health Disorders Acquired brain injury Schizophrenia Spectrum Disorders Bipolar and Related Disorders

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
	<p>4.9 (MH&A) Discuss responsive behaviours that may require de-escalation techniques and the warning signs of a client in distress.</p> <p>4.10 (MH&A) Describe appropriate de-escalation interventions (such as verbal and non-verbal techniques, disengagement, and restraints) to deal with a responsive behaviour in a crisis situation in order to protect the safety of self, the client, and others.</p> <p>4.11 Describe how to provide comfort, support, and safety when caring for clients with a mental health diagnosis within the person-centred care approach.</p> <p>4.12 Describe accurate observations to include when caring for clients with a mental health diagnosis.</p> <p>4.13 Describe reporting and recording requirements when caring for clients with a mental health diagnosis.</p>	<ul style="list-style-type: none"> Chapter 35 Review Questions: 1-8, 14-20 in the textbook Complete B. Matching: Types Of Mental Health Disorders in the Learner Guide. Complete A. Fill in the Blanks: Suicidal Intent in the Learner Guide (MH&A)(NEW) Watch the video on De-escalation Techniques. Click on the link: https://www.youtube.com/watch?v=pBe4A32fpvI Chapter 35 Review Questions in the textbook and workbook Complete module review in the Learner Guide Participate in Lab Activities 		<ul style="list-style-type: none"> Table 35-1: Phases of Treatment of Bipolar and Related Disorders and the Role of the Support Worker Depressive Disorders Box 35-3: Signs and Symptoms of Depression Focus on Older Adults: Depression Anxiety Disorders Obsessive Compulsive and Related Disorders Feeding and Eating Disorders Sleep-Wake Disorders Disruptive, Impulse Control, and Conduct Disorders Box-35-5: Dealing with Your Own Anger Substance-related and Addictive Disorders Personality Disorders Suicidal Behaviour Disorder Box 35-4: Warning Signs of Suicidal Intent Focus on Older Adults – Suicide Chapter 36 – Delirium, Dementia, Disorientation Managing Challenging or Responsive Behaviours Think about Safety – The ABCDs of Managing Responsive or Challenging Behaviours HCA Competency Profile (2018) <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> The Continuum of Mental Health Your Personal Feelings About Mental Health Disorders Determinants of Health (NEW) Homelessness in Alberta (NEW) The Opioid Crisis in Alberta (NEW) Vulnerable Communities – Awareness (NEW) Indigenous Peoples and Mental Health and Addictions General Sign and Symptoms of a Mental Health Disorder (NEW) <i>The Mental Health Act</i> – Alberta Use of Medications in Treating a Mental Health Disorder The Importance of Medication Compliance Team Approach To Treating Mental Health Disorder The safe visit Self-Care for the Health Care Aide Aggression in Children and Youth Addiction Suicide as a High Risk to Clients with a Mental Health Disorder (NEW) De-Escalation of Crisis Situations Using a Care Plan for the Client with a Mental Health Diagnosis (NEW) Apply The HCA Role CARE Principles and Person-Centred Care Approach to Assisting with the Care of Clients with a Mental Health Diagnosis. <p>Learner Guide:</p> <ul style="list-style-type: none"> Course 7: Module 4: Caring for clients with a mental health diagnosis <p>Readings: Mosby's textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 35 – Mental Health Disorders Suicidal Behaviour Disorder Box 35-4: Warning Signs of Suicidal Intent Focus on Older Adults - Suicide
Module 4: Caring for Clients with a Mental Health Diagnosis (Lab)	<p>4.1 Demonstrate the person-centred care approach to provide comfort, support, and safety when caring for a client diagnosed with suicidal behaviour.</p> <p>4.2 Apply appropriate communication strategies to provide safe, competent, individualized care to the client diagnosed with suicidal behaviour.</p>	<p>(NEW) Scenario Suicide – Intent Indicated</p> <ul style="list-style-type: none"> Follow Care plan Utilize Person-Centred Care Approach Use Appropriate Communication Techniques 	<ul style="list-style-type: none"> Lab Skills (pass/fail) Assess Lab Skills via Lab Skills Evaluation Tool. 	<p>Learner Guide:</p> <ul style="list-style-type: none"> Course 7: Module 4: Caring for clients with a mental health diagnosis <p>Readings: Mosby's textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 35 – Mental Health Disorders Suicidal Behaviour Disorder Box 35-4: Warning Signs of Suicidal Intent Focus on Older Adults - Suicide
Module 4: Caring for Clients with a Mental Health Diagnosis	<p>4.1 Demonstrate verbal and non-verbal de-escalation techniques when preventing a crisis situation when dealing with a client with a mental health or addiction disorder.</p>	<p>(NEW) Four scenarios to use to Practice Appropriate Responses to Crisis Situations</p> <ul style="list-style-type: none"> Use De-Escalation Techniques Use Person-Centred Care Approach 	<ul style="list-style-type: none"> Lab Skills (pass/fail) Assess Lab Skills via Lab Skills Evaluation Tool. 	<p>Learner Guide:</p> <ul style="list-style-type: none"> Course 7: Module 4: Caring for Clients with a Mental Health Diagnosis <p>Readings: Mosby's textbook, 4th edition</p>

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
<p>(Lab) Basics of De-Escalation Training</p>	<p>4.2 Demonstrate how to competently deal with responsive behaviours using appropriate de-escalation techniques and the person-centred care approach to provide comfort, support, and safety when dealing with a client with a mental health or addiction disorder.</p>	<ul style="list-style-type: none"> Use Appropriate Communication Techniques 		<ul style="list-style-type: none"> Chapter 5 – Interpersonal Communication Box 5-2 Communicating with an Angry Client Chapter 35 – Mental Health Disorders Supporting Clients with Disruptive, Impulse Control, and Conduct Disorders Chapter 36 – Disorientation, Delirium, Dementia Managing Challenging or Responsive Behaviours Think about Safety – The ABCDs of Managing Responsive or Challenging Behaviours <p>Additional Resource: Crisis Prevention Institute. (2017, October 6). CPI's top 10 de-escalation tips. [Web Log Message]. Retrieved from https://www.crisisprevention.com/en-CA/blog/October-2017/CPI-s-Top-10-De-Escalation-Tips-Revisted</p>
<p>Module 5: Assisting Clients with Physical Disabilities and Developmental Delays (Theory)</p>	<p>5.1 Define and use appropriate terminology related to caring for clients with physical disabilities and developmental delays. 5.2 Describe your personal feelings and experiences dealing with clients with physical disabilities and developmental delays. 5.3 Discuss common physical disabilities and developmental delays. 5.4 Describe how the aging process affects clients with physical disabilities and developmentally delayed clients. 5.5 (CCD) Discuss culturally sensitive approaches in assisting with the care of clients with physical disabilities and developmental delays. 5.6 Describe the importance of maintaining client independence during care activities. 5.7 Discuss appropriate communication techniques and strategies during care of clients with physical disabilities and developmental delays. 5.8 Describe how to provide comfort, support, and safety when caring for clients with physical disabilities and developmental delays within the person-centred care approach. 5.9 Describe accurate observations to include when caring for clients with physical disabilities and developmental delays. 5.10 Describe reporting and recording requirements when caring for clients with physical disabilities and developmental delays.</p>	<ul style="list-style-type: none"> Review Glossary (NEW) Complete A. Reflection Questions: Personal Experience in the Learner Guide Review Questions Chapter 18 in the textbook Complete B. Fill in blanks: terminology (growth and development) in the Learner Guide Complete A. Fill in the blanks: Terminology (types of disability) in the Learner Guide Review Questions Chapter 38 in the workbook Complete the chapter review questions at the end of Chapter 38 in the textbook. Complete Module Review in the Learner Guide Participate in Lab Activities 	<ul style="list-style-type: none"> Module Review and Answer Key Workbook – all questions Ch. 38 	<ul style="list-style-type: none"> HCA Competency Profile (2018) <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> (NEW) Self-Reflection Developmental delay The Aging Process in Developmentally Delayed Clients Physical Disability The Aging Process with Physical Disabilities Learning Disabilities Care Settings for Clients With Physical Disabilities and Developmental Delays Acceptable Terms When Referring to Clients with Physical Disabilities and Developmental Delays Importance of Independence in Activities of Daily Living (CCD) (NEW) Cultural Influences and Developmental Delays (NEW) Communication strategies (NEW) Apply the HCA Role CARE Principles and Person-Centred Care Approach to assisting with the care of clients with developmentally delays
<p>Module 6: Palliative and End-of-Life Care (Theory)</p>	<p>6.1 Identify appropriate terminology related to caring for clients living with life-limiting illness, and who could benefit from hospice, palliative and end-of-life care. 6.2 (P&E) Discuss societal and personal attitudes and feelings surrounding caring for persons with declining conditions and nearing the end of life. 6.3 (P&E) Identify loss as normal and grief as the adaptive response to loss; identify ways to support a grieving person before, during, and following death. 6.4 (P&E) Describe the four common patterns of decline to death and the accompanying challenges for the client and their family.</p>	<ul style="list-style-type: none"> Review Glossary in the Learner Guide (NEW) Complete A. Comparing Hospice Palliative Care and the Person-Centred Care Approach Complete A. True and False: Terminology in the Learner Guide (NEW) Complete A. Reflection: Thoughts About Palliative Care in the Learner Guide (NEW) Complete B. Reflection: Supports and Resources for Palliative Clients in the Learner Guide (NEW) Complete A. Reflection: Comfort Basket in the Learner Guide Complete B. Matching: Holistic Needs in the Learner Guide 	<ul style="list-style-type: none"> Module Review and Answer Key 	<p>Readings: Mosby's textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 12 – Promoting Client well-being, comfort, and sleep Pain and its Impact on a Client's Well-Being Chapter 46 – End-of-Life Care Palliative Care Box 46-2: Palliative or Hospice Care Team Members in the Home Legal Issues Advance Directive Do Not Resuscitate Orders Attitudes Toward Death Grief Box 46-3: The Dying Person's Bill of Rights

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
	<p>6.5 (P&E) Discuss the key elements of the palliative care approach and how the HCA can integrate this into the person-centred care approach.</p> <p>6.6 Describe legal issues involved with hospice, palliative, and end-of-life care including personal directives, substitute decision maker, do not resuscitate orders, and medical assistance in dying (MAID).</p> <p>6.7 (P&E) Reflect on personal beliefs and values about medical assistance in dying (MAID) and identify the role of the HCA if/when a client asks for information about or requests MAID.</p> <p>6.8 (CCD) Discuss and demonstrate care strategies to provide safe, culturally sensitive, individualized care to the client who would benefit from hospice, palliative, and end-of-life care.</p> <p>6.9 (P&E) Examine the role of and describe strategies to support the family when caring for clients who would benefit from hospice, palliative, and end-of-life care.</p> <p>6.10 (P&E) Identify the common symptoms experienced by declining and dying persons, and demonstrate comfort measures that the HCA can implement to prevent, respond in the moment, and support the family.</p> <p>6.11 (P&E) Identify questions that the HCA can use to gather information when a person is experiencing a symptom or a change in condition, and discuss and demonstrate how to use the person-centred care approach to gather information, observe, record, and report this information to the collaborative care team.</p> <p>6.12 Explore the role of the HCA as a vital member of the collaborative care team, and the responsibility to advocate for the client and family.</p>	<ul style="list-style-type: none"> Participate in Lab Activities Complete module review in the Learner Guide 		<ul style="list-style-type: none"> Providing Compassionate Care - the Dying Client Caring for a Client Who Is Dying Emotional, Social, Intellectual, and Spiritual Needs Physical Needs Comforting the Family HCA Competency Profile (2018) <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> (NEW) Hospice Palliative Care (NEW) The Framework for Palliative Care in Canada (NEW) Competency Framework for Support Workers – BC’s approach (NEW) Role of the HCA in Providing Palliative Care Personal Directives in Alberta Enduring Power of Attorney (NEW) Medical Assistance in Dying (NEW) Loss and Grief (NEW) Spiritual Care (NEW) Patterns of dying (NEW) Common symptoms and comfort measures (NEW) Apply the HCA Role CARE Principles and Person-Centred Care Approach to Assisting with the Care of Clients in Palliative Care and at the End of Life. <p>Learner Guide:</p> <ul style="list-style-type: none"> Course 7 Module 6: Palliative and End-of-Life Care <p>Additional Resource:</p> <p>Murray, K. (2014). <i>Integrating a palliative approach: Essentials for personal support workers</i>. Saanichton, BC: Life and Death Matters.</p>
<p>Module 6: Palliative and End-of-Life Care (Lab)</p>	<p>6.1 (P&E) Demonstrate the ability to convey empathy, offer a compassionate presence, sit in silence, and ask open-ended questions while avoiding judgement, labelling, and attempts to fix suffering.</p> <p>6.2 (P&E) Demonstrates comfort measures and ways to position and/or reposition the patient to increase physical comfort while maximizing dignity and privacy.</p> <p>6.3 Apply communication techniques to gather information about the client’s symptoms including pain.</p>	<ul style="list-style-type: none"> (NEW) Scenario – Client in Pain with Family at Bedside Create and Bring a Comfort Basket to Lab. Use Person-Centred Care Approach to Provide Comfort. Use Appropriate Communication Techniques Including Questions for Gathering Information. 	<ul style="list-style-type: none"> Lab Skills (pass/fail) Assess Lab Skills via Lab Skills Evaluation Tool. 	<p>Readings: Mosby’s textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 7 – Managing Stress, Time, and Problems Managing Stress in Your Life Box 7-4 Calming Yourself When Feeling Stress Box 7-5 Meditation Chapter 11 – Working with Clients and their Families Maintaining a Professional Relationship with the Client Chapter 46 – End of Care Personal Beliefs, Culture, and Religion (CCD) Respecting Diversity Death and Dying Rituals Signs of Death Comforting the Family Focus on Home Care - When Death Occurs Care of the Body After Death Assisting with Post-Mortem Care 123 HCA Competency Profile (2018) <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> (NEW) Self-Awareness
<p>Module 7: Meeting Care Preceding and Following Death (Theory)</p>	<p>7.1 Define and use appropriate terminology related to caring for clients at the end of life.</p> <p>7.2 (P&E) Describe the physical changes that often occur in the last days and hours of life as well as when death occurs and following, and demonstrate the associated comfort measures to meet patient and family needs.</p> <p>7.3 (P&E) Explore with family their wishes to be involved in personal care during the dying process while being sensitive to the needs and wishes of the client.</p> <p>7.4 (CCD) Review care strategies related to cultural and religious practices and rituals before, during, and following death.</p> <p>7.5 (P&E) Describe ways to create a special space for family to be with the deceased following death.</p> <p>7.6 (P&E) Describes the role of the HCA when providing post-mortem care, including how to safely position and prepare the body after death and prior to transferring to the morgue/funeral home.</p>	<ul style="list-style-type: none"> Review Glossary in Learner Guide (NEW) Complete A. Reflection Exercise: Experience with Death in Learner Guide Complete A. Matching: End-of-Life Care Terminology in the Learner Guide (NEW) Complete B. Table: Religious Beliefs and Rituals Surrounding Death in the Learner Guide Complete C. Case Study: Applying the HCA Role CARE Principles in the Learner Guide Complete review questions chapter 46 in the workbook Complete the module review in the Learner Guide Participate in Lab Activities 	<ul style="list-style-type: none"> Module Review and Answer Key Workbook – Ch. 46: true/false, multiple response, and multiple choice only 	<p>Readings: Mosby’s textbook, 4th edition</p> <ul style="list-style-type: none"> Chapter 7 – Managing Stress, Time, and Problems Managing Stress in Your Life Box 7-4 Calming Yourself When Feeling Stress Box 7-5 Meditation Chapter 11 – Working with Clients and their Families Maintaining a Professional Relationship with the Client Chapter 46 – End of Care Personal Beliefs, Culture, and Religion (CCD) Respecting Diversity Death and Dying Rituals Signs of Death Comforting the Family Focus on Home Care - When Death Occurs Care of the Body After Death Assisting with Post-Mortem Care 123 HCA Competency Profile (2018) <p>Readings: HCA Provincial Curriculum Learner Guide</p> <ul style="list-style-type: none"> (NEW) Self-Awareness

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
High Impact Consolidation Lab	<p>7.7 (P&E) Identify information and observations that are important to gather, report, and record to apply the person-centred care approach and best meet the needs of the person, the family, and the agency, before, during, and following death.</p> <p>7.8 (P&E) Identify the importance of self-awareness related to participating in the care of a client and family at the end of life, and engage in reflective activities to enhance excellence in care and care for self.</p> <p>7.9 Consider and explore ways to maintain therapeutic/professional boundaries when working closely with clients over a prolonged period of time.</p> <p>7.10 (P&E) Explore the grief experienced when working closely with clients who are declining and dying, and the concept of compassion fatigue.</p> <p>7.11 (PD) Explore and discuss the resources available within the work setting to support the HCA and ways to access and request help.</p>	<ul style="list-style-type: none"> Follow a care plan. (NEW) Demonstrate basic understanding of organization of a typical daily assignment in a clinical setting (home care specifically) (NEW) Complete scenario which looks specifically at mental health disorder (depression/suicidal intent and substance abuse), early stage dementia, and the role of the HCA. 	<ul style="list-style-type: none"> Completion of High Impact Consolidation Lab Scenario and Debrief Questions 	<ul style="list-style-type: none"> Your Experiences with Dying and Death (NEW) Reflection (NEW) Compassion Fatigue (NEW) Self-Care (NEW) Family Involvement in Personal Care (NEW) Creating space for family and deceased after death Body Bags (NEW) Apply the HCA Role CARE Principles and Person-Centred Care Approach to meeting care needs at the time of death.

Required Textbooks and Resources:

Agnelli, J., & Mitchell, G. (2014, September 4). Person-centred care for people with dementia: Kitwood Reconsidered. *Nursing Standard, 30(7)*, pp. 46-50. Retrieved from https://www.researchgate.net/profile/Gary-Mitchell2/publication/283244999_Person-centred_care_for_people_with_dementia_Kitwood_reconsidered/links/5666a325088ae192bb928b58/Person-centred-care-for-people-with-dementia-Kitwood-reconsidered.pdf

Alberta Health Services. (2015). *Health care and religious beliefs (2nd ed.)*. Retrieved from <https://www.albertahealthservices.ca/assets/programs/ps-1026227-health-care-religious-beliefs.pdf>

Alberta Health Services. (2017). *Medical assistance in dying – What are my end-of-life options?* Retrieved from <https://www.albertahealthservices.ca/assets/info/hp/maid/f-hp-maid-end-of-life-options.pdf>

Alberta Health Services. (2017). *Meeting the needs of people living with dementia in Alberta's residential living options ensuring person-centred care*. Retrieved from <https://www.albertahealthservices.ca/assets/info/seniors/f-sen-dementia-care-in-residential-settings.pdf>

Alberta Health Services. (2018). *Addiction and mental health*. Retrieved from <https://www.albertahealthservices.ca/amh/amh.aspx>

Alberta Health Services. (2019). *Harm reduction*. Retrieved from <https://www.albertahealthservices.ca/info/Page15432.aspx>

Alberta Health Services. (2019). *Spiritual health practitioners*. Retrieved from <https://www.albertahealthservices.ca/info/Page15763.aspx>

Alberta Health Services. (n.d.). *Take home naloxone kit training*. Retrieved from <https://www.albertahealthservices.ca/assets/healthinfo/mh/hl-amh-tn-presentation-for-clients.pdf>

Alzheimer Society of Canada. (2017). *Diagnosis: Is it time to see a doctor?* [Video File]. Retrieved from <https://alzheimer.ca/en/Home/About-Dementia/Diagnosis>

Alzheimer Society of Canada. (2017). *How does pain affect people with dementia?* Retrieved from https://alzheimer.ca/sites/default/files/files/national-for-hcp/hcp_pain_e.pdf

Alzheimer Society of Canada. (2017). *Sundowning*. Retrieved from https://alzheimer.ca/sites/default/files/files/national-for-hcp/hcp_pain_e.pdf

Alzheimer Society of Canada. (2017). *Sundowning*. Retrieved from <https://alzheimer.ca/en/Home/Living-with-dementia/Understanding-behaviour/Sundowning>

Alzheimer Society of Canada. (2018). *Myths and realities of Alzheimer's disease*. Retrieved from <https://alzheimer.ca/en/Home/About-dementia/Alzheimer-s-disease/Wyth-and-reality-about-Alzheimer-s-disease>

Alzheimer Society of Canada. (2018). *Tough Issues: Restraints*. Retrieved from https://alzheimer.ca/sites/default/files/files/national/brochures-tough-issues/tough-issues_restraints.pdf

Alzheimer Society of Canada. (2018). *What is dementia?* Retrieved from <https://alzheimer.ca/en/Home/About-dementia/What-is-dementia>

Alzheimer's Society of Canada. (2018). *Dementia, intimacy and sexuality*. Retrieved from https://alzheimer.ca/sites/default/files/files/national/brochures-conversations/intimacy-and-sexuality.pdf?utm_medium=301&utm_source=alzheimer.ca

Baxter, C. & Mahoney, W. (2018). *Developmental disability across cultures*. Retrieved from <https://www.kidsnewcanada.ca/mental-health/developmental-disability-is-so-important/>

BC Care Providers Association. (2017). *The stuff of life: David Sheard on why the quality of interior engagement in care homes is so important*. Retrieved from <https://bccare.ca/2017/10/the-stuff-of-life-david-sheard-on-why-the-quality-of-interior-engagement-in-care-homes-is-so-important/>

BC Centre for Palliative Care. (2018). *Inter-professional palliative competency framework – Health care assistants*. Retrieved from <https://www.bc-cpc.ca/cpc/wp-content/uploads/2018/11/HCA-Competencies-ONLINE.pdf?pdf=HCA-Competencies>

Canadian Mental Health Association – Calgary Region. (2010). *The Alberta Mental Health Act – A guide for mental health service users and caregivers* (2nd ed.). Retrieved from <https://alberta.cmlha.ca/wp-content/uploads/2012/03/TheAlbertaMentalHealthAct.pdf>

Canadian Psychological Association. (2015). *"Psychology works" fact sheet: Cognitive disorders and dementia*. Retrieved from https://cpa.ca/docs/File/Publications/FactSheets/PsychologyWorksFactSheet_CognitiveDisordersAndDementia.pdf

- HCA Alberta Provincial Curriculum 2019
- Crisis Prevention Institute. (2017, October 6). CPI's top 10 de-escalation tips. [Web Log Message]. Retrieved from <https://www.crisisprevention.com/en-CA/Blog/October-2017/CPI-s-Top-10-De-Escalation-Tips-Reviewed>
- Dementia Care Central. (n.d.). Using tactile cues and hand-under-hand technique [Video file]. Retrieved from https://www.dementiacarecentral.com/video/hand_under_hand/
- Government of Alberta. (2018). Alberta Health Care Aide Competency Profile. Retrieved from <https://open.alberta.ca/dataset/e1fb6562-1571-40b8-bc17-71687d8b444c/resource/9e34d246-c389-4753-bd84-f53a77e02f80/download/ah-hca-core-competency-profile-2018.pdf>
- Government of Alberta. (2013). *Health care aide provincial curriculum: Course 7 Module 1 Assisting with the care of infants*. Edmonton, AB: Author.
- Government of Alberta. (2013). *Health care aide provincial curriculum: Course 7 Module 2 Assisting with the child*. Edmonton, AB: Author.
- Government of Alberta. (2013). *Health care aide provincial curriculum: Course 7 Module 3 Caring for clients with a diagnosis of dementia*. Edmonton, AB: Author.
- Government of Alberta. (2013). *Health care aide provincial curriculum: Course 7 Module 4 Caring for clients with a mental health diagnosis*. Edmonton, AB: Author.
- Government of Alberta. (2013). *Health care aide provincial curriculum: Course 7 Module 5 assisting clients with physical disabilities and developmental delays*. Edmonton, AB: Author.
- Government of Alberta. (2013). *Health care aide provincial curriculum: Course 7 Module 6 End-of-life care*. Edmonton, AB: Author.
- Government of Alberta. (2013). *Health care aide provincial curriculum: Course 7 Module 7 Meeting care needs at the time of death*. Edmonton, AB: Author.
- Government of Alberta. (2019). *Health care aide provincial curriculum: Course 1 Health care aide roles and responsibilities Module 3: Functioning effectively as a team member*. Edmonton, AB: Author.
- Government of Alberta. (2019). *Health care aide provincial curriculum: Course 1 Health care aide roles and responsibilities Module 6: Self-Care and Safety*. Edmonton, AB: Author.
- Government of Alberta. (2019). *Health care aide provincial curriculum: Course 7 Module 4 caring for clients with a mental health diagnosis*. Edmonton, AB: Author.
- Government of Alberta. (2019). *Health care aide provincial curriculum: Course 1 Health care aide roles and responsibilities Module 2: Legislation*. Edmonton, AB: Author.
- Government of Alberta (2018). *How can I help?* Retrieved from <http://www.humanservices.alberta.ca/abuse-bullying/15393.html>
- Government of Alberta. (2008). *Powers of Attorney Act*. Retrieved from http://www.qp.alberta.ca/1266.cfm?page=p20.cfm&lego_type=Acts&isbncln=9780729786404&display=html
- Government of Alberta. (2015). *Fact sheet child abuse protection month*. Retrieved from <http://www.humanservices.alberta.ca/documents/factsheet-Reporting-Child-Abuse.pdf>.
- Government of Alberta. (2017). *Alberta statistics on homelessness*. Retrieved from <http://www.humanservices.alberta.ca/homelessness/16052.html>
- Government of Alberta. (2017). *Opioids and substance misuse among First Nations People in Alberta*. Retrieved from <https://open.alberta.ca/dataset/cb00bdd1-5d55-485a-9953-724832f373c3/resource/31c4f309-26d4-46cf-b8b2-3a990510077c/download/Opioids-Substances-Misuse-Report-FirstNations-2017.pdf>
- Government of Alberta. (2018). *Advance care planning: Document*. Retrieved from <https://myhealth.alberta.ca/Alberta/Pages/advance-care-planning-document.aspx>
- Government of Alberta. (2018). *Advanced care planning*. Retrieved from <https://myhealth.alberta.ca/Alberta/Pages/advance-care-planning-topic-overview.aspx>
- Government of Alberta. (2018). *Alberta opioid response surveillance report: 2018 Q3*. Retrieved from <https://www.alberta.ca/assets/documents/opioid-substances-misuse-report-2018-q3.pdf>
- Government of Alberta. (2018). *Alberta's opioid crisis response*. Retrieved from <https://www.alberta.ca/alberta-opioid-crisis-response.aspx>
- Government of Alberta. (2018). *Enduring power of attorney*. Retrieved from <https://www.alberta.ca/enduring-power-of-attorney.aspx>
- Government of Alberta. (2018). *Goals of care designations*. Retrieved from <https://myhealth.alberta.ca/Alberta/Pages/advance-care-planning-goals-of-care-designations.aspx>
- Government of Alberta. (2018). *Green sleeve*. Retrieved from <https://myhealth.alberta.ca/Alberta/Pages/advance-care-planning-green-sleeve.aspx>
- Government of Alberta. (2018). *Harm reduction*. Retrieved from <https://www.alberta.ca/opioid-harm-reduction.aspx>
- Government of Alberta. (2018). *New opioid crisis supports for Indigenous People*. Retrieved from <https://www.alberta.ca/release.cfm?xID=5853540C34502-9788-91F6-CD91F84EB23ACF6>
- Government of Alberta. (2018). *Opioid public awareness grants for communities*. Retrieved from <https://www.alberta.ca/opioid-public-awareness-grants-communities.aspx>
- Government of Alberta. (2018). *Personal directive*. Retrieved from <https://www.alberta.ca/personal-directive.aspx>
- Government of Alberta. (2018). *Service types*. Retrieved from <https://myhealth.alberta.ca/palliative-care/what-is-it/service-types>
- Government of Alberta. (n.d.). *Alberta's challenge*. Retrieved from <http://www.humanservices.alberta.ca/homelessness/14602.html>
- Government of British Columbia. (2013). *The provincial end-of-life care action plan for British Columbia*. Retrieved from <https://www.health.gov.bc.ca/library/publications/year/2013/end-of-life-care-action-plan.pdf>
- Government of Canada. (2018). *Dementia*. Retrieved from <https://www.canada.ca/en/public-health/services/diseases/dementia.html>
- Health Canada. (2018). *Framework on palliative care in Canada*. Retrieved from <https://www.canada.ca/en/health-canada/services/health-care-system/reports-publications/palliative-care/framework-palliative-care-canada.html#d1.1>
- Health Care for Adults with Intellectual and Developmental Disabilities. (2019). *Communicating effectively*. Retrieved from <https://vlkc.mcgill.ca/etoolkit/general-issues/communicating-effectively/>
- Heart and Stroke Foundation. (2016). *Position statement on CPR*. Retrieved from <https://resuscitation.heartandstroke.ca/guidelines/position/cpr>
- Hodgson, H. (2015, June 22). What is compassion fatigue? [Web log message]. Retrieved from <https://thecaregiverspace.org/what-is-compassion-fatigue/>
- Khan, S. (2015). *Aboriginal mental health: The statistical reality*. Retrieved from <http://www.heretohelp.bc.ca/visions/aboriginal-people-vo15/aboriginal-mental-health-the-statistical-reality>
- Michigan State University. (2013). *Positive discipline: Discipline vs. punishment*. Retrieved from <https://www.canr.msu.edu/news/positive-discipline-punishment-vs-discipline>
- Murray, K. (2014). *Integrating a palliative approach: Essentials for personal support workers*. Saanichton, BC: Life and Death Matters.
- MyHealth.Alberta.ca. (2017). *Dementia*. Retrieved from <https://myhealth.alberta.ca/Health/pages/conditions.aspx?hwid=uf4984>.
- National Institutes of Health. (2017). *Sudden infant death syndrome (SIDS)*. Retrieved from <http://www.nichd.nih.gov/health/topics/sids/Pages/default.aspx>
- Alberta Government

- Oxford University Press. (2018). *Definition of crisis*. Retrieved from <https://en.oxforddictionaries.com/definition/crisis>
- Oxford University Press. (2018). *Definition of de-escalation*. Retrieved from <https://en.oxforddictionaries.com/definition/de-escalation>
- Oxford University Press. (2018). *Definition of situation*. Retrieved from <https://en.oxforddictionaries.com/definition/situation>
- Perry, S.E., Hockenberry, M.J., Lowdermilk, D.L., Wilson, D., Keenan-Lindsay, L., & Sams, C.L. (2017). *Maternal child nursing care in Canada* (2nd ed.). Toronto, ON: Elsevier Canada.
- Peter. (2017, March 25). The flower of emotional needs. [Web log message]. Retrieved from Reflections <https://reflections705.wordpress.com/2017/03/25/the-flower-of-emotional-needs/>
- Psychology Today. (2018). *Bereavement*. Retrieved from <https://www.psychologytoday.com/ca/conditions/bereavement>
- Sorrentino, S. A., Remmert, L. N., & Wilk, M. J. (2018). *Mosby's Canadian textbook for the support worker* (4th ed.). Toronto, ON: Elsevier Canada.
- Sorrentino, S. A., Remmert, L. N., & Wilk, M. J. (2018). *Workbook to accompany Mosby's Canadian textbook for the support worker* (4th ed.). Toronto, ON: Elsevier Canada.
- Statistics Canada. (2017). *Population by broad age groups and sex, for both sexes, Canada, by statistical area classification, 2016 census - 100% data*. Retrieved from <https://www12.statcan.gc.ca/census-recensement/2016/db-pd/hlt-fst/as/Table.cfm?lang=Eng&T=21>
- Terra Nova Films. (n.d.). *Communicating with Those who have Alzheimer's* [Video File]. Retrieved from <http://www.videocaregiving.org/>
- Terra Nova Films. (n.d.). *Driving: Recognizing the Trouble Ahead* [Video File]. Retrieved from <http://www.videocaregiving.org/>
- Terra Nova Films. (n.d.). *Emotions for the Caregiver: One Expert's Thoughts* [Video File]. Retrieved from <http://www.videocaregiving.org/>
- Terra Nova Films. (n.d.). *Emotions of the Caregiver: Daughter and Mother* [Video File]. Retrieved from <http://www.videocaregiving.org/>
- Terra Nova Films. (n.d.). *Emotions of the Caregiver: Son and Mother* [Video File]. Retrieved from <http://www.videocaregiving.org/>
- Terra Nova Films. (n.d.). *Learning to Speak Alzheimer's One* [Video File]. Retrieved from <http://www.videocaregiving.org/>
- Terra Nova Films. (n.d.). *Learning to Speak Alzheimer's Two* [Video File]. Retrieved from <http://www.videocaregiving.org/>
- Tinglin, C. C. (2013). *Adults with intellectual and developmental disabilities: A unique population. Today's geriatric medicine* 6(3), p. 22. Retrieved from <http://www.todaysgeriatricmedicine.com/archive/050613p22.shtml>
- Truth and Reconciliation Commission of Canada. (2015). *The Truth and Reconciliation Commission of Canada: Calls to action*. Retrieved from http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf
- Validation Training Institute. (2018). *Validation therapy* [Video file]. Retrieved from <https://vivalidation.org/>
- Weber, B. (2018, November 5). 'Same trends:' Researcher warns Canadian life expectancy could fall like in the U.S. CTV News. Retrieved from <https://www.ctvnews.ca/health/same-trends-researcher-warns-canadian-life-expectancy-could-fall-like-in-u-s-1.4163324>
- World Health Organization (2018). *Suicide*. Retrieved from <https://www.who.int/news-room/fact-sheets/detail/suicide>
- World Health Organization. (2018). *WHO definition of palliative care*. Retrieved from <https://www.who.int/cancer/palliative/definition/en/>

Course Code	Course 8	Course Name	HCA Clinical Placement Experience II
--------------------	----------	--------------------	--------------------------------------

Course Description		General Learning Outcomes (GLOs)			
<p>Under the direction of a regulated health-care professional, learners will work in a health-care setting such as continuing care or acute care, providing person-centred care and support for clients and their families.</p> <ul style="list-style-type: none"> Recommended number of clients the student can expect to care for by the end of the clinical placement is 4. This number may vary depending on the clinical placement site. 		<ol style="list-style-type: none"> Apply the knowledge of the roles and responsibilities of the HCA to provide safe, compassionate, and competent person-centred care in the health-care setting. Demonstrate professional and effective communication and conflict management skills when appropriate with the collaborative care team in the clinical setting. Apply the principles of documentation according to evidence-informed practices and employer policies and procedures using information technology (electronic records and charting) when applicable in the clinical setting. Develop helping relationships, determine and maintain professional boundaries when providing person-centred care in the clinical setting. Apply the principles of privacy and confidentiality and communication strategies specific to diverse clients of different cultural backgrounds and to clients displaying responsive behaviours. Apply knowledge in growth and development, structure and function of the human body, and chronic illness when implementing the client's care plan. Demonstrate skills required within the HCA role to provide holistic care to the client with various health needs in their activities of daily living using evidence-informed practices. Demonstrate time management strategies, organization of care, and situations for decision-making and problem solving within the role of the HCA. Recognize, respond, and report safety hazards and use government legislation, employer policies and procedures, and evidence-informed practices to promote client, self, and environment safety. Utilize professional feedback and demonstrate self-reflection to implement changes to show improvement within the HCA competency profile. 			
		Assessments			
		<p>Summative Assessments:</p> <ul style="list-style-type: none"> Clinical Evaluation (complete/incomplete) (PD) Clinical Reflection Assignment (complete/incomplete) Clinical Assignment: Applying the Person-Centred Care HCA CARE Principles – includes prioritization of care (complete/incomplete) 			
		<p>Prerequisites/Co-requisites</p> <p>Prerequisites: Course 1-7</p> <p>5 credits</p> <p>Notes:</p> <ol style="list-style-type: none"> Placement is to occur in any of the following settings: home care, long-term care, designated supportive living 4/4D (DSL4/4D) or in some cases DSL 3, or acute care Clinical placement 8 can be offered over days, evenings, and weekends 			
		<p>Course total hours/credits</p> <p>160 hours 5 credits</p>			
		<p>PD = Professional Development</p> <p>IT = Information Technology</p>			
Areas of Enhancement:	D = Dementia	CCD = Cultural Competency and Diversity	MH&A = Mental Health and Addiction	P&E = Palliative Approach and End-of-Life Care	CC = Collaborative Care
Module/Topic	Specific Learning Outcomes (SLOs)				
Clinical	<ol style="list-style-type: none"> Incorporate knowledge of growth and development and of structure and function of the human body when providing person-centred care. Demonstrate effective time management, decision-making, and problem-solving skills (e.g., prioritization). Demonstrate the role of HCA within the health-care system in these areas. <ol style="list-style-type: none"> Applying legislative knowledge governing the HCA Completing daily care plans Providing person-centred care Demonstrate collaboration when working within the collaborative care team to provide person-centred care. Demonstrate evidence-informed principles associated with meeting the client's care needs and practices including assisting with activities of daily living and complex skills. <ol style="list-style-type: none"> Range of motion 				
	<p>Learning Activities</p> <ul style="list-style-type: none"> To be created at the post-secondary institution level to meet the needs of the clinical site Review the HCA Competency Profile (2018) 				
	<p>Formative Assessments</p> <ul style="list-style-type: none"> Formative assessments are ongoing throughout clinical placement. Post-secondary institutions (PSIs) can create their own formative assessment tools (e.g., anecdotal notes, care planning). 				
	<p>Readings and Resources</p> <ul style="list-style-type: none"> HCA Competency Profile Learner Clinical Practice Guide Mosby Textbook readings: Course 1 – Health Care Aide Role and Responsibilities Course 2 – Human Body, Health, and Chronic Illness Course 3 – Communication and Documentation Course 4 – Providing Person-Centred Care and Comfort 				

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
	<ul style="list-style-type: none"> b. Skin care c. Wound care d. Nasogastric/gastrostomy tube feeds e. Urinary catheters and drainage systems f. Measuring vital signs, pain, height/weight g. Specimen collection h. Ostomy care i. Respiratory care including oral suctioning j. Medication assistance <p>6. Maintain the skills required to meet the clients':</p> <ul style="list-style-type: none"> a. Nutritional needs b. Bathing needs c. Mobility needs d. Elimination needs e. Personal hygiene and grooming f. Bed making <p>7. Demonstrate effective, assertive communication strategies when:</p> <ul style="list-style-type: none"> a. Providing collaborative person-centred client care b. Using telephone communication c. Using electronic forms of communication (e.g., email) d. Reporting to members of the collaborative care team, including regulated health-care professionals <p>8. Implement effective communication strategies in specialized situations.</p> <ul style="list-style-type: none"> a. Speech and language disorders b. Mental health and addictions c. (D) Dementia d. (P&E) End-of-life care e. (CCD) Cultural diversity <p>9. Demonstrate accurate legal documentation in client records by using:</p> <ul style="list-style-type: none"> a. Approved legal abbreviations b. (IT) Information technology (digital literacy) <p>10. Demonstrate confidentiality in all interactions.</p> <p>11. Implement safety practices in providing person-centred care through the use of the following.</p> <ul style="list-style-type: none"> a. Proper body mechanics b. Positioning and transfer aids c. Restraints d. Appropriate client handling and transfers e. Safe operation of mechanical lifts and other health equipment f. Infection control practices (hand hygiene and cleaning personal protective equipment and other equipment) g. Environmental safety (WHMIS) <p>12. Respond to and report safety hazards to the appropriate member(s) of the collaborative care team.</p> <p>13. (PD) Demonstrate professional growth through self-reflection.</p> <ul style="list-style-type: none"> a. Accept and incorporate constructive feedback. b. Compare self to HCA competencies. 			<ul style="list-style-type: none"> • Course 6 – Meeting Complex Care Needs • Course 7 – Special Activities for Clients with Various Health Conditions • Lab Skills In Course 4, 6, and 7 and associated Mosby textbook readings, provincial standards, and employer policies

Required Textbooks and Resources:

Government of Alberta. (2018). Alberta Health Care Aide Competency Profile. Retrieved from <https://open.alberta.ca/dataset/e1fd562-1571-40b8-bc17-71687dab444c/resource/9e34d246-c389-4753-bda4-f53a77e02f80/download/ah-hca-core-competency-profile-2018.pdf>

Sorrentino, S. A., Remmert, L. N., & Wilk, M. J. (2018). *Mosby's Canadian textbook for the support worker* (4th ed.). Toronto, ON: Elsevier Canada.

Course Code		Course 9		Course Name		HCA Consolidated Clinical Placement Experience		
Course Description				General Learning Outcomes (GLOs)				
<p>Under the direction of a regulated health-care professional and buddied with an unregulated health-care professional, students will work in a variety of health-care settings such as continuing care or acute care, providing person-centred care and support for clients and their families.</p> <p>Buddy is defined as "A HCA who meets competency requirements as defined by the <i>Government of Alberta's HCA Competency Profile (2018)</i> in that they are certified, substantially equivalent or deemed competent as indicated in s. 8.4 of the Alberta Health Continuing Care Health Service Standards. A buddy works alongside the HCA student and may provide direct or indirect guidance to the HCA student. A buddy is not a preceptor."</p> <ul style="list-style-type: none"> Recommended number of clients the student can expect to care for by the end of the clinical placement is 6-8 depending on the care needs of the clients. This number may vary depending on the clinical placement site. 				<ol style="list-style-type: none"> Perform within the role and responsibilities of the HCA to provide safe, compassionate, and competent person-centred care in the health-care setting. Exhibit professional and effective communication and conflict management skills when appropriate with the collaborative care team in the clinical setting. Apply the principles of documentation according to evidence-informed practices and employer policies and procedures using information technology (electronic records and charting) when applicable in the clinical setting. Develop helping relationships, determine, and maintain professional boundaries when providing person-centred care in the clinical setting. Apply the principles of privacy and confidentiality and communication strategies specific to diverse clients of different cultural backgrounds and to clients displaying responsive behaviours. Apply knowledge in growth and development, structure and function of the human body, and chronic illness when implementing the client's care plan. Perform skills required within the HCA role to provide holistic care for clients with various health needs in their activities of daily living using evidence-informed practices. Perform and prioritize time management strategies, organization of care, and situations for decision-making and problem solving within the role of the HCA. Recognize, respond, and report safety hazards and use government legislation, employer policies and procedures, and evidence-informed practices to promote client, self, and environment safety. Utilize professional feedback and self-reflection to identify areas of improvement and implement strategies for improvement within the HCA competency profile. 				
Assessments				<p>Summative Assessments:</p> <ul style="list-style-type: none"> Clinical Evaluation (complete/incomplete) (PD) Clinical Reflection Assignment (complete/incomplete) Clinical Assignment: Applying the Person-Centred Care HCA CARE Principles – includes prioritization of care (complete/incomplete) 				
Areas of Enhancement:		D = Dementia	CCD = Cultural Competency and Diversity	MH&A = Mental Health and Addiction	P&E = Palliative Approach and End-of-Life Care	CC = Collaborative Care	PD = Professional Development	IT = Information Technology
Module/Topic	Specific Learning Outcomes (SLOs)							
Clinical	<ol style="list-style-type: none"> Use knowledge of growth and development and of structure and function of the human body when providing person-centred care. Implement effective time management, decision-making, and problem-solving skills (e.g., prioritization). Apply knowledge of the role of the Health Care Aide (HCA) within the health-care system in these areas. <ol style="list-style-type: none"> Applying legislative knowledge governing the HCA Completing daily care plans Providing person-centred care Collaborate when working within the collaborative care team to provide person-centred care. Consistently demonstrate evidence-informed principles associated with meeting the client's care needs and practices including assisting with <ol style="list-style-type: none"> Range of motion Skin care 	<ul style="list-style-type: none"> To be created at the post-secondary institution level to meet the needs of the clinical site Review the HCA Competency Profile (2018) 	<ul style="list-style-type: none"> Formative assessments are ongoing throughout clinical placement. Post-secondary institutions (PSIs) can create their own formative assessment tools (e.g., anecdotal notes, care planning). 	<ul style="list-style-type: none"> HCA Competency Profile Learner Clinical Practice Guide Mosby Textbook readings: <ul style="list-style-type: none"> Course 1 – Health Care Aide Role and Responsibilities Course 2 – Human Body, Health, and Chronic Illness Course 3 – Communication and Documentation Course 4 – Providing Person-Centred Care and Comfort 				
							<p>Prerequisites/Co-requisites</p> <p>Prerequisites: Courses 1-8</p> <p>Notes:</p> <ol style="list-style-type: none"> Placement is to occur in any of the following settings: home care, long-term care, designated supportive living 4/4D (DSL 4/4D) or in some cases DSL Clinical placement 9 can be offered over days, evenings, and weekends 	<p>Course total hours/credits</p> <p>80 hours 3 credits</p>

Module/Topic	Specific Learning Outcomes (SLOs)	Learning Activities	Formative Assessments	Readings and Resources
	<p>c. Wound care</p> <p>d. Nasogastric/gastrostomy tube feeds</p> <p>e. Urinary catheters and drainage systems</p> <p>f. Measuring vital signs, pain, height/weight</p> <p>g. Specimen collection</p> <p>h. Ostomy care</p> <p>i. Respiratory care including oral suctioning</p> <p>j. Medication assistance</p> <p>6. Consistently maintain the skills required to meet the client's:</p> <p>a. Nutritional needs</p> <p>b. Bathing needs</p> <p>c. Mobility needs</p> <p>d. Elimination needs</p> <p>e. Personal hygiene and grooming</p> <p>f. Bed making</p> <p>7. Utilize effective, assertive communication strategies when:</p> <p>a. Providing collaborative person-centred client care</p> <p>b. Using telephone communication</p> <p>c. Using electronic forms of communication (e.g., emails)</p> <p>d. Reporting to members of the collaborative care team, including regulated health-care professionals</p> <p>8. Implement effective communication strategies in specialized situations.</p> <p>a. Speech and language disorders</p> <p>b. Mental health and addictions</p> <p>c. (D) Dementia</p> <p>d. (P&E) End-of-life care</p> <p>e. (CCD) Cultural diversity</p> <p>9. Perform accurate legal documentation in client records by using:</p> <p>a. Approved legal abbreviations</p> <p>b. (IT) Information technology (digital literacy)</p> <p>10. Demonstrate confidentiality in all interactions.</p> <p>11. Implement safety practices in providing person-centred care through the use of the following:</p> <p>a. Proper body mechanics</p> <p>b. Positioning and transfer aids</p> <p>c. Restraints</p> <p>d. Appropriate client handling and transfers</p> <p>e. Safe operation of mechanical lifts and other health equipment</p> <p>f. Infection control practices (hand hygiene and cleaning personal protective equipment and other equipment)</p> <p>g. Environmental safety (WHMIS)</p> <p>12. Recognize, respond, and report safety hazards to the appropriate member(s) of the collaborative care team.</p> <p>13. (PD) Demonstrate professional growth through self-reflection.</p> <p>a. Accept and incorporate constructive feedback.</p> <p>b. Compare self to HCA competencies.</p>			<ul style="list-style-type: none"> • Course 6 – Meeting Complex Care Needs • Course 7 – Special Activities for Clients with Various Health Conditions • Lab Skills in Course 4, 6, and 7 and associated Mosby textbook readings, provincial standards, and employer policies

Required Textbooks and Resources:

Government of Alberta. (2018). Alberta Health Care Aide Competency Profile. Retrieved from <https://open.alberta.ca/dataset/e1fbd562-1571-40b8-bc17-71687dab444c/resource/9e34d246-c389-4753-bda4-f53a77e02f80/download/ah-hca-core-competency-profile-2018.pdf>

Sorrentino, S. A., Remmert, L. N., & Wilk, M. J. (2018). *Mosby's Canadian textbook for the support worker* (4th ed.). Toronto, ON: Elsevier Canada.

CURRICULUM COMMITTEE MEETING

Date: January 20, 2021
Time: 4:00 – 5:30PM
Location(s): Zoom
CHAIR: Aman Litt Director, Student Experience
RECORDS: Shawwna Boyd
GUEST: Tony Shmyruk

ATTENDEES:

*** Notice of Absence**

Robert Murray	President and CEO, Ex Officio*
Vanessa Sheane	Interim Vice-President Academic and Research
Brian Redmond	Dean, School of Arts, Science and Upgrading
Carly McLeod	Interim Dean, School of Health, Wellness and Career Studies
Mark Heartt	Dean, School of Trades, Agriculture and Environment
Tanya Lopez	Registrar
Jennifer Robertson	Associate Registrar, Advising and Articulation
Luc Boyer	Manager, Institutional Planning and Research*
Emma Doris	President, Students' Association
TBD	1 Representative from the Students Association
TBD	1 Representative from Students Association
Tina Strasbourg	1 Representative from Arts & Education
Lesley Brazier	1 Representative from Academic Upgrading
Carolyn Vasileiou	1 Representative from Department of Business and Office Administration
Valerie Ostara	1 Representative from Department of Human Services
Julia Dutove	1 Representative from Department of Physical Education and Kinesiology
Louise Rawluk	1 Representative from Department of Nursing
Sean Irwin	1 Representative from Department of Science
Robert Howey	1 Representative from Fine Arts
Peter Sellers	1 Representative from Automotive, Motorcycle & Powersports Department
Clint Peterson	1 Representative from Heavy Equipment Department
Clint Derocher	1 Representative from Electrical, Industrial Mechanical & Parts
Christy Barlund	1 Representative from Animal Health Sciences
Miles Mintzler	1 Representative from Construction & Fabrication Department

1. **Agenda approved by consensus.**

2. **Harley-Davidson**

2.1 HD210 Harley-Davidson Theory

Discussion: Harley-Davidson has made some changes to their program, removing Vehicle and Chassis Service (VCS) training. Received updated course outline for information.

2.2 HD260 Harley-Davidson Shop

Discussion: Removal of VCS training results in a change to the course description. As the forms submitted do not reflect this change, the item is being sent back to the Department to be brought back to the next Curriculum meeting.

TABLED

3. Arts and Education

3.1 EN3510 Romantic Poetry and Prose

TABLED

3.2 PH3850 Workplace Business and Professional Ethics

Motion: Recommend that Academic Council approve the deletion of PH3850 Workplace Business and Professional Ethics from course offerings.

Moved: T. Strasbourg

Second: B. Redmond

CARRIED

4. Human Services

4.1 Educational Assistant

Motion: Recommend that Academic Council approve a change to the graduation requirements for the Educational Assistant program to "To complete the certificate requirements, students must achieve a minimum grade of C- in all courses (with the exception of the practicum course in which a grade of CR is required). Students will need to complete the program requirements listed to qualify for a Certificate in Educational Assistant. It is recommended that prior to graduation, students participate in a NVCI training program."

Discussion: Remove reference to GPA of 2.0 as the minimum passing grade is C- or 1.7.

Moved: V. Ostara

Second: V. Sheane

CARRIED

4.2 Early Learning and Child Care

Motion: Recommend that Academic Council approve a change to the Progression Criteria for the Early Learning and Child Care program to "If students have successfully the requirements for a Certificate in Early Learning and Child Care with a minimum grade point average (GPA) of 1.7 (C-), they may proceed to the Diploma program."

Moved: V. Ostara

Second: V. Sheane

CARRIED

4.3 Early Learning and Child Care

Motion: Recommend that Academic Council approve a change to the Diploma Graduation Requirements for the Early Learning and Child Care program to “To receive a Diploma in Early Learning and Child Care, students will need to successfully complete the prescribed two-year curriculum with a minimum cumulative GPA of 1.7.”

Moved: V. Ostara

Second: V. Sheane

CARRIED

5. PEAK

5.1 to 5.13 AP1110 Fitness Assessment and Fall Prevention
AP1120 Culture of Aging
AP1130 Medical Gerokinesiology
AP1140 Leadership and Motivation
AP1150 Practicum I Active Living Application
AP1210 Health Promotion and Active Aging
AP1220 The Master Athlete
AP1230 Nutrition and Pharmacology
AP1240 Challenge by Choice Tourism
AP1250 Practicum II Programming for Fitness
PE2010 Applied Ethics in Physical Education and Sport
PE2050 Introduction to Outdoor Environmental Education
RS1220 Leadership in Recreation and Leisure Organizations

Motion: Recommend that Academic Council approve the deletion of AP1110, AP1120, AP1130, AP1140, AP1150, AP1210, AP1220, AP1230, AP1240, AP1250, PE2010, PE2050, and RS1220 from course offerings effective July 1, 2021.

Moved: J. Dutove

Second: V. Sheane

CARRIED

6. Government of Alberta Health Care Aide Provincial Curriculum Certificate

6.1 HC1010 HCA Role and Responsibility

Motion: Recommend that Academic Council approve the addition of HC1010 HCA Role and Responsibility 3(4-0-0) 45 Hours 12 Weeks to course offerings effective July 1, 2021.

Moved: L. Rawluk

Second: V. Sheane

Discussion: GPRC is adopting this program in its entirety from the Alberta Ministry of Health.

CARRIED

6.2 HC1020 Human Body, Health, and Chronic Illness

Motion: Recommend that Academic Council approve the addition of HC1020 Human Body, Health, and Chronic Illness 3(4-0-0) 45 Hours 12 Weeks to course offerings effective July 1, 2021.

Moved: L. Rawluk

Second: T. Strasbourg

Discussion: GPRC is adopting this program in its entirety from the Alberta Ministry of Health.

CARRIED

6.3 HC1030 Communication and Documentation in the Health-Care Environment

Motion: Recommend that Academic Council approve the addition of HC1030 HCA Communication and Documentation in the Health-Care Environment 4(5-0-0) 60 Hours 12 Weeks to course offerings effective July 1, 2021.

Moved: L. Rawluk

Second: L. Brazier

Discussion: GPRC is adopting this program in its entirety from the Alberta Ministry of Health.

CARRIED

6.4 HC1040 Providing Person-Centred Care

Motion: Recommend that Academic Council approve the addition of HC1040 Providing Person-Centred Care 5(5.4-0-0) 75 Hours 14 Weeks to course offerings effective July 1, 2021.

Moved: L. Rawluk

Second: V. Sheane

Discussion: GPRC is adopting this program in its entirety from the Alberta Ministry of Health.

CARRIED

6.5 HC1050 Clinical Placement Experience I

Motion: Recommend that Academic Council approve the addition of HC1050 Clinical Placement Experience I 5(0-0-40) 80 Hours 2 Weeks to course offerings effective July 1, 2021.

Moved: L. Rawluk

Second: T. Strasbourg

Discussion: GPRC is adopting this program in its entirety from the Alberta Ministry of Health.

CARRIED

6.6 HC1060 Meeting Complex Care Needs

Motion: Recommend that Academic Council approve the addition of HC1060 Meeting Complex Care Needs 5(7.5-0-0) 75 Hours 10 Weeks to course offerings effective July 1, 2021.

Moved: L. Rawluk

Second: L. Brazier

Discussion: GPRC is adopting this program in its entirety from the Alberta Ministry of Health.

CARRIED

6.7 HC1070 Special Activities for Clients with Various Health Conditions

Motion: Recommend that Academic Council approve the addition of HC1070 Special Activities for Clients with Various Health Conditions 5(7.5-0-0) 75 Hours 10 Weeks to course offerings effective July 1, 2021.

Moved: L. Rawluk

Second: T. Strasbourg

Discussion: GPRC is adopting this program in its entirety from the Alberta Ministry of Health.

CARRIED

6.8 HC1080 Clinical Placement Experience II

Motion: Recommend that Academic Council approve the addition of HC1080 Clinical Placement Experience II 5(0-0-40) 160 Hours 4 Weeks to course offerings effective July 1, 2021.

Moved: L. Rawluk

Second: V. Sheane

Discussion: GPRC is adopting this program in its entirety from the Alberta Ministry of Health.

CARRIED

6.9 HC1090 Consolidated Clinical Placement Experience

Motion: Recommend that Academic Council approve the addition of HC1080 Consolidated Clinical Placement Experience 3(0-0-40) 80 Hours 2 Weeks to course offerings effective July 1, 2021.

Moved: L. Rawluk

Second: L. Brazier

Discussion: GPRC is adopting this program in its entirety from the Alberta Ministry of Health.

CARRIED

6.10 Government of Alberta HCA Provincial Curriculum Certificate

Motion: Recommend that Academic Council approve the addition of the Government of Alberta HCA Provincial Curriculum Certificate to program offerings effective July 1, 2021.

Discussion: D. Honan and C. McLeod will investigate whether or not we can adjust the wording of the admission requirements for this program and if we can, they will adjust without changing the intent to clarify and make it more consistent with the language in our other programs.

Moved: L. Rawluk

Second: V. Sheane

Discussion: GPRC is adopting this program in its entirety from the Alberta Ministry of Health.

CARRIED

7. Adjournment.

Next meeting: **February 23, 2021**

Deadline for agenda items: **February 9, 2021**