

HE149
Special Activities for Diverse Clients
3 Credits

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HE149 Version: 7



Special Activities for Diverse Clients

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 the students in the Health Care Aide program. As a support worker you are involved with client care at a basic hands-on level.

Prerequisites

HE141, HE142, HE143, HE145, HE146, and HE148

Co-Requisites

None

Course Learning Outcomes

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

1. Assisting with the Care of Infants

Introduction

The arrival of a newborn infant in any family truly rates as one of life's astonishing highlights for a variety of reasons. Just to participate with the family in this wondrous experience is exhilarating for any of us. As a health care aide you will assist newborns in meeting their basic needs. The parents will also depend on you to support them in the learning they will undertake to feel comfortable and competent with the care of their new infant. This module will provide the information and learning experiences you will require when you are working with infants.

Neonate is a term used to describe an infant from the time of birth through the first 28 days. This first month, although it is included as part of the infancy period, is often differentiated as it is during the first month of life that the infant is required to make all those incredible adjustments

to living outside the mother's uterus. The parents, too, undergo a colossal psychological and personal adjustment.

Infancy is approximately one month to one year. The infancy period is one in which you will detect very rapid growth in the realm motor of development, as well as that of social and cognitive (to do with thinking) expansion. It is within this period of time spent with the parent or caregiver that the infant establishes a fundamental trust in the world around him. It is also the time for building a basis for future relationships.

During this learning experience your role will be varied, from that of meeting the needs of the infant, to supporting the parents and family and also to provide safe competent care in working with an array of "special care" situations.

General Learning Outcomes

1. Integrate knowledge of human growth and development with care needs of infants.
2. Examine best practices when assisting with care of infants.
3. Examine the HCA role and responsibility when applying the "I CARE" model to the care of infants.
4. Demonstrate best practice principles of infant care.

2. Assisting with the Child

Introduction

In order to work effectively with children from infancy to adolescence, caregivers must have a good understanding not only of children and how they think, but also of children's normal expected growth and development patterns.

Human growth and development follow a very predictable and orderly pattern. The development pattern progresses from head to foot and from the centre of the body outward. However, we each progress through these phases at very individual rates. Each stage has its own characteristics and developmental tasks. A child must master one phase before moving on to the next. If a child experiences repeated development failures, he will soon fall behind his peer group.

Developmental milestones can be met ahead of schedule as well as behind schedule. For example, a child who learns to walk early (at about ten months) will be rapidly discovering and exploring his environment. As the child explores new things, he is stimulated by these discoveries and will learn at an accelerated rate. But the child who is still not walking at 20 months is showing a delay in gross motor ability. Her slowed mobility will lead to a decrease in ability to investigate the environment and discover new things that would in turn stimulate her learning. Therefore, that simple delay in the milestone of walking has a cascade effect on further learning for this child.

Throughout this module, we will be talking about many aspects of child care, starting at the toddler stage and moving through to adolescence. We will also look at other child-care topics such as pain, abuse, discipline, and other issues.

General Learning Outcomes

1. Integrate knowledge of human growth and development with care needs of children.
2. Examine best practices when assisting with child care.
3. Examine the HCA role and responsibility when applying the “I CARE” model to assisting with child care.

3. Caring for Clients with a Diagnosis of Dementia

Introduction

Dementia is a disease that affects not only the clients who receive the diagnosis, but also their families, friends, and caregivers. Dementia is a collection of disease processes that slowly destroys the brain. It can result in significant memory loss, loss of judgment, and loss of speech, muscle control, and other normal body functions. Those who have been diagnosed with dementia require care by family and health-care professionals to meet physical, social, and emotional needs. This module prepares the HCA to provide quality care for clients who have been diagnosed with dementia.

As you progress through Part 1 of this module, you will learn to explore your own feelings towards aging and dementia. You will become familiar with causes, signs, and stages of dementia, as well as strategies to provide a high quality of life for clients who have this diagnosis.

In Part 2, you will learn how the brain and nervous system work, and how the body and mind are impacted by dementia. Causes, types, and stages of dementia are described. Altered responses or behaviours and various strategies to manage these responses are outlined. Most importantly, caring for the client diagnosed with dementia requires an understanding of who they are as a person. Strategies to maintain the personhood of the client are outlined for the HCA to provide quality care and to promote quality of life for the client diagnosed with dementia.

In Part 3 of this module you will explore various factors that affect communication, and verbal and non-verbal strategies for communicating with clients diagnosed with dementia. Opportunities to share communication are described through techniques such as validation and reminiscence.

In Part 4, you will explore different safety strategies for the client with dementia living at home and for the client living in a continuing-care facility.

Part 5 deals with helping the family in caring for a client with dementia. Whether the client is living at home, receiving home care or is admitted to a continuing-care facility, the family is the constant that the client relies on for emotional and social support. The family knows the client’s history, personality, and preferences. Sharing this knowledge with the health-care team contributes to plans to provide individualized care which recognizes the personhood of the client.

General Learning Outcomes

1. Examine personal feelings and experiences as they relate to aging and dementia care.
2. Examine normal changes in the brain and nervous system that occur with aging.

3. Examine causes and types of dementia.
4. Examine alterations in responses common in clients diagnosed with dementia.
5. Examine best practices for care strategies to manage altered responses and maintain personhood in clients with dementia.
6. Examine the HCA role and responsibilities when applying the “ICARE” model to caring for clients diagnosed with dementia and who are experiencing altered responses.
7. Explore effective communication strategies to promote the helping relationship with clients diagnosed with dementia.
8. Describe how communication skills of validation and reminiscence promote health in the client diagnosed with dementia.
9. Examine the HCA role and responsibility when applying the “ICARE” model to communicating with clients diagnosed with dementia.
10. Examine strategies to create a safe environment for the client with a diagnosis of dementia living in a community or in a continuing-care facility.
11. Examine the HCA role and responsibility when applying the “ICARE” model to creating a safe environment for clients diagnosed with dementia.
12. Examine care strategies to provide individualized care to the client diagnosed with dementia.
13. Examine the role of the family in the care of the client diagnosed with dementia.
14. Examine the HCA role and responsibility when applying the “ICARE” model to meeting the individualized needs of clients diagnosed with dementia and their families.

4. Caring for Clients with a Mental Health Diagnosis

Introduction

The issues of mental health affect us all. It is possible that at some time in our lives, each of us will have to deal with an episode of mental distress. This is an undeniable fact of life because everyone faces the death of a loved one, times of great disappointment, and times when life may not seem worth living.

These things will happen, but it is important to know that not everyone will develop a mental health disorder. Most people deal with everyday stresses and go on living life as usual. For those who become overwhelmed or are vulnerable through genetics, environment, education or poverty, life can become very challenging.

In this module, you will find general information on the different mental health disorders commonly found in our society. There are many treatments available that are extremely helpful, but as you will see, having a diagnosis of a mental health disorder remains a struggle. Even today, the stigma of a mental health problem prevents many people from getting the help they need.

To work effectively as a health care aide, it is important that you learn to acknowledge and accept your own views and stereotypes about mental health. By becoming educated and developing some understanding of the many challenges in the field of mental health, you will become a better caregiver.

The role of the health care aide is an important one. You are the caregiver who will have the closest contact with the client. You will be the one who observes and learns first-hand about your clients and their problems. By understanding the interplay between mental health and physical health and the effects of many other aspects of life, you will play a large role in aiding both the client and the health-care team as a whole.

General Learning Outcomes

1. Examine personal feelings and experiences as they relate to a mental health diagnosis.
2. Explain the impact of mental health disorders on society and families.
3. Examine the causes of mental health disorders and general signs and symptoms.
4. Describe common treatments and care strategies for those diagnosed with a mental health disorder.
5. Describe common mental health disorders.
6. Examine depression according to cause, signs, and symptoms and describe care strategies for clients diagnosed with depression.
7. Examine suicide as an altered response.
8. Examine the HCA role and responsibility when applying the “I CARE” model to working with clients diagnosed with a mental health disorder.

5. Assisting Clients with Physical Disabilities and Developmental Delays

Introduction

Have you ever taken part in a discussion with a group of young parents sitting around and talking about their youngsters? “Proud” takes on a whole new meaning as they expound upon the wonderful abilities and delightful behaviours of their offspring.

You hear comments like “My little Chris is way ahead of schedule. He was walking around the furniture at five months.”

“My little Mary sat up at four and a half months!”

Even when they are finding fault with some of their child’s behaviours, they are really boasting! “My little Joey hardly ever sleeps. He runs from dawn to dusk!” What that really translates into is “Isn’t he wonderful? He can just go and go. He is so healthy and full of energy!”

Now, think about the parents whose doctor has just informed them their child is developmentally delayed or has a physical disability.

For some parents it will create a crisis that they think they cannot survive. How will they handle the increased burdens this child will put on the family? Will the extra time he requires impact their life? Will their vacations have to be put on hold? How will they pay for the extra assistance this child will need. What about the child himself? What will happen to him? What kind of a life will he have? How difficult will things be for him? For these parents, such a diagnosis may symbolize an immense sense of loss, failure, guilt, and sadness.

Happily, many parents of these children, although initially distraught at such a diagnosis, will rally and bond with friends and family and learn to love and understand the special child they will be caring for. They will celebrate each milestone the child masters and revel in the wonder

of each new unexpected accomplishment. They will learn to embrace this child as the marvelous, precious little person she is. And this child, in turn, may well enhance this family in ways they can't imagine.

This module will help you understand what it means to be physically disabled or developmentally delayed. It will help you understand the ways in which you can help families cope. Hopefully, it will help you attain a positive attitude you can share with everyone when it comes to dealing with developmental delays and disabilities in the people we care for.

General Learning Outcomes

1. Integrate knowledge of human growth and development with the needs of clients with physical disabilities and developmental delays.
2. Examine best practices when assisting clients with physical disabilities and developmental delays.
3. Examine the HCA role and responsibility when applying the "I CARE" model to clients with physical disabilities and developmental delays.

6. End-of-Life Care

Introduction

Care given to a client at the end of life is explored in this module. The HCA is given the tools needed to identify the physical signs of dying and the holistic needs that require attention. Legal issues are addressed to arm the HCA with knowledge needed in caring for palliative clients. The HCA role and responsibilities in providing care to palliative clients are also examined in this module.

General Learning Outcomes

1. Examine end-of-life care.
2. Examine the HCA role and responsibilities in applying the "I CARE" model to end-of-life care.

7. Meeting Care Needs at the Time of Death

Introduction

In this module, the concepts of care of the body after death, strategies related to cultural and religious practices following death, grieving the loss of a client, and meeting care needs at time of death will be explored. Appropriate terminology related to end-of-life care will be defined. This is a difficult time for the family. They will be grieving their loss. They will need your understanding of the grief process so that you can provide support following their loved one's death.

You will also experience grief following the client's death. Examine your feelings about the client's death and develop a support network. Co-workers may be part of your network since they understand what it means to lose a client.

Your responsibility to the client does not end with the client’s death. Continue to treat the client with respect and dignity by providing privacy during postmortem care and by following any cultural or religious practices. When providing postmortem care remember to follow infection control by following routine practices.

Remember, a competent health-care worker continues to provide quality client care even after the client’s death.

General Learning Outcomes

1. Examine best practices while meeting care needs at time of death.
2. Examine the HCA role and responsibility when applying the “I CARE” model to meeting client and family care needs at time of death.

Resource Materials

Required Texts:

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:

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	60%
Final Exam	40%

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. Assisting with Infant Care
2. Assisting with Care of Children
3. Caring for Clients with a Diagnosis of Dementia
4. Assisting clients with Physical Disabilities and Developmental Delays
5. Caring for Clients with Mental Health Diagnosis
6. End of Life Care
7. Meeting Care Needs at the Time of Death



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