



Health Care Aide Program Overview

Section 1 - Ethics & Legalities of the Support Worker

Chapters: 1, 2, 8, 4, 5

Length: 20 hours

The ultimate goal of support work is to improve the person's quality of life. You will attend to the person's physical needs and also relieve loneliness, provide comfort, encourage independence, and promote the person's self-respect. Your services to people in their homes help them remain independent and continue to live with their families. In this section you will be learning about the goal of support work and main responsibilities. You will become knowledgeable on the importance of having a professional approach to support work. In the Canadian Health Care System you will discuss federal, provincial, and territorial roles, and differentiate among primary, secondary, and tertiary health care deliveries. Additionally, you will learn the emerging importance of home care and the support worker's role in providing some of these services. Techniques are given for managing stress and how stress can affect all dimensions of life. You will learn about signs of stress, defense mechanisms, common stressors, ways to manage stress and ways to deal with conflict. Some of the ways to manage stress are to develop self-awareness, take care of your own needs, think positively, assert yourself, ask others for help and support, practice calming exercises, and learn to accept the things you cannot change. As a support worker, you will make many decisions during the course of your day. You need to be focused, flexible, and decisive. You will need to be able to identify problems that you can solve yourself and ones you need your supervisor's help to solve. When faced with a problem, identify the problem, analyze the problem, find a solution, and then devise a plan to present to your supervisor. Support workers must be aware that culture and personal circumstances may influence ethical beliefs, morals, and values, and all of these influence one's actions. As a support worker, your conduct at work is determined by your (1) code of ethics, (2) employer's policies, and (3) federal and provincial or territorial laws. All people have the right to be treated with respect and dignity. Used throughout this book, the acronym DIPPS (dignity, independence, preferences, privacy, and safety) reinforces this concept. You will cover information pertaining to ethics, consents, substitute decision maker (known as *power of attorney* in some provinces), a substitute decision maker for health care (also known as a *proxy* in some provinces), etc according to The Canadian Charter of Rights and Freedoms and knowing The Client's Rights and Your Rights!

Learning Outcomes

All outcomes assume that the student is given the appropriate setting in which to demonstrate the knowledge (e.g., a multiple choice or short answer question, case study) and a suitable "real world" situation (or a simulated setting) to demonstrate the ability or skill.

Section 1 – Grading Overview

Quizzes	25%
Assignments/Workbook	10%
Test	65%

Overall Passing Section Mark = 70%



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Section 2 - Interpersonal Communication Skills

Chapters: 3, 9, 10, 7, 11, 26

Length: 25 hours

You will learn that regardless of where you work, you should be familiar with the scope of practice for support workers in your province, and you should always stay within this scope. Agreeing to perform tasks that are beyond your support worker role and scope of practice can possibly risk legal actions. With the increase of home and community-based programs, there is an ever-growing demand for support workers. Community-based services include the health care and support services provided outside of a facility and in a community setting such as (a) schools boards, (b) community health centers, (c) doctors' offices, (d) home care agencies, and (e) day programs. In this section you will be learning about benefits and challenges of working on a team as well as delegated procedures and the five rights of delegation. You will discuss psychosocial well-being in the social, emotional, intellectual, and spiritual dimensions of one's life and learn the boundaries between a professional relationship and friendship. As a support worker you will learn that Canada has a highly diverse population. To provide the best care possible, you should be aware of and respectful toward your client's cultural background. You will learn about ethnicity, culture, prejudice and discrimination and it is important that you, the support worker care for all clients in a non-judgmental and supportive manner. You will learn the importance of strong interpersonal communication. This is the exchange of information between two people, usually face to face, and sometimes misunderstood because certain factors such as perception, experience, physical and mental health, emotions, values, beliefs, culture, gender, and age can influence communication. To effectively communicate with words, you need to choose your words carefully; use simple, everyday language; speak clearly, slowly, and distinctly; control the volume and tone of your voice; be brief and concise; present information in a logical manner; ask one question at a time; determine understanding; and do not pretend to understand.

Learning Outcomes

All outcomes assume that the student is given the appropriate setting in which to demonstrate the knowledge (e.g., a multiple choice or short answer question, case study) and a suitable "real world" situation (or a simulated setting) to demonstrate the ability or skill.

Section 2 – Grading Overview

Quizzes	25%
Assignments/Workbook	10%
Test	65%
Overall Passing Section Mark =	70%



Section 3 - Basic Medical Terminology/Anatomy & Physiology/Conditions

Chapters: 6, 25, 32, 31, 33

Length: 35 hours

In this section you will learn about caring for the whole person, which includes their: physical, emotional, social, cognitive, and spiritual dimensions. Understand the basics to medical terms by combining prefixes, roots, and suffixes. Knowing how medical terms are formed will help you understand the words you will become familiar with in a medical setting. The root contains the basic meaning of the word. A prefix is placed at the beginning of a root. A suffix is placed at the end of a root. Prefixes and suffixes always change the basic meaning of a word and are never used alone. You will study body structure & function of the 11 major organ systems and their ability to work together to perform special functions in the body. In growth & development you will learn about the ongoing process from the moment of fertilization until death. Growth and development occur in a sequence, order, and pattern. Certain developmental tasks must be completed during each stage, and no stage can be skipped, as each stage lays the foundation for the next stage. You will cover information about Infant stage (birth to 1 year) to late adulthood (65 years and older). As you move on to the ongoing medical conditions you will learn about Integumentary, Musculo-skeletal, Nervous system, and Cardiovascular, Respiratory, Digestive, Urinary, and Endocrine disorders. Some common diseases include: cancer dermatitis, eczema, osteoporosis, arthritis, rheumatoid arthritis (RA), fibromyalgia, scleroderma, epilepsy, stroke, acquired brain injuries, Parkinson's disease, Huntington's disease, multiple sclerosis (MS), phlebitis, thrombus, hypertension, coronary artery disease (CAD), congestive heart failure (CHF), asthma, pneumonia, bronchitis, chronic obstructive pulmonary disease (COPD), gastro-esophageal reflux disease (GERD), gallbladder disease, liver disease, celiac disease, irritable bowel syndrome (IBS), colitis, Crohn's disease, diverticular disease, diabetes, hyperthyroidism, and hypothyroidism. Additionally you will cover communicable diseases and how they are transmitted from one person to another by direct contact, indirect contact, airborne transmission, vehicle transmission, or vector transmission. Some of the communicable diseases more common in adults include hepatitis (types A, B, C), acquired immune deficiency syndrome (AIDS), sexually transmitted infections (STIs)—which include genital herpes, venereal warts, gonorrhea, and syphilis—influenza, and tuberculosis.

Learning Outcomes

All outcomes assume that the student is given the appropriate setting in which to demonstrate the knowledge (e.g., a multiple choice or short answer question, case study) and a suitable “real world” situation (or a simulated setting) to demonstrate the ability or skill.

Section 3 – Grading Overview

Quizzes	25%
Assignments/Workbook	10%
Test	65%
Overall Passing Section Mark =	70%



Section 4 - Safety/Mobility/Infection Control

Chapters: 20, 19, 15, 14

Length: 40 hours

Because of age or physical or emotional health condition, clients may be at great risk for accidents and injuries. It is up to facilities and community care agencies to try to create and maintain a safe environment for their clients. It is very important that all healthcare workers implement safety measures aimed at preventing falls among older adults and other clients at risk. In your lectures you will learn about restraints and how they can cause emotional harm and/or serious injury. All healthcare workers should be aware of common poisonous substances and what to do if a poisoning is suspected. Health care workers should be aware of the measures to prevent personal injury both at work and out of work and be prepared to use them if necessary. In the chapter “Preventing Infections” you will learn the basics of what are microbes & organisms, types, how they are transmitted and signs and symptoms of infection. Health care–associated infection (HAI) is an infection acquired either while the person was a patient, client, or resident in a healthcare facility or from any type of health care provider. You will cover vaccinations and serious communicable (contagious) illnesses that you can acquire if you have not been vaccinated against those illnesses. You will learn proper hand hygiene techniques and the most important part of medical asepsis that healthcare workers can do to prevent the spread of illnesses caused by pathogens. Standard Practices and Transmission-Based Practices involve wearing personal protective equipment, also known as PPE (gloves, mask, gown, and eye protection). Further into the section you will learn about Body Mechanics, and by using good body mechanics it will help you protect yourself and your client from injury during moving, positioning, transferring, and lifting activities. You will learn what turning pads are and how to use them properly. Understand that all movements with another worker or helper should be done in a synchronous manner (at the same time) to prevent injury. Regular position changes and good body alignment promote comfort and well-being, make breathing easier and promote circulation. In exercise and activity you will learn about complications of bed rest, contractures, atrophy, orthostatic hypotension, and syncope. The important safety measures support workers must keep in mind, when moving a client from a lying to sitting, sitting to standing, standing to walking positions, and while using walking aids. Walking aids include crutches, canes, walkers, and wheeled walkers, and as a support worker, you will need to know the purpose of each aid.

Learning Outcomes

All outcomes assume that the student is given the appropriate setting in which to demonstrate the knowledge (e.g., a multiple choice or short answer question, case study) and a suitable “real world” situation (or a simulated setting) to demonstrate the ability or skill.

Section 4 – Grading Overview

Quizzes	25%
Assignments/Workbook	10%
Test	65%
Overall Passing Section Mark =	70%



Section 5 - Community Home Management/Meal Preparation

Chapters: 44, 27, 28, 45

Length: 50 hours

You will learn that the support worker may be required to assist in home management services (in the clients home) to enhance the health and well-being of a client. These services include straightening and cleaning parts of rooms, vacuuming, dusting, washing dishes, making beds, and doing laundry. Specific guidelines for home management and cleaning include (1) clearing away clutter, (2) working from higher to lower, (3) working from far to near, (4) working from dry to wet, (5) working from cleanest to dirtiest, (6) changing cleaning cloths and water frequently, (7) using a damp cloth for dusting, (8) rinsing and drying washed surfaces, and (9) avoiding soiling a clean floor. In addition to home management you will learn about nutrition & fluids which includes factors that can affect eating and nutrition are personal choices, allergies, food intolerances, culture, religion, finances, appetite, illness, and age. You will have discussions about nutritional requirements and how they differ throughout a person's life cycle. You will then move on in the section and discuss alternative ways to provide nutrition & fluids to people. Some clients, because of illness, injury, or surgery, are not able to swallow, eat, or drink and will need a feeding tube to provide nourishment and medications. Feeding-tube formulas may be commercially prepared or prepared by the facility. You will learn about intravenous (IV) therapy and the need to provide fluids, replace minerals, vitamins, or sugar or to administer medication or blood. You as the support worker will need to learn how to recognize signs & symptoms of complications when you are caring for clients with this type of therapy. You must be very careful when providing care to a client with an IV. You need to ensure that you do not move or dislodge the needle, catheter, or cannula. Re-insertion of an IV is painful for the client. One of the responsibilities that a support worker has when working in the client's home is assistance with medications. Assisting with and administering medications are two very different functions. *Assist* means "to help"; *administer* means "to give." A small mistake when assisting with or administering medications can cause serious harm. All health care workers involved with administering or assisting with medications should be aware of drug effects and their classifications and the responsibilities associated with them. There are nine rights of clients related to medication administration by support workers, you will learn about these in your lectures. It is important that support workers know the correct procedure for assisting with medications if this is within their scope of practice.

Learning Outcomes

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Section 5 – Grading Overview

Quizzes	25%
Assignments/Workbook	10%
Test	65%
Overall Passing Section Mark =	70%



Section 6 – Assisting with Personal Care

Chapters: 24, 17, 18, 29, 30, 46

Length: 50 hours

Personal hygiene involves activities to clean the skin, teeth, mouth, genital area and anal area. Clients may feel embarrassed that they need help with these personal activities. Always ensure privacy and promote their dignity. In this section, you will spend time in the Health Care Aide lab learning the personal hygiene care procedures. You will learn how to assist with mouth care, denture care, complete or partial bed bath and providing perineal care to a male & female client. In the chapter dressing & grooming you will learn how to assist with nail & foot care, dressing & undressing a client, changing a gown for a client with intravenous tubing & applying elastic stockings & bandages. The client should be invited to participate in all grooming activities to promote the client's sense of independence. As a support worker you will be required to assist and provide care with urinary & fecal elimination. *Urination, micturition, and voiding* all mean the process of emptying urine from the bladder. You will become familiar with the various common urinary problems and types and causes of urinary incontinence. In the lab you will learn how to assist with giving a bedpan, urinals, helping the client to the commode, giving catheter care, changing & emptying drainage bags, and collecting urine samples. In fecal elimination you will learn about different patterns and frequency of bowel movements, and what you need to report to your supervisor regarding changes in your client's normal routine, color, amount, odor, shape, size, or frequency of stools. As a support worker you will be required to assist with cleaning fecal content from Ostomy bags and collect stool samples. A number of factors can affect bowel movements—for example, lack of privacy, personal habits, diet, fluids, activity, medications, aging, and disability. Dealing with all aspects of bowel elimination with your clients can be very embarrassing for them, so always remember the DIPPS principles. As part of your daily routine as a support worker you may be required to assist with vital signs. Vital signs reveal even minor changes in a client's condition. Accuracy is essential when you measure, record, and report vital signs. Vital signs may include: temperature, pulse, respirations, blood pressure, and sometimes pain scale. Vital signs are measured to detect changes in normal body functions. They can indicate response to treatment and signal life-threatening events. When caring for a client having elective or emergency surgery, you may be required to provide preoperative care, postoperative care, or both. Your supervisor will give you directions for care. These duties will depend on your employer's policies and those of the province or territory where you are employed, as well as the legislation in your area. You must be very vigilant in the postoperative period in watching for any signs or symptoms of respiratory, circulatory, or skin conditions and report and record any concerns immediately to your supervisor.

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Section 6 – Grading Overview

Quizzes	25%
Assignments/Workbook	10%
Test	65%
Overall Passing Section Mark =	70%



Section 7 – Abuse/Caring for the Individual

Chapters: 12, 41, 42, 16, 43

Length: 20 hours

In this section you will learn about caring for the individual, abuse and rehabilitation care. As a support worker, you will be expected to provide care and support to people of all ages, including the young. The young person that you are assigned to support may have physical or developmental challenges, be a family member of your primary client, or be your assigned client. As a support worker, you need to adjust your approach according to the person's age. Your responsibilities will vary in each family situation but usually will include (1) developing positive relationships with all family members, (2) maintaining the existing rules of behavior, (3) maintaining daily routines as much as possible, (4) being alert to situations that may create stress or cause harm to the family, and (5) reporting any issues to your supervisor. With regard to children, support workers are responsible for helping the child to (1) eat well, (2) prevent injuries, (3) prevent falls, (4) prevent burns, (5) prevent accidental poisoning, and (6) prevent infections. When caring for the older adult we are reminded that retirement affects older adults in many ways, and as a support worker, you will need to understand your client's reactions and their effect on the family. Some clients may be happy to retire and look forward to more leisure time, whereas others may have been forced into retirement because of a persistent illness or a disability. You will engage in discussions about financial concerns, social interactions, changes in an older person's body systems and the love, affection, and intimacy needs throughout life. When caring for mothers & their infants it is important that the support worker respects the family's routines, schedules, and ways of doing things. Remember to follow the mother's standards and preferences whenever possible. As with all of the duties that you perform, it is your responsibility to follow your clients' care plan and to know the limits of your scope of practice. The support worker must be able to identify abnormal findings during the care of mothers and infants and should know who to report these findings to. You will learn to recognize abuse and will learn what to do if you suspect that someone has been abused or if a client admits to being abused. Abuse results when physical or mental harm is caused by someone in a position of trust, such as a family member, a partner, or a caregiver. There are many types of abuse. The main types of abuse include (1) physical, (2) sexual, (3) emotional, (4) financial, and (5) neglect. Additionally you will learn how to reduce the chances of being injured in an abusive situation involving a client. In the rehabilitation chapter you will learn that clients will have different care plans and different team members involved, depending on the goals. As a support worker, you may be the person who has the most ongoing contact with your client, so your input into care conferences and your reports to your supervisor are vital.

Learning Outcomes

All outcomes assume that the student is given the appropriate setting in which to demonstrate the knowledge (e.g., a multiple choice or short answer question, case study) and a suitable "real world" situation (or a simulated setting) to demonstrate the ability or skill.

Section 7 – Grading Overview

Quizzes	25%
Assignments/Workbook	10%
Test	65%
Overall Passing Section Mark =	70%



Section 8 – Palliative Care/Promoting Client Well Being

Chapters: 23, 22, 21, 40, 39, 47

Length: 40 hours

This section includes topics such as, Promoting Client Wellbeing, Bed & Bed Making, Wound Care, Heat & Cold Applications, Oxygen Needs and Caring for a Client Who is Dying. In client wellbeing you will learn about pain, the different types and signs and symptoms that indicate that your client is in pain; these will be different in every client. You will become knowledgeable about Insomnia, sleep deprivation, and sleepwalking, as they are the most common persistent sleeping disorders. With bed and bed making you will learn about several basic bed positions. These include the flat position, Fowler’s positions, and Trendelenburg position. Each position depends on the condition of your client. Always remember to use good body mechanics to reduce your chance of injury when making a bed. In the Wound Care chapter you will learn about different types of wounds and how to recognize the signs of increased risk of acquiring a wound. Some of the common wounds you will see are intentional, unintentional, open, closed, clean, and contaminated. Skin tears occur due to friction, shearing, pulling, or direct pressure. One of the most common wounds of an older person is pressure sores or ulcers. Pressure ulcers are caused by unrelieved pressure over a bony prominence, which is compressed under the client or between skin folds. All support workers should know who is at risk for pressure ulcers, observe for skin changes and immediately report to the supervisor. You, as the support worker, will learn the ways to prevent pressure ulcers from occurring. One way to heal wounds is by using heat & cold applications. You will cover topics such as type of treatment, risks involved, signs & symptoms of skin changes. Because not every client may report having any discomfort, you should be particularly aware of signs such as restlessness, agitation, or other changes in behavior. Because of the risks involved, some employers allow only nurses to do heat and cold applications, while some others may permit support workers to do them as well. You must be certain that this is within your scope of practice. When caring for a client with oxygen needs you need to be familiar with the signs and symptoms of hypoxia and must know to report them to the supervisor. You will learn about the different equipment used for oxygen therapy and how to apply it accurately, normal oxygen saturation values and when to report signs and symptoms of condition changes. As a support worker, you will be required to help meet the physical, social, emotional, intellectual, and spiritual needs of clients who are dying and to support their families through the process. The goal of care is to provide comfort and support to a dying client, in the client’s home or in a facility. As a support worker, you need to know your employer’s policies and your legal obligations regarding advance directives and “do not resuscitate” orders.

Learning Outcomes

All outcomes assume that the student is given the appropriate setting in which to demonstrate the knowledge (e.g., a multiple choice or short answer question, case study) and a suitable “real world” situation (or a simulated setting) to demonstrate the ability or skill.

Section 8 – Grading Overview

Quizzes	25%
Assignments/Workbook	10%
Test	65%
Overall Passing Section Mark =	70%



Section 9 – Mental Health/Cognitive Impairment

Chapters: 37, 38, 36, 35, 34

Length: 40 hours

In this section you will learn about Mental Health Disorders, Confusion, Delirium & Dementia, Speech, Language Hearing & Vision disorders and Developmental Disabilities. Mental illness can be caused by a combination of genetic, biological, personality, and environmental factors. It is a disturbance in a person's ability to cope with or adjust to stress, affecting the person's thinking, mood, and behaviors and impairing the person's functioning. Mental health is a state of mind in which a person copes with and adjusts to the stressors of everyday living in socially acceptable ways. It is influenced by three factors: inherited characteristics, childhood nurturing, and life circumstances. You will be covering material on acquired brain injuries, anxiety disorders, mood disorders, conduct disorder, attention-deficit hyperactivity disorder, oppositional defiant disorder, and eating disorders. You will learn that confusion, delirium, and dementia are not a normal part of aging and what each one of these terms mean. You will learn about the early warning signs associated, environmental challenges, communication challenges, wandering, sun-downing, hallucinations or delusions, sleep disturbances, and impaired ability to meet basic needs. When a client displays challenging behaviors, remember the DIPPS principles and ensure your safety and the safety of others. In speech & language disorders you will learn about aphasia, the partial or complete loss of speech and language skills. The three types of aphasia are (1) receptive, (2) expressive, and (3) global aphasia. Additionally you will learn about how speech and language disorders include many emotions such as frustration, depression, and anger, which can be stressful to both the client and the family. As a support worker you will learn how to use communication aids and how to communicate with a person with a speech and language disorder. Hearing & Vision problems are common among all age groups and the common causes include conditions present at birth, diseases and accidents. Some hearing and vision loss (and loss of other senses) is a natural part of aging. As a support worker you will care for many clients with hearing and vision disorders. Some clients may have minor disorders that can be corrected with hearing aids and glasses, whereas some others may experience severe losses. Developmental disabilities can affect a person's physical, mental, and intellectual function and are permanent ranging from mild, moderate, or severe. There are various developmental conditions, and each condition can have a wide range of symptoms. A developmental disability can occur in the child because of the condition of the mother during pregnancy, or it can occur during birth, after birth, or during childhood or adolescence. The disability interferes with and impairs normal development in a child. As a support worker you will note that the care plan for each client will differ, depending on the client's level of functioning, age, and symptoms.

Learning Outcomes

All outcomes assume that the student is given the appropriate setting in which to demonstrate the knowledge (e.g., a multiple choice or short answer question, case study) and a suitable "real world" situation (or a simulated setting) to demonstrate the ability or skill.

Section 9 – Grading Overview

Quizzes	25%
Assignments/Workbook	10%
Test	65%
Overall Passing Section Mark =	70%



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Section 10 – Final Exam & Preparation

Chapters: 1-47

Length: 10 hours

Section 10 – Grading Overview

Final exam 100%

Overall Passing Mark = 70%

Practicum

240 hours

Additional training included in the Health Care Aide Program:

- CPR Level “C” Training with Emergency First Aid (16 hours) = Pass/Fail
- PHIA Training (4 hours) = Complete/Incomplete
- Employment and Career Management (25 hours) = Complete/Incomplete
- Computer Fundamentals (MS Office) (25 hours) = Complete/Incomplete

Supplies Included in HCA Program:

- Mosby’s Canadian Textbook for the Support Worker – 4th Edition Textbook (loaned to the student but can be purchased by the student to keep at the end of their program)
- Mosby’s Canadian Workbook for the Support Worker 4th Edition

Additional Costs Not Included in the Program:

- Immunization Costs - \$ 0 - \$300.00 or greater
- Criminal Record Check Costs - \$52.00
- Child Abuse Registry Check Cost - \$20.00
- Adult Abuse Registry Check Cost - \$20.00
- School Supplies – Varies