



**Douglas
College**

CURRICULUM GUIDELINES

A: Division: **Instructional** Date: **April 26, 2000**

B: Department/ **Home Support / Resident Care** New Course ☐ Revision ☒

Program Area: **Attendant**

If Revision, Section(s) Revised: **I. Corequisites**

Date Last Revised: **December 2, 1997**

C: **HSRC 111** D: **Healing: Personal Care Skills** E: **7**

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 the home or in a continuing care facility. A distinction is made between the basic personal skills required of a Resident Care Attendant working in a continuing care facility and the personal skills outlined in the Personal Assistance Guidelines for Home Support Attendants.

G: Allocation of Contact Hours to Types 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 - 24 hrs/semester

Laboratory - 68 hrs. per semester

Clinical Experience - 150 hrs. per semester

Number of Weeks per Semester:

H: Course Prerequisites:

None

I. Course Corequisites:

HSRC 100 + HSRC 101 + HSRC 102 + HSRC 110 + HSRC 112

J. Course for which this Course is a Prerequisite:

HSRC 113

K. Maximum Class Size:

Lecture 35:1

Laboratory 10:1

Clinical 10:1

L: PLEASE INDICATE:

☐

Non-Credit

☒

College Credit Non-Transfer

<input type="checkbox"/>	<input type="checkbox"/>	College Credit Transfer:	Requested <input type="checkbox"/>	Granted <input type="checkbox"/>
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SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.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. Develop an understanding of the principles and rationale underlying care-giving and personal assistance skills.
2. Demonstrate the ability to perform care-giving skills in an organized manner, ensuring resident/client safety and comfort.
3. Demonstrate the application of a creative and flexible 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 explore the concepts related to assisting with personal care skills with a holistic and caring approach. The concepts include:

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 skills*¹
 - body mechanics
 - medical asepsis
 - safety of equipment
 - anticipation of risk
3. Personal care activities promoting safety and comfort
 - bathing
 - skin care
 - oral care
 - perineal care
 - dressing and grooming
 - bed-making
 - safety devices in the home and in care facilities

*¹indicates some material covered in HSRC 110

Course Content Continued

4. Personal care activities promoting movement and ambulation
 - positioning in bed, chair or wheelchair
 - range of motion exercises (active)
 - walk, sit and stand
 - correct lifting and transfer techniques
 - transporting by wheelchair and stretcher
 - safety in transportation in cars/taxis
5. Personal care activities promoting nutrition in continuing care facilities
 - preparing and serving foods
 - clean-up, safe handling, and food storage
 - safe techniques when assisting with eating
 - maintaining dietary or fluid restrictions
6. In home situations*
 - preparation of infant formula from written instructions
 - serving food supplements
 - maintaining dietary and fluid restrictions
 - safe techniques for assistance with eating
 - service issues (religious, cultural and atmosphere)
7. Assessment skills
 - monitoring temperature, pulse and respiration **2
 - measuring and recording height and weight
 - measuring and recording intake and output
8. Personal care skills promoting elimination
 - toileting
 - administering suppositories, enemas**2
 - care of established ostomies
 - catheter care
 - emptying urinary drainage bags
 - application of external catheter
 - bowel care **2
 - change and clean a catheter drainage bag **2
 - assist with pre-measured rectal medication **2
9. Medications
 - recognizing and reporting adverse effects of common drugs
 - applying OTC medicated ointments
 - assisting with pre-measured oral medication **2
 - applying prescription or medicated soaps and ointments **2
 - assisting with ventilatory equipment **2
 - assisting with pre-set oxygen equipment
 - applying electrodes of a TNS machine **2

Course Content Continued

10. Care for the dying person

- skin and mouth care
- positioning
- care of the body and environment after death
- emotional care
- cross-cultural issues

11. Problem-solving

- need based care
- organization of care
- reporting, recording actions and results of care
- evaluating for effectiveness of care
- adapting to "crisis" situations

12. Responsible and Accountable behaviour

- legal and ethical guidelines
- parameters of roles as a Home Support/Resident Care Attendant
- 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

****2 indicates Section 2 Skills**

O: Methods of Instruction

1. Lecture/discussion
2. Laboratory practice
3. Practical experiences in home support agencies and a variety of continuing care facilities
4. Demonstrations
5. Audio-visual materials and computer resources

P: Textbooks and Materials to be Purchased by Students

1. Peer evaluations
2. Transfer belt
3. Home Support/Resident Care Attendant 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 MASTERY 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:

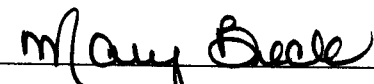
1. A demonstrated ability to carry out the skill safely and knowledgeably.
2. An ability to answer questions related to the rationale for actions within skills, wither verbally or by pencil/paper quiz.

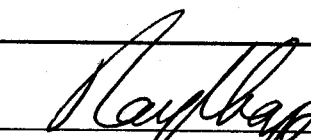
Evaluation of mastery in the clinical setting will include:

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.

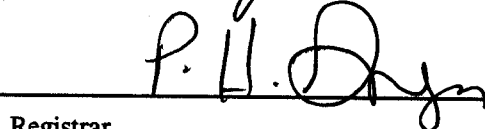
R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

YES


Course Designer(s)


Education Council/Curriculum Committee Representative


Dean/Director


Registrar

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