

## DEPARTMENT OF PRACTICAL NURSE AND HEALTH CARE AIDE

### COURSE OUTLINE – WINTER 2024

#### HC 1030 VA3/VL1: Communication and Documentation in the Health-Care Environment

4 (2.5-0-2.5) 60 hours for 12 weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

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**OFFICE HOURS:**  
By Appointment

#### **CALENDAR DESCRIPTION:**

This course will focus on the role and responsibilities of the health care aide when communicating effectively as a member of the collaborative care team. Strong communication skills are an important part of being a successful health care aide. The health-care environment requires competent verbal, written, and electronic communication skills, which are part of digital literacy. This course will focus on professional communication with other team members, clients, and client's families;

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

## **PREREQUISITE(S)/COREQUISITE:**

HC1010, HC1020, HC1040

## **REQUIRED TEXT/RESOURCE MATERIALS:**

Alberta Government. (2018, April). *Alberta health care aide competency profile*.

Retrieved November 9, 2021, from

<https://open.alberta.ca/publications/9781460137253>

Wilk, M. (2022). *Sorrentino's Canadian clinical skills: Skills for personal support workers*. <https://evolve.elsevier.com>

Wilk, M. (2022). *Sorrentino's Canadian textbook for the support worker* (5th ed.). Elsevier Inc.

Wilk, M., & Sekhon, N. (2022). *Workbook to accompany Sorrentino's Canadian textbook for the support worker* (5th ed.). Elsevier Inc.

## **RECOMMENDED TEXTBOOKS**

Murray, L. (2014). *Integrating a Palliative Approach: Essentials for Personal Support Workers*. Saanichton, BC, Canada: Life and Death Matters.

**DELIVERY MODE(S):** Lecture and Lab

## **LEARNING OUTCOMES:**

1. Demonstrate communication in a personal and professional relationship.
2. Describe the process and factors that influence communication.
3. Compare verbal and non-verbal communication.
4. Examine effective and ineffective communication methods that promote the client-centred relationship.
5. Describe the importance of communicating a client's care plan.



6. Develop effective oral communication skills.
7. Demonstrate communication in a personal and professional relationship.
8. Demonstrate effective communication strategies that promote a client-centred relationship.
9. Examine the concepts of conflict and conflict management.
10. Describe how to accept and critically assess feedback.
11. Explain the concept of feedback to promote a healthy working environment.
12. Outline models for giving constructive feedback.
13. Examine bullying behaviour and its effects in the workplace.
14. Demonstrate receiving feedback.
15. Apply models for giving constructive feedback in common health-care situations.
16. Discuss Indigenous peoples, Canadian generational experiences, immigrants, and refugees.
17. Identify ways to provide culturally sensitive care and support based on individual differences.
18. Describe methods to reflect on intercultural learning that promote cultural competence.
19. Describe the effects of culture on the client, family, religion, health beliefs, and communication.
20. Discuss culture, the four layers of diversity, and sexual orientation as a part of diversity.
21. Describe concepts of prejudice, discrimination, stereotyping, and cultural conflict.
22. Analyze how your own cultural biases and moral judgements may affect your relationships with clients and their families.
23. Identify communication tools and resources used with people from diverse backgrounds.
24. Demonstrate culturally appropriate communication techniques.
25. Explore person, community, and religious beliefs, and activities that might be used by the client or the family before, during, and /or following death.
26. Identify commonly used terminology related to client care in documentation.
27. Examine the purpose of the client chart and documents contained in the client chart.
28. Examine the importance of confidentiality of the client chart and information.
29. Identify legal abbreviations to be used in documentation.
30. Examine evidence-informed practices of documentation including narrative charting.
31. Identify the principles of charting using the Focus "Data Action Response" (FDAR)
32. Describe electronic medical records.

33. Examine the role and responsibilities of the HCA when applying the CARE model to documentation.
34. Describe the role of employer policies and procedures in documentation.
35. Examine how to appropriately and professionally communicate using information technology (email) and telephone (SMS text).
36. Demonstrate evidence-informed principles of documentation, including narrative charting.
37. Practice documentation following evidence-informed practices and Focus "Data Action Response" (FDAR).
38. Demonstrate appropriate and professional communication using information technology (email) and telephone (SMS text).
39. Examine factors related to speech and language that create barriers to effective communication.
40. Examine communication aids, barriers, and strategies that promote person-centred care with those who have speech, language, ear, and hearing, eye, and vision disorders.
41. Examine factors related to dementia and mental health disorders that create barriers to effective communication.
42. Examine person-centred communication strategies for clients who are confused and/or unconscious related to palliative and end-of-life situations.
43. Demonstrate person-centred communication strategies for clients with the following:
  - a. Speech, language, ear, hearing, eye, and vision disorders
  - b. Displaying responsive behaviours
  - c. Confused and/or unconscious clients in palliative care and end-of-life situations

## **TRANSFERABILITY:**

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.alberta.ca>.

**Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

## EVALUATIONS:

Evaluation	Value	Date
Final Exam	Pass/Fail (70% or better)	March 27, 2024 (Tentative)
Completion of Lab Skills	Pass/Fail	March 29, 2024

### \*\* Tentative/Subject to change

This course follows the Health Care Aide Provincial Curriculum Program Standards and Policies developed by the Government of Alberta.

#### 1. Final Exam

The final exam includes all content covered in Weeks 1-11. It is a cumulative exam. Question format will be multiple choice questions only.

## GRADING CRITERIA:

### Pass/Fail Grading:

Alpha Grade	4-Point Equivalence	Percentage Conversion (unless otherwise specified in the Course Outline)	Descriptor
P	N/A	70-100	Pass
F	N/A	0-69	Fail

## COURSE SCHEDULE/TENTATIVE TIMELINE:

Week	Topic
Week 1 & 2	Module 1: Communication in a Collaborative Team
Week 2 & 3	Module 2: Dealing with Problems and Conflicts
Week 3 & 4	Module 3: Cultural Competence and Diversity
Week 4, 5 & 6	Module 4: Documentation

Week 7	Reading Week
Week 8, 9, 10, 11	Module 5: Communication Impairments and Related Strategies
Week 12	Final Exam

**\*Tentative/Subject to change**

### STUDENT RESPONSIBILITIES:

For policies related to clinical absences, immunizations, uniforms, and other clinical requirements refer to the Health Care Aide handbook on MyClass or at [https://www.nwpolytech.ca/doc.php?d=HCA\\_HBK](https://www.nwpolytech.ca/doc.php?d=HCA_HBK)

### STATEMENT ON ACADEMIC MISCONDUCT:

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available at <https://www.nwpolytech.ca/about/administration/policies/index.html>

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

### ADDITIONAL INFORMATION:

#### LECTURES:

Attendance at all lectures is encouraged. Absence could jeopardize overall performance.

#### LABS:

By the end of each lab, students are responsible to demonstrate beginning proficiency and competence with each of the skills offered in this course. Attendance at all labs is required and students are responsible to consult with the Lab Instructor to make up for missed labs. To develop proficiency and psychomotor expertise students are encouraged to practice at home or during regularly schedule practice labs