Douglas College

EFFECTIVE: SEPTEMBER 2006
CURRICULUM GUIDELINES

A.	Division:	**Education**	Effective Date:	**September 2006**		
B.	Department / Program Area:	**Health Care Support Worker**	Revision		New Course	**X**
			If Revision, Section(s) Revised:			
			Date of Previous Revision:			
			Date of Current Revision:	MAY 2006		

C: HCSW 1150 **D: Personal Care Skills II** **E: 4.75**

Subject & Course No. | Descriptive Title | Semester Credits

F: Calendar Description:

This practical course focuses on the acquisition and application of care-giving skills aimed at maintaining and promoting comfort, safety and independence for individuals in special care units and in a variety of community health care settings.

Lab practice, selected supervised clinical experiences and community and home support field experiences will provide the opportunity to further advance the skills and knowledge acquired in semester I. This course is comprised of classroom, lab and clinical experiences running concurrently.

G: Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture and Laboratory and Clinical Experience

Number of Contact Hours: (per week / semester for each descriptor)

Lecture - 12 hrs/semester
Laboratory - 12 hrs/semester
Clinical and Field Experience – 75 hrs/semester

Number of Weeks per Semester: **6**

H: Course Prerequisites:

HCSW 1100 + HCSW 1110 + HCSW 1120 + HCSW 1130

I: Course Corequisites:

HCSW 1140

J: Course for which this Course is a Prerequisite

HCSW 1160 + HCSW 1170 + HCSW 1180 + HCSW 1190 + HCSW 1200

K: Maximum Class Size:

Lecture 35:1
Laboratory 10:1
Clinical 10:1

L: PLEASE INDICATE**:**

- [ ] Non-Credit
- [X] College Credit Non-Transfer
- [ ] College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)

M: Course Objectives / Learning Outcomes

This course is based on the competencies as outlined in the Provincial Curriculum Guide for Home Support and Resident Care Attendant Programs, 1992.

In this course, students will have opportunities to:

1. Expand their understanding of the principles and rationale underlying care-giving and personal assistance skills in residential care facilities and the community.
2. Demonstrate the ability to independently perform care-giving skills in an organized manner, ensuring resident/client safety and comfort specifically in home and community settings.
3. Demonstrate an increasing independence in problem-solving process in the provision of care.
4. Demonstrate responsible and accountable behaviour in the classroom, practice lab., clinical, and home settings.

N: Course Content:

Throughout this course, students will apply the concepts related to assisting with personal care skills with a holistic and caring approach. Also, students will become more independent in their problem solving skills.

1. Principles and rationale for personal care
   - •caring
   - •needs based care
   - •family, and diversity
   - •promotion of independence

2. Safe practice in relation to care-giving based upon the following principles:
   - •body mechanics
   - •medical asepsis
   - •safety
   - •dignity, respect and comfort
   - •responsibility and accountability

3. Problem-solving
   - •need based care
   - •organization of care
   - •reporting, recording actions and results of care
   - •evaluating for effectiveness of care
   - •adapting to “crisis” situations

4. Responsible and Accountable behaviour
   - •legal and ethical guidelines
   - •parameters of roles as a Health Care Support Worker
   - •abiding by designated procedures in performance of Section 2 skills
   - •recognizing the legal implications involved in performance of Section 2 skills
   - •values and beliefs, standards of practice, and cultural norms respected
   - •codes of ethics

5. Safe practices in relation to home maintenance tasks
   - •Principles of safety, sanitation and home cleaning
   - •Body mechanics for work in a home
   - •Values and standards of cleanliness

6. Principles of Food Safety (Food Safe)
   - •Safe food handling and storage

Course Content Continued

7. Principles and practices of meal planning, preparation and service in the home
   - •Meal planning
   - •Economic considerations
   - •Care and operation of appliances
   - •Preparation of infant formulas from written instructions
   - •Serving food supplements
   - •Safe techniques for assistance with eating

8. Care of the dying person
   - •Skin and mouth care
   - •Positioning
   - •Care of the body and environment after death
   - •Emotional care
   - •Cross-cultural issues

O: Methods of Instruction

1. Self-study
2. Lecture/discussion/demonstrations
3. Laboratory practice – supervised and unsupervised
4. Practical experiences in a variety of residential facilities, assisted living facilities and clients' homes
5. Audio-visual materials and computer resources

P: Textbooks and Materials to be Purchased by Students

1. Peer evaluations
2. Gloves
3. Health Care Support Worker Evaluation Record
4. A list of additional materials will be provided for students at the beginning of the semester.

Q: Means of Assessment

Students are evaluated in both the laboratory and practical components of this course. Course evaluation is consistent with Douglas College course evaluation policy. An evaluation schedule is presented at the beginning of the course.

This is a <u>MASTERY</u> course.
Students will receive a detailed outline of the performance expectation at the beginning of the course.

Evaluation of skill mastery in lab. practice will include:

1. A demonstrated ability to carry out the skill safely and knowledgeably.
2. An ability to answer questions related to the rationale for actions within skills, either verbally or by pencil/paper quiz.

Evaluation of mastery in the clinical setting will include:

1. Completion of a written assignment related to course learning outcomes.
2. The demonstration of required psychomotor skills.
3. Student participation in the evaluation of their own clinical performance.
4. Satisfactory performance, as assessed by the clinical instructor.

R:	Prior Learning Assessment and Recognition: specify whether course is open for PLAR Yes

Course Designer(s)	Education Council / Curriculum Committee Representative
Dean / Director	Registrar

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