

HE142
Providing Client Care and Comfort
3 Credits

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HE142 Version: 7



Providing Client Care and Comfort

Calendar Description

This course is designed to inform students the importance of their roles within the Health Care disciplines and facilities.

Rationale

This is a required course for a Health Care Aide. As a support worker you are involved with client care at a basic hands-on level.

Prerequisites

HE141, HE145, and HE146

Co-Requisites

None

Course Learning Outcomes

Upon successful completion of this course, students will be able to

1. Client Grooming and Personal Hygiene

Introduction

This module will give you the opportunity to practice the skills of basic care that clients require. Most of us care for ourselves without giving it much thought. There will be times, though, when your clients will be in a very different situation and unable to care for their personal hygiene and grooming. It is important to realize that in order to help your clients with their grooming and hygiene tasks, you must understand the appropriate way to help. You do not want to cause more discomfort or injury. You will have to be gentle and supportive of the clients' feelings.

In all of the skills presented, you will be able to apply your knowledge and follow best practice principles. The information follows the "I CARE" model, which encourages you to recognize that a skill does not stand alone, but is always part of meeting both the physical and emotional needs of the client.

General Learning Outcomes

1. Examine best practices related to client grooming and personal hygiene.
2. Examine the HCA role and responsibilities when applying the “I CARE” model to grooming and personal hygiene.
3. Demonstrate best practice principles of grooming and personal hygiene.

2. Bathing the Client

Introduction

This module teaches you how to assist clients in meeting their personal hygiene needs of bathing in a safe, comfortable and supportive manner. Bathing clients does more than keep them clean. It aids in stimulating circulation of the blood and acts as a form of exercise for them. While the client is bathing, the health care aide is provided with the perfect opportunity to do a head-to-toe observation of the client. This time also allows the HCA to get to know the client better.

General Learning Outcomes

1. Examine best practices while assisting with bathing.
2. Examine the HCA role and responsibility when applying the “I CARE” model to bathing.
3. Demonstrate best practice principles while assisting a client with bathing.

3. Assist with Elimination

Introduction

Understanding the urinary system (also called the urinary tract) and the digestive system (also called the gastrointestinal [GI] system) and how they function will help you give proper care to your clients.

The urinary system performs a very important function for the body by filtering waste products and excess water from the blood. If waste products are left in the blood, the blood becomes toxic or poisoned and the person could die. If excess water remains in the blood, the heart has to work harder to pump all the extra fluid around and the person could have a heart attack or other heart problem.

The digestive system includes our stomach and intestines. Without these organs, we would not be able to digest nutrients from the food we eat nor would we be able to eliminate waste. The bowel is part of the digestive system. It is important that the clients in your care maintain healthy bowel function.

As with any system in the body, problems can occur in the urinary and/or digestive systems. You will learn about these problems and how best to assist your clients with matters such as toileting and the kinds of products to use for clients who are incontinent.

Once you understand the urinary and digestive systems and the problems that may arise, you will be able to provide a higher level of care and service to your clients. You can also observe and report potential problems early before they become major problems and seriously affect your clients' life and health.

General Learning Outcomes

1. Integrate knowledge of urinary system and the structure and function of the bowel to assist with elimination.
2. Examine best practices while assisting with elimination.
3. Examine the HCA role and responsibility when applying the “I CARE” model to elimination.
4. Demonstrate best practice principles of assisting clients with elimination.

4. Bed-Making

Introduction

Depending on the client’s needs, he or she may need to spend a significant amount of time in bed or, in more serious circumstances, the client may be ordered to have complete bed rest. The reasons for this include illness, surgery, injury or disability. A clean, dry, and wrinkle-free bed is comforting to a client who is ill and helps to prevent skin breakdown. Clean bedding also helps limit odours and contributes to hygiene.

Bed-changing schedules vary among health-care agencies. As a rule, bed linens are completely changed on the client’s bath days. Additionally, bed linens must be changed whenever they are damp or soiled.

In this module you will learn the methods of bed-making, how to use assistive devices with a client’s bed, and how to ensure client comfort and safety when making an occupied bed.

General Learning Outcomes

1. Examine best practices while bed-making.
2. Examine the HCA role and responsibility when applying the “I CARE” model to bed-making.
3. Demonstrate best practice principles of bed-making.

5. Assisting with Client Mobility

Introduction

Immobility, or even limited mobility, can have a profound impact on the client’s well-being. Mobility provides physical, social, and mental benefits and is the most significant activity of daily living as it helps clients maintain independence. Ambulation can increase appetite, decrease constipation, improve blood circulation, help promote rest and sleep, and prevent complications such as muscle atrophy and joint contractures. As a health care aide, you will assist clients who are having difficulty ambulating as a result of disease, pain, disability, decreased endurance, or fear of falling. Some clients with physical limitations or disabilities affecting their lower extremities will need the support of ambulation aids to assist with mobility.

In this module you will learn the common types of ambulation aids, and the safety and maintenance guidelines to follow when supporting clients using the devices.

General Learning Outcomes

1. Integrate knowledge of the musculoskeletal and nervous systems with mobility.
2. Examine the HCA role and responsibility when applying the “I CARE” model to client mobility.
3. Demonstrate best practice principles while assisting clients with mobility.

6. Positioning, Transfers, and Lifts

Introduction

A client with limited mobility may require assistance changing positions in a bed or chair. Assisting clients with positioning can help to prevent complications of immobility such as pressure ulcers, contractures, muscle weakness, pneumonia, and constipation. Clients may require assistance getting from their beds to a wheelchair, or to a shower chair, or to the toilet. The type of support the caregiver will provide depends on the needs and abilities of the client, and on the environment. It is important to review the client’s care plan prior to assisting the client with a lift or transfer. It’s essential to practice proper transfer and lift techniques and to maintain proper body mechanics to prevent injury to yourself and the client.

In this module you will learn how to position a client, use good body mechanics when transferring a client, and how to use mechanical lifts.

General Learning Outcomes

1. Integrate knowledge of the musculoskeletal system with positioning, transfers, and lifts.
2. Examine best practice while assisting with positioning, transfers, and lifts.
3. Examine the HCA role and responsibility when applying the “I CARE” model to positioning, transfers, and lifts.
4. Demonstrate best practice principles for positioning, transfers, and lifts.

7. Assisting at Mealtime

Introduction

The HCA is responsible for assisting at mealtime in order to provide and maintain safe client care. This module highlights how the HCA can identify, manage, and prevent risks associated with assisting clients before, during, and after meals. Also covered in this module is the integration of knowledge of the digestive system and best practices for the safe preparation, distribution, and storage of food.

It is especially important for health care aides who prepare and serve food to focus on the infection prevention and control (IPC) guidelines, the information regarding the danger zone for food, the dishwashing guidelines, and the cleaning and sanitizing guidelines.

Your employer will have policies and procedures to guide you and these will include the use of food probes to measure the internal temperature of food; frequency of cleaning and sanitizing food preparation surfaces; and safe food storage, including reading and recording refrigerator temperatures.

General Learning Outcomes

1. Integrate knowledge of the digestive system with assisting at mealtime.
2. Examine best practices when assisting clients at mealtime.
3. Describe safe and good practices during preparation of client meals and nourishments.
4. Demonstrate knowledge of identification and prevention of food hazards.
5. Examine the HCA role and responsibility when applying the “I CARE” model to assisting at mealtime.
6. Demonstrate best practice principles to meet a client’s nutritional needs.

Resource Materials

Required Text(s):

Sorrentino, S., Remmert, L, Wilk, M., & Newmaster, R. (2013). *Mosby’s Canadian textbook for the support worker* (3rd Canadian ed.). Toronto, ON: Elsevier Canada.

Kelly, R., Sorrentino, S., Remmert, L, Wilk, M. & Schuh, D. (2013). *Workbook to accompany Mosby’s Canadian textbook for the support worker* (3rd Canadian ed. Revised Reprint). Toronto, ON: Elsevier Canada.

Course Modules

Reference Text(s):

None

Conduct of Course

This course is based on Alberta Government Provincial Curriculum.

This course is based on a lecture format including guest presenters and videos. Labs provide opportunities for skill development that are necessary for future job performance.

Evaluation Procedures

Quizzes/Assignments	40%
Lab	30%
Final Exam	30%

Grade Equivalents and Course Pass Requirements

A minimum grade of B- (70%) is required to pass this course and an overall G.P.A. of 2.70 to meet graduation requirements.

Letter	F	B-	B	B+	A-	A	A+
Percent Range	0-69	70-74	75-79	80-84	85-89	90-94	95-100
Points	0.00	2.70	3.00	3.30	3.70	4.00	4.00

Attendance

Regular attendance is essential for success in any course. Absence for any reason does not relieve a student of the responsibility of completing course work and assignments to the satisfaction of the instructor. More than four (4) absences per course, per semester, may result in probation. Further absences may result in suspension from the program.

In cases of repeated absences due to illness, the student may be requested to submit a medical certificate.

Instructors have the authority to require attendance in classes.

Course Units/Topics

1. Client Grooming and Personal Hygiene
2. Bathing the Client
3. Assist with Elimination
4. Bed Making
5. Assisting with Client Mobility
6. Positioning, Transfers, and Lifts
7. Assisting at Mealtime



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