Alberta Health

Health Care Aide Provincial Program

Prior Learning Assessment and Recognition (PLAR) Student Guide

Health Workforce Planning and Accountability

March 2019

Alberta Government

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Alberta Health Care Aide Program: PLAR

To obtain your Health Care Aide (HCA) certificate, you must obtain credit for nine courses (6 theory and 3 clinical). As an experienced HCA, you may be eligible to obtain course credit through Prior Learning Assessment and Recognition (PLAR) and full coursing. A summary of how course credits can be obtained is be found in Table 1. This HCA PLAR Candidate Guide will explain the PLAR and the Alberta HCA PLAR process.

Table 1: Course Credit Options Overview

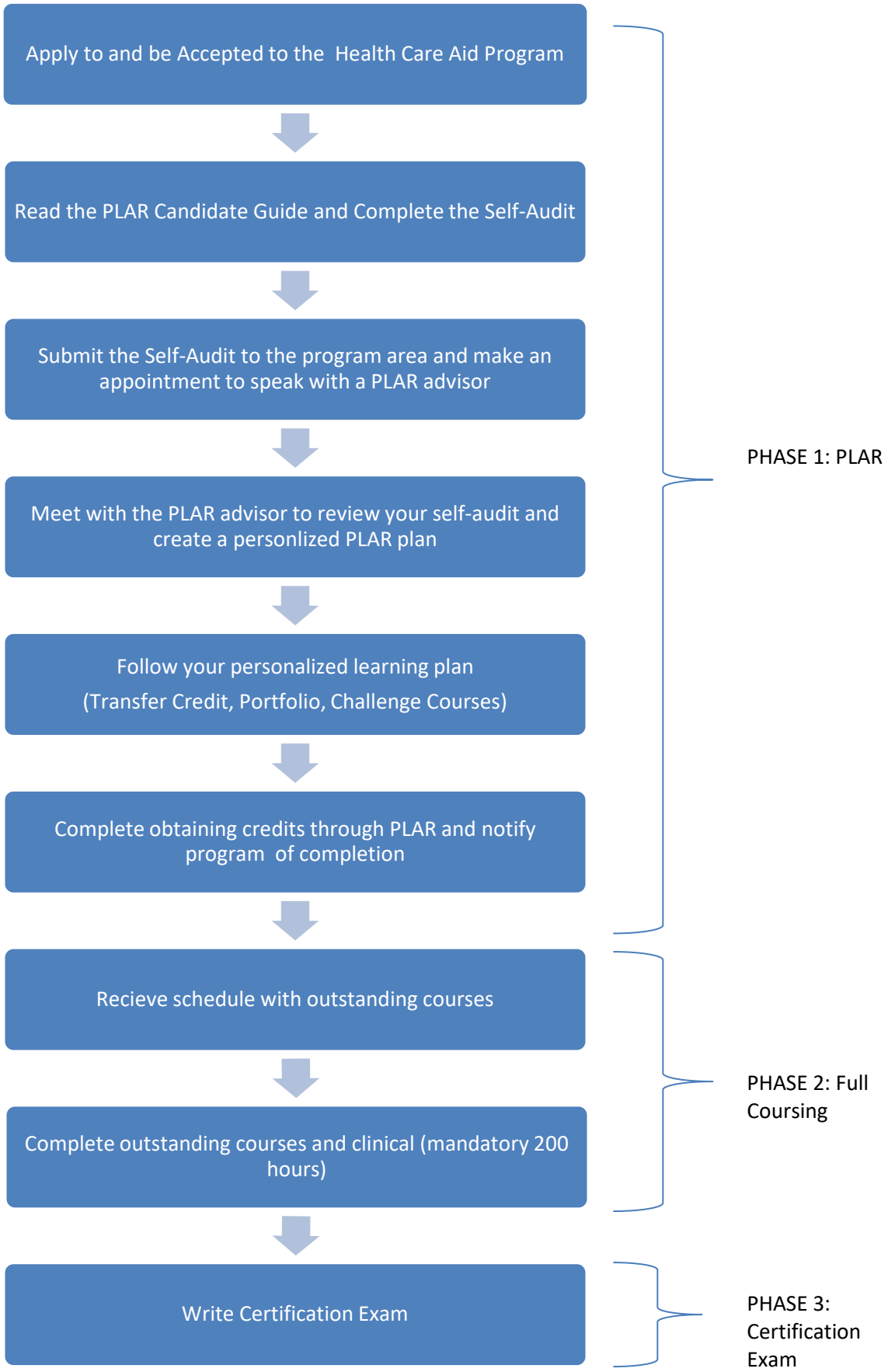
		PLAR METHODS			
Course Code	**Course Name**	**Transfer Credit**	**Portfolio**	**Challenge Course**	**Full Course**
Course 1	HCA Role and Responsibility	✓	✓	✓	✓
Course 2	Human Body, Health, and Chronic Illness	✓	✓	✓	✓
Course 3	Communication and Documentation in the Health-Care Environment	✓	✓	✓	✓
Course 4	Providing Person-Centred Care and Comfort	✓	✓	✓	✓
Course 5	Clinical	✓	✓		✓
Course 6	Meeting Complex Care Needs	✓	✓	✓	✓
Course 7	Special Activities for Clients with Various Health Conditions	✓	✓	✓	✓
Course 8	Clinical				✓
Course 9	Clinical				✓

Alberta HCA PLAR Eligibility

To be eligible for the HCA PLAR, you need to provide proof of the following:

- Previous employment, including a job description, totaling 600+ hours within the past three years as an HCA or personal care provider.
- English Language Proficiency requirement (see HCA program admission requirements)
- Once you have applied to the HCA program and the application has been reviewed, you will receive notification of your acceptance status via email. Directions on your next steps will be given in these emails.

Please refer to diagram below:


Apply to and be Accepted to the Health Care Aid Program
Read the PLAR Candidate Guide and Complete the Self-Audit
Submit the Self-Audit to the program area and make an appointment to speak with a PLAR advisor
Meet with the PLAR advisor to review your self-audit and create a personlized PLAR plan
Follow your personalized learning plan
(Transfer Credit, Portfolio, Challenge Courses)
Complete obtaining credits through PLAR and notify program of completion
Recieve schedule with outstanding courses
Complete outstanding courses and clinical (mandatory 200 hours)
Write Certification Exam
PHASE 1: PLAR
PHASE 2: Full Coursing
PHASE 3: Certification Exam

Prior Learning Assessment and Recognition (PLAR)

What is PLAR?

"Prior learning assessment and recognition defines processes that allow individuals to identify, document, have assessed and gain recognition for their prior learning" (Canadian Association for prior Learning Assessment (CAPLA), 2019). PLAR allows you to obtain course credit through formal evaluation process that recognizes skills and knowledge can be obtained through formal, informal and non-formal education, training and life experiences. Recognition is not awarded for experience; it is awarded for knowledge or skills acquired through experience.

Why consider a PLAR?

PLAR can save you both time and money when obtaining your HCA certificate. The knowledge you have gained from your experience may provide the opportunity to obtain course credit through the PLAR process. If PLAR credit is obtained you are not required to take the full course. If you do not obtain PLAR credit, then you are required to take the course in full.

What are the different types of PLAR methods?

PLAR allows learners to obtain credit through three different methods: Transfer credit, portfolio, and challenge courses.

1. **Transfer credit**: Course work completed at another post-secondary institution may be considered for credit towards HCA courses. If you have completed courses at another institution that are similar to the courses in the HCA program, you may request transfer credit.

   Transfer Credit Outcomes
   If you are unsuccessful in obtaining transfer credit, you may still be eligible to obtain credit through portfolio or challenge coursing. Please contact your post-secondary institution (college) for more information on transfer credit policies and procedures, and associated fees.

2. **Portfolio**: A portfolio (is used to measure your knowledge gained from experience against course learning outcomes. A separate portfolio is created for each course you wish to achieve portfolio credit for. The portfolio is comprised of two major components (see Appendix A, B, and C for detailed information about portfolios):

   a. **Evidence**: There are different types of evidence that can be used to create your portfolio:

      i. Direct evidence-what you can demonstrate
      ii. Indirect evidence-what others say or observe about you
      iii. Self-evidence-what you say about your knowledge and experience

      - Evidence can be any experience that has contributed to your learning of the same information that would have been provided to you through formal education. It is recommended that the evidence of experiences meet the following criteria:

        - Valid and relevant: Evidence should align with the course learning outcomes
        - Current: Evidence should include experiences within the last three years

b. **Personal History (story)**: The personal history is a story that details how your evidence and experiences relate to the knowledge you have gained and how this knowledge is directly related to the learning outcomes of each course.

All documents submitted within a portfolio are kept as a part of your permanent record. A copy of transcripts and certificates may be included in your portfolio, but you must be prepared to show original documents for validation at the request of the HCA program.

Portfolio Outcomes
If your portfolio meets the course outcomes, you will receive credit for the course and will not need to take the course in full. If you do not receive credit for the course, you will have the option to challenge the course or take the course in full. Please contact your institution for portfolio submission procedures and any associated fees.

3. **Challenge courses**: If you believe you have the skills or knowledge that are relevant to the outcomes of a required course and you did not qualify for transfer credit or portfolio credit, you may choose to challenge the course.

   Challenge courses are comprised of the following components:

   - Theory Component: All challenge courses have a theory assessment component. In a challenge course, you will be required to demonstrate your knowledge by writing a challenge exam. You will only have one chance to pass the exam. If you fail the exam, you fail the course. The challenge exam consists of the following:
     - 50 multiple-choice questions
     - Exam writing time: 120 minutes
     - Proctored
     - Minimum grade of 70% required to pass
   - Lab Component: You must pass the lab assessment in order for you to receive credit for the challenge course. You will be asked to demonstrate your knowledge and skills in the following way:
     - Clinical Integration Assessment (course 1, 4 and 6)
       - Simulated scenario situation/skills assessment stations - you need to demonstrate organizational skills, HCA skills, knowledge, safety and documentation, in a practical manner with a partner.
       - Exam time: 180 minutes – time depends on the number of courses you are challenging. You will be integrating all of your skills for multiple courses at the same time.
       - Pass/Fail
   - Contact your post-secondary institution HCA program for details on how to arrange and complete challenge course assessments.

   Note: You need to pass both the theory and the lab component to earn credit for the challenge course.

Challenge Course Study Materials
You will be provided with a minimum of the challenge course outline, general learning outcomes, and specific learning outcomes. It is up to you to identify what knowledge you have and what you will need to study. There is no instructor support in challenge courses. It is up to you to obtain the study materials you require. You may use your own resources or purchase the Health Care Aide textbook, workbook, learner guide, and lab videos through your post-secondary institution. Please contact the HCA program for more details on challenge course study materials.

Challenge Course Outcomes
Should you challenge a course and are successful, you will receive credit for the course and will not need to take the course in full. Should you choose to challenge a course and are unsuccessful, you will be required to take the course in full. Challenge courses cannot be repeated. Please contact your post-secondary institution for the challenge course policies and procedures, and associated fees.

Full Coursing

Once you have completed obtaining credit through the PLAR methods, a schedule will be provided to you indicating when you can take the remaining courses.

- **Theory/Lab Courses**
  - Any courses you were unsuccessful in obtaining credit through PLAR, must be taken as full courses.
- **Clinical Component (mandatory)**
  - All learners will need to complete a clinical component. The clinical course will consist of 200 hours (course 8 and 9 of the Alberta HCA program).

Determining Your Eligibility for PLAR

Determining your eligibility for the various PLAR methods can be overwhelming. The following self-assessment will assist you in identifying your own level of knowledge in comparison to HCA course learner outcomes. The self-assessment will help you and your PLAR advisor identify the best way for you to obtain course credit and to create your personalized learning plan.

Steps to Complete a Self-Assessment

1. Read through the levels of competence as listed below:

Mastery:	I am able to demonstrate the outcome well enough to teach it to someone else. (I am efficient and skillful)
Competent:	I can work independently to apply the outcome.
Functional:	I need some assistance in using the outcome.
Learning:	I am developing skills and knowledge for this area.
None:	I have no experience with the outcome.

Learning Outcomes

For each outcome listed, please self-evaluate your competency levels and record in the appropriate column for each self-assessment.

2. Take a few minutes and read the following self-assessment for each course you are interested in as a PLAR candidate.

3. Check off your level of competence as you read each of the learning outcomes for each course. The information will help you in your decision on how to obtain credit for courses in the Health Care Aide program.

4. In order to be successful in a PLAR assessment, your abilities must be at the minimum competent level for the majority of the learning outcomes. Some things to consider when determining your level of competence are:

- **a)** How do I currently use this outcome?
- **b)** What previous education have I had in this outcome: workshops, courses or work training?
- **c)** What personal development or volunteer experience do I have in this area?
- **d)** Be prepared to explain the reason you chose this level because you will need to provide backup from previous courses, your employer, and/or your portfolio.

5. Once you have completed this self-assessment, contact your program area to set up an appointment to review the self-assessment and create your personalized learning plan.

Course 1: HCA Role and Responsibility

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.

Course 1: HCA Role and Responsibility **Mastery:** I am able to explain the theory well enough to teach it to someone else. **Competent:** I can work independently to use the theory. **Functional:** I need some assistance in understanding the theory. **Learning:** I am learning the theory. **None:** I have no experience with this theory.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
Module 1: Role of the Health Care Aide					
1.1 Define and use terminology related to the role and responsibilities of the health care aide.					
1.2 Examine health within the context of the Canadian health-care system.					
1.3 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).					
1.4 Examine accountability for your actions relating it to being a professional in the role of the health care aide.					
1.5 Examine the importance of lifelong learning and continuing education within the role of the health care aide.					
1.6 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.					
1.7 Explain the importance of information technology related to the role of the health care aide.					
1.8 Develop information technology skills-related information to the health care aide profession (e.g. continuing education, electronic health records, and work emails).					
1.9 Explain how quality improvement programs are used in the workplace and how a health care aide can participate in the programs.					
1.10 Describe the goal of the role of the health care aide, identifying the principles of compassionate care.					
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.					
1.12 Distinguish among race, culture, and ethnicity.					
1.13 Examine health-care ethics within the role of the health care aide.					
1.14 Describe the concept of psychosocial health and the factors that influence psychosocial health.					
1.15 Apply the person-centred care approach to the role of the health care aide.					
Module 2: Legislation					
2.1 Define and use terminology related to legislation governing the health care aide role and responsibility.					
2.2 Explain the purpose of the Health Profession Act (HPA) and the Government Organizational Act (GOA) and how they apply to the role of the health care aide.					
2.3 Explain the purpose of the Health Information Act (HIA) and the Freedom of Information and Privacy Act (FOIP) and how they apply to the role of the health care aide.					

Course 1: HCA Role and Responsibility **Mastery:** I am able to explain the theory well enough to teach it to someone else. **Competent:** I can work independently to use the theory. **Functional:** I need some assistance in understanding the theory. **Learning:** I am learning the theory. **None:** I have no experience with this theory.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
2.4 Describe the purpose of the Alberta Health Continuing Care Service Standards and the impacts for continuing care.					
2.5 Explain the purpose of the personal directive and how the *Alberta Personal Directive Act* impacts client care planning.					
2.6 Describe the purpose of *Personal Information Protection and Electronic Documentation Act (PIPEDA)* and develop an awareness of problems related to using information technology					
2.7 Explain the *Protection for Persons in Care Act (PPCA)* and the health care aide's role and responsibilities related to this act.					
2.8 Describe the purpose of the *Adult Guardianship and Trustee Act* and how it affects the health care aide role and responsibilities.					
2.9 Explain consent, informed consent, and impaired capacity application to the health care aide role.					
2.10 Explain the Mental Health Act and the health care aide role and responsibilities related to this act.					
2.11 Describe the Canadian *Charter of Rights and Freedoms*.					
2.12 Describe the importance of accurate observations, reporting, and recording of client changes as governed by Alberta health care legislation.					
Module 3: Functioning Effectively as a Team Member					
3.1 Define and use terminology related to functioning effectively as a team member.					
3.2 Describe the importance of a collaborative team approach within the health-care system.					
3.3 Describe the role and unique contributions of health-care team members.					
3.4 Examine the benefits and challenges of working on a team in a facility and community-based settings.					
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.					
3.6 Examine the health care aide role and responsibility when assigned care by a regulated health-care professional.					
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.					
3.8 Describe the unique contribution of the health care aide role to the person-centred care planning.					
3.9 Examine time management, decision-making, and problem-solving skills within the role of the health care aide.					
Module 4: Environmental Safety					
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.					
Module 5: Client Safety					
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.					

Course 1: HCA Role and Responsibility **Mastery:** I am able to explain the theory well enough to teach it to someone else. **Competent:** I can work independently to use the theory. **Functional:** I need some assistance in understanding the theory. **Learning:** I am learning the theory. **None:** I have no experience with this theory.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
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.					
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.					
Module 6: Self-Care and Safety					
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.					
6.6 Explore the impact of loss, grief, death, and dying on the HCA's physical, emotional, and mental health and how it contributes to burnout.					
6.7 Explain the principles of body mechanics.					

Course 2: Human Body, Health, and Chronic Illness

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.

Course 2: Human Body, Health, and Chronic Illness **Mastery:** I am able to explain the theory well enough to teach it to someone else. **Competent:** I can work independently to use the theory. **Functional:** I need some assistance in understanding the theory. **Learning:** I am learning the theory. **None:** I have no experience with the theory.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
Module 1: Body Systems and Function					
1.1 Define and use terminology related to the twelve body systems.					
1.2 Describe the basic structure, function, and location of organs in the following body systems. a. Integumentary b. Musculoskeletal c. Nervous d. Sensory e. Circulatory f. Lymphatic g. Respiratory h. Digestive i. Urinary j. Reproductive k. Endocrine l. Immune					
1.3 Explain the connection between foundational knowledge of the body systems and the provision of safe person-centred care.					
Module 2: Human Growth and Development and Death					
2.1 Define and use terminology related to human growth and development.					
2.2 Identify the stages of growth and development across the lifespan.					
2.3 Describe psychosocial development tasks across the lifespan.					
2.4 Discuss the implications for care in relation to sexuality and sexually transmitted infections (STIs) in seniors.					
2.5 Discuss the concept of death as a stage of growth and development.					
2.6 Describe the physical changes that occur with death and dying.					
2.7 Identify four common trajectories of decline to death.					
2.8 Reflect on your own experiences with aging, death, and dying and how this can affect the care you provide.					
2.9 Describe how knowledge of growth and development supports person-centred care.					
Module 3: Healthy Aging and Independence					
3.1 Define and use terminology related to aging.					
3.2 Describe the expected physical changes that may occur with aging in the following body systems. * a. Integumentary b. Musculoskeletal c. Nervous d. Circulatory e. Respiratory f. Digestive g. Urinary h. Reproductive					
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.					

Course 2: Human Body, Health, and Chronic Illness **Mastery:** I am able to explain the theory well enough to teach it to someone else. **Competent:** I can work independently to use the theory. **Functional:** I need some assistance in understanding the theory. **Learning:** I am learning the theory. **None:** I have no experience with the theory.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
i. Emotional j. Social k. Recreational l. Spiritual m. Cultural					
3.4 Describe the characteristics of aging that support independence in later adulthood.					
3.5 Describe observations that indicate a change in the level of independence and the requirement for reporting/documentation.					
3.6 Identify normal functions of the brain and nervous system.					
3.7 Review the expected physical changes in the brain that occur with aging.					
3.8 Describe the expected changes in memory and learning that occur with aging: n. Short-term memory o. Long-term memory p. Attention q. Learning new information					
3.9 Discuss dementia as an unexpected part of aging.					
Module 4: Chronic Conditions					
4.1 Define and use terminology related to chronic and acute illnesses.					
4.2 Explore the differences between acute and chronic illness.					
4.3 Describe common chronic illnesses in relation to specific body systems.					
4.4 Examine dementia, its effects on the different body systems, and implications for caregivers. r. Identify causes of dementia. s. Compare reversible and non-reversible dementias. t. Describe the stages of progressive dementias of the Alzheimer's type.					
4.5 Identify pain reaction in late adulthood and behaviours that may indicate pain with the client who is unable to report pain.					
4.6 Compare acute and chronic pain.					
4.7 Discuss the purpose of palliative care approach to clients with a life-limiting illness undergoing pain.					
4.8 Distinguish between learned dependence and physical impairment.					
4.9 Describe the roles and responsibilities of the HCA in providing person-centred care to diverse clients with chronic illness across various settings.					

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.

Course 3: Communication and Documentation in the Health-Care Environment **Mastery:** I am able to demonstrate the outcome well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
Module 1: Communication in a Collaborative Team					
1.1 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 Describe the importance of communicating a client's care plan.					
1.6 Develop effective oral communication skills.					
Module 2: Dealing with Problems and Conflict					
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 Outline models for giving constructive feedback.					
2.5 Examine bullying behaviour and its effects in the workplace.					
Module 3: Cultural Competency and Diversity					
3.1 Discuss Indigenous peoples, Canadian generational experiences, immigrants, and refugees.					
3.2 Identify ways to provide culturally sensitive care and support based on individual differences.					
3.3 Describe methods to reflect on intercultural learning that promote cultural competence.					
3.4 Describe the effects of culture on the client, family, religion, health beliefs, and communication.					
3.5 Discuss culture, the four layers of diversity, and sexual orientation as a part of diversity.					
3.6 Describe concepts of prejudice, discrimination, stereotyping, and cultural conflict.					
3.7 Analyze how your own cultural biases and moral judgements may affect your relationships with clients and their families.					
3.8 Identify communication tools and resources used with people from diverse backgrounds.					
Module 4: Documentation					
4.1 Identify commonly used terminology related to client care in documentation.					
4.2 Examine the purpose of the client chart and documents contained in the client chart.					
4.3 Examine the importance of confidentiality of the client chart and information.					
4.4 Identify legal abbreviations to be used in documentation.					
4.5 Examine evidence-informed practices of documentation including narrative charting.					
4.6 Identify the principles of charting using the Focus "Data Action Response" (FDAR).					
4.7 Describe electronic medical records.					

Course 3: Communication and Documentation in the Health-Care Environment **Mastery:** I am able to demonstrate the outcome well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
4.8 Examine the role and responsibilities of the HCA when applying the CARE model to documentation.					
4.9 Describe the role of employer policies and procedures in documentation. *					
4.10 Examine how to appropriately and professionally communicate using information technology (email) and telephone (SMS text).					
Module 5: Communication Impairments and Related Strategies					
5.1 Examine factors related to speech and language that create barriers to effective communication.					
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.					
5.3 Examine factors related to dementia and mental health disorders that create barriers to effective communication.					
5.4 Examine person-centred communication strategies for clients who are confused and/or unconscious related to palliative and end-of-life situations.					

Course 4: Providing Person-Centred Care and Comfort

Learn and practise procedures based on best evidence for obtaining a health history and conducting a physical examination on a healthy adult. Examine assessment findings for normal structures and functions of the human body. In the laboratory component of this course, apply your newly acquired knowledge. Practise obtaining a health history and demonstrate your physical assessment skills. Develop competence in nursing assessment through a comprehensive approach to the client health history and physical examination.

Course 4: Providing Person-Centred Care and Comfort **Mastery:** I am able to demonstrate the outcome well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
Module 1: Assist with Client Mobility					
1.1 Integrate and apply knowledge of the musculoskeletal system and nervous system with assisting with mobility.					
1.2 Describe evidence-informed practice while assisting clients with mobility.					
1.3 Identify and describe ambulation aids and their maintenance including the following. u. Prosthetic devices v. Ambulation aids w. Manual and electric wheelchairs x. Transfer belts y. One-person transfer to wheel chair					
1.4 Describe factors that contribute to falls.					
1.5 Describe actions to take if a client falls while ambulating.					
1.6 Apply the person-centred approach in regards to assisting with mobility.					
Module 2: Positioning, Transfers, and Lifts					
2.1 Describe evidenced-informed practice while assisting with positioning, transfers, and lifts.					
2.2 Identify and describe causes and signs of skin breakdown, pressure ulcers, and skin tears.					
2.3 Describe what can be done to prevent pressure ulcers and skin tears.					
2.4 Describe evidenced-informed practice while assisting with positioning, transfers, and lifts					
2.5 Describe evidenced-informed practices for positioning and repositioning for clients in sitting and lying positions.					
2.6 Describe evidence-informed practice for the following. z. One- or two-person transfers aa. Transfer clients from bed to stretcher bb. Mechanical lifts following manufacturer's instructions cc. Using proper body mechanics when doing transfers and lifts dd. Perform positioning for both sitting and lying					
2.7 Explain the importance of effective verbal communication with clients and teammates while doing Positioning, lifts, and transfers.					
Module 3: Client Grooming and Hygiene					
3.1 Identify and describe evidence-informed and safe practices for the following. ee. Dressing and undressing clients ff. Oral care for conscious and unconscious clients gg. Denture care techniques hh. Hair care techniques ii. Makeup application practices jj. Shaving kk. Hand, foot, and nail care ll. Pericare for male and female clients mm. Providing assistance with menstrual care					
3.2 Explain evidence-informed practices for back rubs.					
3.3 Describe evidence-informed practices for compression stockings.					
3.4 Describe what head to toe observations would be made while assisting with client grooming and hygiene.					
3.5 Explain what competent verbal communication skills are utilized while assisting clients with grooming and hygiene.					

Course 4: Providing Person-Centred Care and Comfort **Mastery:** I am able to demonstrate the outcome well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
Module 4: Bathing the Client and Bed Making					
4.1 Describe evidence-informed practice principles while demonstrating the following skills. nn. Complete bed-bath oo. Partial bed-bath pp. Follow the care plan qq. Complete the flow sheet rr. 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.					
Module 5: Assist with Elimination					
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. ss. The role of hydration, nutrition, and exercise play in bowel and bladder function tt. The importance of the client care plan when assisting with bowel and bladder elimination					
5.6 Apply knowledge of evidence-informed practice on the following skills: uu. Communicate effectively when assisting clients with elimination. vv. Assist with bowel and bladder elimination using bedpan and urinal. ww. Assist in one-person transfer and apply transfer belt to go to commode and toilet. xx. Apply incontinence products. yy. Observe, measure, and record urinary and bowel output as directed by the care plan.					
Module 6: Assist with Nutrition and Mealtimes					
6.2 Examine and describe evidence-informed practice when assisting with nutrition and mealtimes.					
6.3 Describe and identify factors that can affect a client's eating and nutrition.					
6.4 Identify strategies and assistive devices on how to assist clients with nutritional challenges.					
6.5 Apply the person-centred care approach in regards to assisting with client nutrition and mealtimes.					
Module 7: Food Safety					
7.1 Describe safe and evidence-informed practices during preparation of client meals and nourishments.					
7.2 Apply knowledge of identification and prevention of food hazards.					
7.3 Describe safe and evidence-informed practices for food storage for leftovers.					
7.4 Describe and determine common sources and causes of food-borne illness.					

Course 6: Meeting Complex Care Needs

This course builds on the foundational skills and concepts introduced in previous courses and 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.

Course 6: Meeting Complex Care Needs **Mastery:** I am able to explain the theory well enough to teach it to someone else. **Competent:** I can work independently to use the theory. **Functional:** I need some assistance in understanding the theory. **Learning:** I am learning the theory. **None:** I have no experience with the theory.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
Module 1: Range of Motion					
1.1 Define range of motion (ROM) and its purpose.					
1.2 Define and utilize appropriate terminology related to ROM.					
1.3 Define active, active-assistive, and passive ROM.					
1.4 Explain how to safely perform active and passive ROM on all types of diverse clients.					
1.5 Identify the signs of pain and fatigue in a client who is performing ROM exercises.					
1.6 Explain compassionate caring for the client receiving assistance with ROM.					
1.7 Explain how to ensure client comfort, support, and safety related to ROM.					
1.8 Describe accurate observations to include during assistance with ROM.					
1.9 Identify what client changes to report and record in relation to ROM.					
Module 2: Assisting with Wound Care					
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 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 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.					
Module 3: Assisting with Nasogastric and Gastrostomy Care and Tube Feeds					
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.					
3.4 Describe enteral tube feed and site care.					
3.5 Differentiate between continuous tube feeding and intermittent tube feeding.					
3.6 Describe the safe preparation of formula for tube feeds.					

Course 6: Meeting Complex Care Needs **Mastery:** I am able to explain the theory well enough to teach it to someone else. **Competent:** I can work independently to use the theory. **Functional:** I need some assistance in understanding the theory. **Learning:** I am learning the theory. **None:** I have no experience with the theory.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
3.7 Describe the importance of the client care plan in preparing a client and equipment for a tube feed.					
3.8 Identify signs and symptoms of client distress following a tube feed.					
3.9 Describe compassionate caring through competence for the client receiving assistance with nasogastric and gastrostomy care and tube feeds.					
3.10 Describe how to respond to a client with diverse needs receiving a tube feed, nasogastric, or gastrostomy care.					
3.11 Describe how to ensure client comfort, support, and safety related to nasogastric and gastrostomy care and tube feeds.					
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.					
Module 4: Assisting with Urinary Catheter and Drainage Systems					
4.1 Describe conditions requiring catheters and drainage systems.					
4.2 Define and use appropriate terminology related to the care of urinary catheter and drainage systems.					
4.3 Describe all types of urinary catheters, their purpose, and complications associated with each.					
4.4 Identify infection prevention and control guidelines (IPC) in the context of urinary catheters and drainage systems.					
4.5 Describe the care of catheters and drainage systems, including securing the catheter.					
4.6 Describe the importance of the client care plan to determine urinary catheter and drainage system care for all types of diverse clients.					
4.7 Describe how to provide compassionate caring through competence for the client receiving assistance with urinary catheter and drainage systems.					
4.8 Describe how to enhance quality of life for clients with diverse needs requiring urinary catheter and drainage systems care.					
4.9 Describe accurate observations during assistance with urinary catheter and drainage systems, including methods used to measure and record output.					
4.10 Describe reporting and recording client changes related to urinary catheter and drainage systems.					
Module 5: Assisting with Ostomy Care					
5.1 Describe conditions requiring ostomies.					
5.2 Define and use terminology related to ostomy care.					
5.3 Identify locations of ostomy sites.					
5.4 Describe the care of ostomies in relation to types, application process, and removal of ostomy products.					
5.5 Identify infection prevention and control guidelines as they apply to ostomy care.					
5.6 Identify potential problems related to ostomies.					
5.7 Describe the importance of the client care plan in determining ostomy care.					
5.8 Describe compassionate care through competence for the client receiving assistance with ostomy care.					
5.9 Describe how to enhance quality of life through compassion for clients requiring assistance with ostomy care.					
5.10 Describe accurate observations during assistance with ostomy care, including methods used to measure and record output.					
5.11 Describe reporting and recording client changes related to ostomy care.					
Module 6: Measuring Vital Signs, Pain, Height, and Weight					
6.1 Describe temperature, pulse, respiration, blood pressure, and oxygen saturation levels.					
6.2 Define and use appropriate terminology related to measuring vital signs, observing pain, and for measuring height and weight					
6.3 Describe the importance of the care plan in determining baseline data and which vital signs require measurement.					
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.					
6.5 Describe the importance of the care plan to determine baseline data and when to measure height and weight.					
6.6 Describe types of pain.					
6.7 Identify signs and symptoms of pain.					

Course 6: Meeting Complex Care Needs **Mastery:** I am able to explain the theory well enough to teach it to someone else. **Competent:** I can work independently to use the theory. **Functional:** I need some assistance in understanding the theory. **Learning:** I am learning the theory. **None:** I have no experience with the theory.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
6.8 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.					
6.9 Describe compassionate caring through competence when measuring vital signs, pain, height, and weight.					
6.10 Describe accurate observations to include when measuring vital signs, pain, height, and weight, and how to effectively report and record client changes.					
6.11 Describe how vital signs, pain, height, and weight measurements assist in enhancing the quality of life in diverse clients.					
Module 7: Assisting with Specimen Collection					
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 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.					
Module 8: Assisting with Respiratory Care and Oral Suctioning					
8.1 Describe conditions requiring respiratory care and oral suctioning.					
8.2 Identify signs and symptoms of respiratory distress.					
8.3 Define and use appropriate terminology related to assisting with respiratory care and oral suctioning.					
8.4 Describe the HCA role in assisting with respiratory care and oral suctioning under Government Organization Act.					
8.5 Review Work place Hazardous Material Information System (WHIMIS) in relation to oxygen use and care of oxygen equipment.					
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.					
8.7 Describe the purpose of and equipment for oxygen therapy, oral suctioning, and mechanical ventilation.					
8.8 Describe the application and regulation of oxygen.					
8.9 Describe procedures for oral suctioning.					
8.10 Describe the purpose of chest physiotherapy and the preparation to receive chest physiotherapy.					
8.11 Identify signs and symptoms of respiratory fatigue and distress following chest physiotherapy.					
8.12 Describe the importance of the client care plan when assisting with oxygen therapy, oral suctioning, and chest physiotherapy.					
8.13 Describe how to enhance quality of life of a patient who requires oxygen and respiratory needs.					
8.14 Describe compassionate caring through competence for the client receiving assistance with respiratory care and oral suctioning.					
8.15Describe accurate observations to report and record during assistance with respiratory care and oral suctioning for diverse patients including a palliative patient.					
Module 9: Medication Assistance					
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.					

Course 6: Meeting Complex Care Needs **Mastery:** I am able to explain the theory well enough to teach it to someone else. **Competent:** I can work independently to use the theory. **Functional:** I need some assistance in understanding the theory. **Learning:** I am learning the theory. **None:** I have no experience with the theory.		Mastery	Competent	Functional	Learning	None
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	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.					

Course 7: Special Activities for Clients with Various Health Conditions

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.

Course 7: **Special Activities for Clients with Various Health Conditions** **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.		**Mastery**	**Competent**	**Functional**	**Learning**	**None**
Module 1: Assisting with the Care of Infants						
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	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.					
Module 2: Assisting with the Child						
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	Recognize that the family of a dying client may include children and identify the common questions and concerns that children may have.					
2.6	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.					
Module 3: Care for Clients with a Diagnosis of Dementia						
3.1	Define and use appropriate terminology related to caring for clients with dementia.					
3.2	Examine personal feelings and experiences as they relate to aging and caring for clients with dementia.					
3.3	Review stages, signs, and symptoms of dementia.					
3.4	Review memory loss in the context of the client diagnosed with dementia.					
3.5	Compare depression, delirium, and dementia.					
3.6	Identify common responsive behaviours in clients diagnosed with dementia.					
3.7	Describe strategies to effectively prevent and manage responsive behaviours while caring for clients with dementia.					
3.8	Explore strategies including validation and reminiscence to promote effective communication with clients with dementia.					
3.9	Discuss care strategies to provide safe, culturally sensitive, individualized care to the client diagnosed with dementia.					
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.					
3.11	Describe accurate observations to include when caring for clients diagnosed with dementia.					
3.12	Describe reporting and recording requirements when caring for clients diagnosed with dementia.					
3.13	Explore the role of the collaborative care team when caring for clients diagnosed with dementia.					

Course 7: Special Activities for Clients with Various Health Conditions **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
3.14 Examine the role of the family when caring for clients diagnosed with dementia.					
Module 4: Caring for Clients with a Mental Health Diagnosis					
4.1 Define and use appropriate terminology related to caring for clients with a mental health diagnosis.					
4.2 Describe your personal feelings and experiences dealing with clients with a mental health diagnosis.					
4.3 Describe the impact of mental health disorders on society and families.					
4.4 Discuss cultural influences on mental health disorders and treatment.					
4.5 Describe common mental health disorders, causes, general signs, and symptoms as well as medication, treatment, and compliance.					
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.					
4.7 Describe specific mental health diagnoses, signs and symptoms, common treatments, and care strategies for those diagnosed with a mental health disorder					
4.8 Discuss suicidal behaviour disorder including risk factors, warning signs of suicidal intent, and care Strategies for the client at risk for suicide.					
4.9 Discuss responsive behaviours that may require de-escalation techniques and the warning signs of a client in distress.					
4.10 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.					
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.					
4.12 Describe accurate observations to include when caring for clients with a mental health diagnosis.					
4.13 Describe reporting and recording requirements when caring for clients with a mental health diagnosis.					
Module 5: Assisting Clients with Physical Disabilities and Developmental Delays					
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 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.					
Module 6: Palliative and End-of-Life Care					
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 Discuss societal and personal attitudes and feelings surrounding caring for persons with declining conditions and nearing the end of life.					
6.3 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 Describe the four common patterns of decline to death and the accompanying challenges for the client and their family.					
6.5 Discuss the key elements of the palliative care approach and how the HCA can integrate this into the person-centred care approach.					
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).					
6.7 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.					

Course 7: **Special Activities for Clients with Various Health Conditions** **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.		**Mastery**	**Competent**	**Functional**	**Learning**	**None**
6.8	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.					
6.9	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.					
6.10	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.					
6.11	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.					
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.					
Module 7: Meeting Care Preceding and Following Death						
7.1	Define and use appropriate terminology related to caring for clients at the end of life.					
7.2	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.					
7.3	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.					
7.4	Review care strategies related to cultural and religious practices and rituals before, during, and following death.					
7.5	Describe ways to create a special space for family to be with the deceased following death.					
7.6	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.					
7.7	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.					
7.8	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.					
7.9	Consider and explore ways to maintain therapeutic/professional boundaries when working closely with clients over a prolonged period of time.					
7.10	Explore the grief experienced when working closely with clients who are declining and dying, and the concept of compassion fatigue.					
7.11	Explore and discuss the resources available within the work setting to support the HCA and ways to access and request help.					

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Appendices

Appendix A: Portfolio Development

As a HCAPLAR Candidate, you may wish to demonstrate your knowledge of a course by submitting a portfolio. The supporting documentation and narrative (your story) will serve as proof of your expertise for a course. A portfolio is an important part of assessment and can help you gain insight to be confident about future assessments, or help you to identify areas for additional education, training, and/or experience. Follow the steps below if you wish to create and submit a portfolio to obtain course credit.

Portfolio Process

1. **Knowledge and Experience Review**
   Review your job history, hobbies, areas of study or special training, volunteer work, and other activities and make a list of all the areas of knowledge and skills you have acquired because of these experiences.

2. **Portfolio Creation**
   An outline of the required portfolio format is found in Appendix B.

   a. **Provide evidence of your knowledge**

   - Gather all materials that show your knowledge of the course content and outcomes to produce sufficient and relevant proof that the learning has occurred. The documentation supports the learning stated in the personal statement (story).
   - Copies of evidence are acceptable for submission in your portfolio but you must be prepared to provide the original documents at the request from your college.

   b. **Write your personal history (story)**

   - After reviewing, the course description and learner outcomes as provided in the self-assessment, write a story that describes your college-level learning and addresses the subject area content. This is your time to demonstrate (show) to the instructor that you possess the knowledge to receive credit for the course.

3. **Portfolio(s) Submission**
   Once you have completed your portfolio(s), you will submit it to your post-secondary institution (contact your program area for information on how to submit your portfolio and associated fees).

4. **Portfolio Assessment**
   Your portfolio will be assessed by a subject matter expert to determine if the knowledge you have gained from your experiences is equivalent to the knowledge you would have obtained from taking the course in full. If needed, you may be contacted to discuss your portfolio submission in further detail. The portfolio assessment may take up to four weeks to complete depending on the volume of submissions.

5. **Portfolio Results.**
   The results of your portfolio submission(s) will be emailed to your school email account. If you are successful in achieving credit, this will be indicated on your official transcripts. If you are unsuccessful in achieving credit, you will receive notification as to why credit was denied. You will then have the option to either challenge the course or take it in full; you can discuss your options with the program advisor.

Appendix B Portfolio Outline

Each course you wish to apply for portfolio credit must have its own portfolio. The portfolio must be word-processed (typed) and be divided into the sections outlined below.

1. **Title page**
    - Portfolio
    - Learner Name and ID
    - Learner college email address
    - Date
    - Page number (on all pages)

2. **Table of contents**

3. **Cover page**
    - See Appendix C for template

4. **Resume**
    - Your portfolio should include an up-to-date resume that is concise, factual, and identifies dates/time frames.
    - Your resume will help the HCA program instructor understand your educational and career history.
    - Your resume should include the following:
        - Education history
        - Career history
        - Certifications/Awards

5. **Personal history (story)**
    - Your personal history provides a summary of your life story as a HCA or experiences that are similar to a HCA. It should detail how your experiences relate to the knowledge you have gained and how this knowledge is directly related to the learning outcomes of the course identified in the self-assessment.
    - Should be a minimum 250 words in length but may vary in length depending on the subject area.

6. **Evidence documents**
    - Your supporting documents may include any evidence of learning gained from a wide variety of sources. Evidence you may use for your portfolio include, but are not limited to:
        - Course outlines and content descriptions from educational institutions
        - Copies of transcripts recording your education
        - Curriculum or lesson plans, assessment tools, learning activities
        - Completed CAP tool
        - Letters of validation from employer or direct supervisor (see Appendix D for letter requirements and template)
        - Job description

- Performance appraisals
- Training records
- Descriptions of training courses or workshops
- A report highlighting skills and accomplishments that demonstrates how you have accomplished the stated learning outcomes
- Certifications
- Awards
- Volunteer work
- Letters of support or references from colleagues, co-workers, or clients

Appendix C Portfolio Cover Page Template

Portfolio Cover Page Template

You are required to include the below cover page in each of your portfolios

Name:

Learner ID:

School email:

Phone number:

Address:

Province:

Postal code:

I certify that the enclosed **[INSERT COURSE NAME AND NUMBER]** portfolio contents are correct. I certify that I am the person named in this application and the portfolio materials, unless otherwise identified are mine.

Signature: _____ Date: _____

Appendix D Employee Letter Template

Employee Letter Template
You may use this letter to request information from your employer.

Your Name
Your address
Your phone number
Your email address

Date
Employer /Former employer
Address
Supervisors name

Dear [supervisor's name] I am in the process of challenging Health Care aide courses to earn my HCA certificate. Your assistance is needed to help me obtain this through the Alberta Prior Learning Assessment process.
I require information to help me in the Alberta Prior Learning Assessment process. This information can consist of:
☐ Detailed Job Description
☐ Job Appraisals (if allowed)
☐ Internal certificates or course documentation
☐ Skills check document (provided with this letter) or CAP tool
Please provide the information in a letter with either letterhead or a letter that includes company name, address and phone number, your name, position, phone number and email address.
Your accuracy in your evaluation will help me verify my learning. If you have any questions, please contact me at [provide your phone, email].

Sincerely,

Name [signature]

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Appendix E Skills Document

Skills Document

You may provide this document to your current employer to complete. This skills document, when completed, can be used as documentation to support your learning. Please print off or email the following document as an attachment for your employer. This document is similar to the CAP tool. If you have had a CAP tool completed by your employer, you may submit that instead of the skills document.

If a CAP assessment has not been completed. Please assess all skills below that the HCA performs at your worksite. If the skill is listed below, but is not a skill the HCA performs at your worksite write N/A beside that skill. The HCA is using this tool to prove their proficiency in performing each skill to show that their current knowledge and skill base is equal to the knowledge and skill base of a full theory course in the HCA program. Please note the following: A nurse (RN, RPN or LPN) must complete the skill assessment tool in conjunction with the HCA. Signing the document confirms that the regulated nursing professional has directly observed the HCA, and from their evaluation, assesses the HCA to be safe and competent to perform the skills.

Course 1 Working as a Health Care Aide		
Competency Outcome	**Proficient**	**Needs Improvement**
Hand Washing • Entering the room • Leaving the room • Before skill • After skill		
Hand hygiene using waterless hand sanitizer • Entering the room • Leaving the room • Before skill • After skill		
Masking/Gloving/Gowning (Donning and Doffing as per policies and procedures)		
Client and HCA Safety • Reviews care plan • Identifies client • Performs hand hygiene • Introduce yourself to the client and explain procedure • Bed and rail adjusted for procedure • Gloves worn when appropriate • Adheres to patient safety when leaving client (Bed lowest position, side rails up, call bell in reach) • Disposal of supplies • Hand Hygiene before leaving room • Reports and records as per agency policy		
Demonstrates proper application and monitoring of restraints, as per Employer policy		

Course 3 Communication and Documentation		
Competency Outcome	**Proficient**	**Needs Improvement**
Communicates professionally with team members, clients, and families		
Uses problem solving strategies and conflict resolution		
Communicates with clients in specialized situations: • Hearing impairments • Vision impairments • Responsive behaviours (dementia, mental health and addictions, non-verbal clients)		
Documents and reports client information per agency policy		
Documents client information in client care plans		
Communicates successfully utilizing information technology • Digital documentation (e.g., electronic charting) • Email and web platforms (search engines)		
Communicates professionally and effectively via telephone		

Course 4 Providing Person-Centred Care and Comfort		
Competency Outcomes	**Proficient**	**Needs Improvement**
Assists client with an affected limb to dress		
Assists clients with dressing and undressing for those who have physical or cognitive limitations (decreased range of motion, affected limb, dementia)		
Back rub		
Oral care • Conscious client • Unconscious client		
Denture care (including cleaning dentures, teeth and gums)		
Observes and reports: ill-fitting dentures, sores, bleeding or discoloration		
Hair care		
Toenail care		
Identifies the difference between healthy and unhealthy nails		
Identifies risks associated with providing nail care (e.g. clients who are at high risk for skin breakdown, diabetics)		
Perineal care • Male • Female		
Appropriately uses and disposes of incontinent products		
Records and reports on the color, odor, clarity and amount of urine as per care plan		
Records and reports on the color, odor and amount of feces, frequency of defecation as required by the care plan		
Implements care plan to maintain or increase urinary continence (e.g., regular toileting)		
Follows standard procedure for measuring intake and output of fluids		
Applies compression stockings		
Assists client with bathing (follows policies and procedures including water temperature monitoring and checks) • Tub bath • Shower		
Gives client bed bath while providing client dignity, comfort and safety		
Assists client with toileting • Commode • Bedpan • Urinal		
Makes a bed • Occupied • Unoccupied		
Assesses client for changes that impact mobility		
Uses proper body mechanics during client transfers or lifts		
Applies a transfer belt		
Assists with client ambulation with devices		

Course 4 Providing Person-Centred Care and Comfort		
Competency Outcomes	**Proficient**	**Needs Improvement**
• Cane • Walker		
Transports client in a wheelchair		
Identifies ways to encourages client independence in walking with or without aides and assistive devices		
Assesses client for changes that impact transfers or lifts		
Performs transfers safely • One-person • Two-person • Mechanical lifts		
Moves client in bed		
Positions client in • Bed • Chair • Wheelchair • Modified chairs		
Performs safe feeding techniques		
Modifies texture of fluids according to evidence-informed practice		
Measures intake and output accurately		
Assists with prosthetic care (including applies and removes device)		
Assists with client ambulation with devices Crutches		
Performs transfers: Bed to wheelchair using a transfer board		
Performs transfers: Bed to stretcher using a slider board		

Course 6 Meeting Complex Care Needs		
Competency Outcomes	**Proficient**	**Needs Improvement**
Implements range of motion exercise, precautions and contra-indications according to care plan		
Performs simple dressing change using clean technique		
Recognizes and reports Skin abnormalities: skin temperature, swellings, bruises, abrasions, and discoloration in a timely manner		
Describes major causes and symptoms of skin breakdown (diabetic condition, pressure sores, and shearing)		
Demonstrates appropriate techniques to prevent wounds including: proper positioning, prevention of shearing injuries, frequency of position changes, use of lotions and hygiene practices		
Prepares client for tube feed • Sets up equipment • Measures and records intake • Observes client for potential complications • Reports findings in a timely manner		
Catheter and perineal care		
Follows approved procedure which may include sequence of required activities, proper positioning of client, equipment to be utilized, use of clean technique, reporting and/or recording requirements and procedures, and procedures for cleaning/disposing of equipment utilized Includes: • Condom draining systems • Indwelling urinary draining systems		
Empties a urinary bag and measures output as required		
Removes and applies an external catheter drainage system		
Ostomy • Demonstrates appropriate procedures for: • Changing entire ostomy system • Empties a reusable pouch • Checks for signs of skin irritation or breakdown, leakage, and redness around the stoma and surrounding skin. • Reports and records as per policies		
Collects specimens • Demonstrate appropriate procedure for handling, processing and transporting specimens (Urine, Stool and Sputum)		
Measuring Vitals		
• Temperature		
• Radial pulse		
• Respirations		
• Blood pressure with manual manometer		
• Blood pressure with digital manometer		
• Oxygen saturation		
• Pain assessment using observation tools		
Measures height and weight • Client in a wheelchair • Immobile client		
Respiratory Care		

Course 6 Meeting Complex Care Needs		
Competency Outcomes	**Proficient**	**Needs Improvement**
• Ensures prescribed flow rate of oxygen, cleaning and maintaining oxygen delivery apparatus and other types of equipment used for respiratory therapy		
• Describes and demonstrates approved procedures for suctioning the client's mouth		
Recognizes and reports signs of respiratory distress		
Recognizes and reports changes in sputum (e.g. amount, color, consistency)		
Medication assistance • Completes the 9 rights and 3 checks for every medication.		
• Oral medication		
• Eye medication		
• Ear medication		
• Topical medication		
• Transdermal medication		
• Rectal medication (included an understanding that this is a restricted activity and can only perform on clients they have been taught to perform this on)		
• Nebulizer		
• Inhaler		
• Pre-drawn insulin		

Course 7 Special Activities for Clients with Various Health Conditions		
Competency Outcome	**Proficient**	**Needs Improvement**
Provides respectful, holistic care of client with dementia		
Describes causes, signs and symptoms, and stages of dementia		
Implements appropriate care strategies to provide high quality of life for client		
Provides respectful, holistic care to clients with mental health and addictions diagnosis		
Explains the connection between mental and physical health		
Implements appropriate care strategies to provide high quality of life for client		
Provides respectful, holistic care to clients with physical disabilities and/or developmental delays		
Implements evidence-informed practices when assisting clients to provide high quality of life for client		
Provides respectful, holistic care of palliative and end-of-life client		
Implements evidence-informed practices when assisting clients to provide high quality end-of-life care for client		
Post-mortem care – Assist with comfort measures, provides dignity and respect while providing post-mortem care as per agency policy		

Name/Designation: (regulated Nursing Professional)	Signature	Date
Name of Manager:	Signature	Date
Name of Employer:		