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# Health Care Assistant Program Student Handbook

Revised for January 2019



## Welcome to the CMTC Health Care Assistant Program

Welcome to Coast Mountain College and the Health Care Assistant Program. We hope you are eager to join our exciting and challenging program. HCAs are prepared to work in both healthcare facilities and community agencies. They may take on the roles of CHW and RCA. In these roles they are important and valued members of the health care team.

*Certified Health Workers (CHW) and Registered Care Aids (RCA) promote and maintain the health, safety, independence, comfort and well-being of individuals and families. CHWs and RCAs provide personal care assistance and services in a caring manner that recognizes and supports the unique needs, abilities and backgrounds of clients and residents. They work as members of a health care team in a variety of settings with direction and supervision from other health professionals. (excerpt from Care Aide Competency Project Framework of Practice, Ministry of Advanced Education, Government of British Columbia, July 2007, p. 10)*

You are one of hundreds of adult learners who have chosen to pursue a program of studies related to the health profession. We are happy to have you because we know that adult learners are serious and capable. You come to us with valuable life experience and lots of motivation.

Health Care Assistant Program is a challenging program and you will be encouraged to do your very best. Before you begin, be aware that dedication to your studies will be required to succeed as well as a large investment of your time and attention. You are expected to be prepared for each class, complete all assignments, exams and master lab and clinical aspects of all courses.

The program format is a mixture of classroom, hands on practice in lab and clinical settings. Our program is geared towards a variety of students. We offer videoconferencing into Hazelton, Smithers and Prince Rupert, we have dedicated seats for First Nation, Dual Credit and International students.

**All lab practice will be held at the Terrace campus, students from surrounding areas will need to travel to attend Lab and Clinical. Attendance at all scheduled classes, lab and clinical days are expected.**

The faculty and staff of CMTC will do whatever we can to help you succeed in your studies. However, the responsibility for attendance, studying and assignment completion is yours alone.

This handbook has been developed to provide you with relevant information to guide you during your studies. If further information is required, consult the Program Coordinator or Educational Advisor. College-wide policies, rules, and regulations are outlined in the Campus Student Handbook and current, active and approved policies are posted on the College website at:

<http://www.nwcc.bc.ca/about-us/explore-nwcc/policies-and-procedures/education-policy>

On behalf of the faculty and staff we welcome you to the Health Care Assistant Program and are pleased to have you with us.

We wish you well and hope that your time with us is productive and fulfilling.

The Healthcare Assistant Faculty


## Table of Contents

How to be a Successful Health Care Assistant Student .....	3
Admission and Program Requirements .....	4
Introduction of our Health Care Assistant program .....	7
Health Care Assistant program outline .....	10
Guidelines for Learning .....	14
Evaluation Methods.....	16
General Regulations and Policies.....	18
Department Guidelines and Procedures .....	18
Personal Conduct Guidelines .....	22
Lab/Clinical Practice Information:.....	30
Appendix A: Procedural Algorithms.....	32
Appendix B: Copy of Learning Plan .....	38
Appendix C: Dress Code.....	42

## How to be a Successful Health Care Assistant Student

A number of abilities and skills are required to be successful in the Health Care Assistant program. These include, but are **not limited to**, the following:

- An ability to communicate clearly in English, both spoken and written.
- It is an expectation of the Health Care Assistant Program that students demonstrate responsible, accountable behaviour in terms of maintaining a pattern of regular attendance and establishing effective working relationships with student colleagues and faculty.
- An interest in caring and providing service to an ethnically and culturally diverse clientele of people spanning all age groups.
- Strong communication and interpersonal skills in the context of their collaborative relationships with clients, instructors, student peers, and multidisciplinary health care team members. Respond appropriately in situations that are stressful or that involve conflict.
- Critical thinking and clinical judgment skills. When providing care to clients the student must demonstrate responsible, safe and ethical behaviour and make informed, considered judgments.
- An ability to manage time appropriately, to work independently and as a member of a health care team.
- The ability to perform each of the following requisites well enough to provide safe client care and participate in educational activities: manual dexterity, perform repetitive movements, perform complex sequences of hand-eye coordination, bend, reach, lift, walk, and carry objects as well as the ability to perceive with each of the following senses: sight, hearing and touch.
- The capacity to maintain their own mental, emotional, physical, and spiritual well-being while working in a rewarding, but often stressful working environment.
- Practice experiences are an integral part of the Health Care Assistant program. **Locations for health care assistant clinical experiences may occur both within and outside of the community where the student is attending school. Depending on student numbers and resources available locally, students will be required to take clinical placements outside of the immediate area where they are attending school. Transportation, accommodation, and other costs associated with the clinical practicum will be the responsibility of the student.**



PRACTICE EXPERIENCES OCCUR OUTSIDE OF  
REGULAR CLASS HOURS  
THESE EXPERIENCES MAY INCLUDE SHIFT  
WORK AND WEEKENDS

## Admission and Program Requirements

### Admission Requirements:

- English 11 or equivalent
- HCA Intake Package
- Ministry of Justice Criminal Record Check
- UpToDate Immunization Record with Negative TB Test
- English 11 or equivalent
- FoodSafe Level 1
- CPR-C
- First Aide (Standard or Occupational)

### Dual Credit Requirements:

A Dual Credit student is identified as “students in grades 11 and 12 to gain credits towards secondary school graduation while also earning credits in a postsecondary academic course, vocational program, or trade or apprenticeship” (BC Council on Admissions & Transfer, 2015).

Students are recruited through the local School Districts and applications are reviewed by the program Coordinator.

- 6 seats are designated for Dual Credit students.

All Dual Credit students must complete all admission criteria to be admitted into the HCAS program. The age and graduation criteria are waved, as students will have successfully completed Grade 12 by the end of the program.

Students are aware that some agencies are unable to hire them after completion of the program.

### ESL Admission Requirements:

International students are integrated into the Terrace HCAS classroom.

- 3 seats are designated for International Students

International students entering the HCAS program are required to achieve CMTC English entrance requirements as determined by the Care Aide and Health Worker Registry of BC. \*

### English Language Competency Requirements

To be accepted into a recognized BC HCA program, applicants are required to demonstrate proficiency in English. Students must be able to communicate effectively in English to be successful in their studies and to be capable of providing safe and competent care to patients/clients/residents in the work environment.

Teamwork and communication failures are a primary cause of patient safety incidents in healthcare; the ability to communicate effectively is one of the fundamental safety competencies identified by the Canadian Patient Safety Institute (CPSI).

All BC HCA program applicants are required to demonstrate English language proficiency. Domestic and/or international applicants whose first language is not English will need to take a standardized proficiency assessment to confirm communicative competency in all four language skills areas (speaking, listening, reading and writing).

### **Applicants whose first language is not English**

#### **Requirement:**

Standardized English language proficiency test score from an authorized assessment centre

*Evidence of one of the following test scores:*

1. Canadian Language Benchmark Placement Test (CLB PT): test within the last year: Listening 7, Speaking 7, Reading 6 and Writing 6 Note: a CLB Report Card from a LINC Program may also be accepted.
2. Canadian English Language Proficiency Index Program (CELPIP – General): test within the last two years, Listening 7, Speaking 7, Reading 6 and Writing 6
3. International English Language Testing System (IELTS): Academic or General -- test within the last two years: Overall score of 6 with a minimum of 6 in Speaking and Listening and no score lower than 5.5 in Reading and Writing
4. Canadian Academic English Language Assessment (CAEL)-- -- test within the last two years: Overall Score of 60, with no section less than 50
5. The Test of English as a Foreign Language (TOEFL): test within the last two years, IBT only – Overall score of 76 with no score lower than 20 in Speaking and Listening and no score lower than 18 in Reading and Writing

*In cases where applicants already hold Canadian English Language Benchmark Assessment for Nurses (CELBAN) results (testing within the last 2 years), the following minimum scores will be accepted: Speaking 7, Listening 7, Reading 6, Writing 6.*

\*Health Care Assistant Program Recognition: A Guide for Educators, 2<sup>nd</sup> Edition, 2018, pg. 81

Coast Mountain College provides orientation and learning supports through the Student Services department.

## **Detailed Program Requirements:**

### **Immunizations:**

All students accepted into the Health Care Assistant Program have been sent documentation regarding health status and immunization policies.

Nurses and health professionals are at high risk for exposure to certain blood and airborne diseases, for which prophylactic immunization protection and/or testing is recommended. Testing for TB enables students to know their exposure status and provides baseline knowledge for treatment options if they are later exposed and become seropositive for tuberculin antibodies.

Northern Health Authority's Policy may prohibit you from working during an influenza epidemic if you have not been vaccinated against influenza ("the flu"). As well, if there is an outbreak of certain infectious diseases, you may be required to present documentation of your immunization status to a clinical agency before being allowed to be present. If you have not been immunized, you may be prevented from entering the clinical area in the case of an outbreak. Copies may not be made of documents once they are inside student files; therefore, **please ensure you have a copy of all records before turning them in.**

### **Criminal Record Check:**

Criminal Record Checks (BC MINISTRY OF JUSTICE TYPE B) must be successfully completed and submitted to admissions department prior admission to the program.

**Please note:** Any changes to your criminal record status or events occurring that will impact your criminal record must be reported in writing to the program Coordinator. Some events may impact your ability to attend clinical or practicum settings. Current standards require notice of any activity that affects or causes changes to your Criminal Record.

The implications of failing to report changes, as a student, can result in program failure. Failure to report, as an employee, can lead to employment termination.

### **CPR - C and First Aide (Standard or Occupational are acceptable):**

All students must present evidence of current CPR-C and First Aide certification when entering the clinical setting

### **FOODSAFE**

All students must present evident of current FOODSAFE level 1 certification.

## Connect with Faculty:

The Health Care Assistant coordinator and all faculty are happy to help you.

**Office Hours:** At the start of each course, each faculty member at CMTC will provide information on their availability for consultation, either by appointment or on a drop-in basis.

**Voice Mail & E-mail:** Each CMTC faculty member may be contacted by phone or e-mail. While leaving a voice mail message, please remember to indicate your name, your phone number, and the reason for your message. Also indicate how and when you may be contacted.



## Introduction of our Health Care Assistant Program

The work done by HCAs is based on a set of fundamental values, beliefs and ethical principles that are consistently reflected in all aspects of their work with clients, residents, families, team members and others. Amongst these core values, beliefs and principles, which serve as foundations of HCA practice, are those related to:

- *Human Beings*
- *Older Adults*
- *Health and Healing*
- *Healthcare*
- *Caring and Caregiving*
- *The Family in Health and Healing*

The organizing concepts or themes that are pulled through the HCA are caring, safety, thinking skills and professional approaches to practice.

### **Caring:**

*A caring act is always an expression of reverence for the basic value and dignity of another person.*

This simple statement makes it clear that caring involves, always, an approach to care-giving practice that is person-centred. Each individual who is the recipient of care is unique and deserves to be viewed as such. Within a caring philosophy, a “one-size-fits-all” approach to care-giving would never be appropriate. Consequently, with caring as the overarching, primary concept of the HCA curriculum, the emphasis is always on providing care and assistance in ways that are clearly resident or client-centred.

### **Safety:**

Is a constant and clear priority of practice for HCAs. Through safe practices, the HCA protects both self and others from injury or harm. Attending to the safety of a client/resident is part of being a caring practitioner. Attending to the safety of self is an important part of healthy self-care. A professional approach to practice is, first and foremost, based on clear understandings and applications of principles related to safety and harm reduction.

### **Critical Thinking, Problem-Solving and Decision-Making:**

Effective healthcare practitioners make informed decisions that are based on a sound knowledge base. They use logical, rational, focused, purposeful thinking to come to decisions and to solve problems. They also reflect on their decisions and evaluate their choices so that they are continually gaining knowledge and expertise. HCAs utilize an informed problem-solving approach in their practice. The problem-solving approach used by HCAs includes: identifying and analyzing a problem; identifying priorities and options; identifying possible consequences; determining sources of assistance; utilizing the safest, most appropriate action to rectify the problem; and evaluating the outcome.

### **Professional Approach to Practice:**

A professional approach to practice is one in which the care-giver consistently demonstrates respect for self and others. A professional approach is also one in which the care-giver maintains safe, competent practice and displays a commitment to responsible and accountable behavior. The HCA who behaves in a professional manner functions within the legal parameters of his/her role, maintains professional boundaries and is dependable, reliable and honest.

The professional practitioner works effectively, constructively and collaboratively with other members of the healthcare team. As well, a professional practitioner is self-reflective, regularly identifying his/her personal/professional development requirements and seeking effective ways to meet these needs. A professional practitioner is continually learning, growing and becoming more competent, capable and professional. (from Health Care Assistant BC provincial curriculum, 2008)

The Health Care Assistant Program is designed to provide students with opportunities to develop the knowledge, skills and attitudes necessary to function effectively as front-line care-givers, and respected members of the healthcare team, in community and facility settings. Under the direction and supervision of a health professional, graduates provide person-centred care aimed at promoting and maintaining the physical, emotional, cognitive, and social well-being of clients/residents. \*

Upon successful completion graduates receive a Healthcare Certificate which is recognized provincially and are eligible for registration with the B.C. Care Aide and Community Health Worker registry.

Upon completion of the program, graduates are prepared to work in any level of continuing care, including: home support, adult day care, assisted living, and complex care (including special care units).\*\*

## Program Learning Outcomes:

Upon completion of the HCA Program, graduates will be able to:

- Provide person-centred care and assistance that recognizes and respects the uniqueness of each individual resident or client.
- Use an informed problem-solving approach to provide care and assistance that promotes the physical, psychological, social, cognitive and spiritual well-being of clients/residents and families.
- Provide care and assistance for clients/residents experiencing complex health challenges.
- Provide care and assistance for clients/residents experiencing cognitive and/or mental health challenges.
- Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
- Communicate clearly, accurately and in sensitive ways with clients/residents and families within a variety of community and facility contexts.
- Provide personal care and assistance in a safe, competent and organized manner.
- Recognize and respond to own self-development, learning and health enhancement needs.
- Perform the care provider role in a reflective, responsible, accountable and professional manner.

\*It is important to recognize that most, but not all, recipients of continuing care are older adults. An increasing number are in the old-old category (over 85 years of age). Many clients are experiencing advanced physical deterioration. Between 60% and 75% are experiencing moderate to severe mental decline.

\*\*Learners should be aware that some Community employers require Grade 12 (or equivalent) and be 19 years of age for hire.

## Health Care Assistant Program Outline

COURSE #	COURSE NAME	Cr	HRS	COURSE CONTENT
HCAS 101	Healthcare Assistant: Introduction to Practice	1	30	This course introduces the role of the HCA within the British Columbia health care system. Students will be introduced to the healthcare team and the roles and functions of HCA within the team. Students will also have opportunities to develop self-reflective skills required for competent practice and will be introduced to effective job-finding approaches. The course will also incorporate Aboriginal concepts related to health care systems.
HCAS 102	Health: Lifestyles and Choices	1	30	This course introduces students to a holistic concept of health and the components of a health enhancing lifestyle. Students will be invited to reflect on their own experience of health, recognizing challenges and resources that can impact lifestyle choices. Physical, psychological, social, spiritual, and environmental influences on health are explored. Students will be introduced to a model that can be applied in other courses to understand the multi-faceted aspects of health and healing. The course will integrate Aboriginal concepts of health and healing.
HCAS 103	Human Relationships: Interpersonal Communication	1.5	51	This course focuses on the development of self-awareness, increased understanding of others and development of effective interpersonal communication skills that can be used in a variety of care-giving contexts. Students will be encouraged to become more aware of the impact of their own communication choices and patterns. They will have opportunity to develop and use communication techniques that demonstrate personal awareness, respect and active listening skills. This course will incorporate Aboriginal material through the inclusion of Aboriginal case studies.

## HCA (continued)

COURSE #	COURSE NAME	Cr	HRS	COURSE CONTENT
HCAS 104	Health and Healing: Concepts for Practice	2.5	70	This course provides the opportunity to develop a theoretical framework for practice. Students will be introduced to the philosophical values and theoretical understandings that provide a foundation for competent practice as a Health Care Assistant. The course focuses on concepts of caring and person-centred care; basic human needs and human development; family, culture and diversity as they relate to health and healing. Students will also be introduced to a problem-solving model that will be critical to their practice. The course will also integrate Aboriginal concepts of health and healing
HCAS 105	Healing I: Caring for individuals with Health Challenges	4	115	This course introduces students to the normal structure and function of the human body and normal bodily changes associated with aging. Students will explore common challenges to health and healing in relation to each body system. Students will also be encouraged to explore person-centered practice as it relates to the common challenges to health and to end-of-life care. The course will also integrate Aboriginal concepts of health and healing. <i>Prerequisite: HCAS 104 with a minimum grade of 70%</i>
HCAS 106	Healing II: Caring for individuals with Cognitive/Mental Health Challenges	2	60	This course builds on content from other courses to assist students to explore concepts and caregiving approaches that will allow them to work effectively with individuals experiencing cognitive or mental challenges. Emphasis is on recognizing behaviours and identifying person-centred intervention strategies. The course will also integrate Aboriginal concepts of health and healing. <i>Prerequisite: HCAS 104 with a minimum grade of 70%</i>

## HCA (continued)

COURSE #	COURSE NAME	Cr	HRS	COURSE CONTENT
HCAS 107	Healing III: Personal Care and Assistance  <b>This is held solely at the Terrace campus and all students are expected to make arrangements to stay in Terrace during this time</b>	4	120	This practical course offers students the opportunity to acquire personal care and assistance skills within the parameters of the HCA role. The course is comprised of class, supervised laboratory and clinical experiences this assists the student to integrate theory from other courses to develop care-giver skills that maintain and promote the comfort, safety and independence of individuals in community and facility contexts. <b>The lab and clinical experience may require shift work.</b>
HCAS 108	Practice Experience: Home Support/Assisted Living  <b>Travel outside your area but within the northwest region may be required</b>	2	60	This practice course provides students with an opportunity to apply knowledge and skills from all other courses with individuals and families in a community setting. Opportunity will be provided for students to become more familiar with the role of the HCA within a Home Support Agency and gain abilities that will prepare graduates to assume the role of a Community Health Worker. <b>Practice experience may require shift work and use of vehicle.</b> <i>Prerequisites: HCAS 101, HCAS 102, HCAS 105, HCAS 106, HCAS 114 with a minimum grade of 70%, HCAS 107, and English 11 or ENGL 040 or 043 or 045 or equivalent.</i>
HCAS 109	Practice Experience: Multilevel/Complex Care  <b>Travel outside your area but within the northwest region may be required</b>	6	180	This supervised practice experience provides students with an opportunity to apply knowledge and skills from all other courses in the program with individuals in a multi-level or complex care setting. A portion of this clinical experience will be devoted to working with individuals experiencing cognitive challenges. <b>Practice experience will require shift work.</b> <i>Prerequisites: HCAS 101, HCAS 102, HCAS 105, HCAS 106, HCAS 114 with a minimum grade of 70%, HCAS 107, and English 11 or ENGL 040 or 043 or 045 or equivalent.</i>

## HCA (continued)

COURSE #	COURSE NAME	Cr	HRS	COURSE CONTENT
HCAS 110	Transition practice Experience  <b>Travel outside your area but within the northwest region may be required</b>	2	60	The intent of the practice experience is to provide transition for the learner from student to graduate. During this time, the student will work closely with an experienced Health Care Assistant who will guide the student as a facilitator and as a mentor to help the student gain further insights, awareness and knowledge through the realities of the work setting. Program instructors will collaborate with the facility. HCA and learner to facilitate this experience. <b>Practice experience will require shift work.</b>

## Guidelines for Learning

The CMTC Health Care Assistant Program is planned to involve both faculty and students in the learning process. The faculty role is one of providing a supportive learning environment and assisting the student to find ways of learning, while the role of the student is that of an active and progressively self-directed learner.

Students must accept responsibility for making reasonable efforts to achieve the goals and to make program choices appropriate to their abilities and life circumstances. Sometimes, despite students' best intentions, the time is not right for a student to use the opportunities at the College.

### **Information:**

Information is provided through departmental offices, during orientations, and from College advisors. The instructor reserves the right to change the course schedule. Students are responsible for all class announcements, concerning assignments, course information and schedule changes whether or not they are in attendance.

### **Time Management:**

Time management is a crucial skill in health care and is one that many students struggle with. Time management challenges may include: planning ahead to complete all assignments by the due date or ensuring that you complete all necessary patient care activities during a given clinical shift. Other trials may be: looking ahead through your semester to ensure you have adequate time to complete all your assignments, or juggling the time requirements of school, work, and family. It is the responsibility of the student to manage time and plan accordingly. Extensions on assignments are only granted for valid reasons (**poor time management is not a valid reason**).

The Health Care Assistant Program is rigorous and time intensive. You are expected to apply information from classes and readings to clinical situations (real or fictitious). This requires more than brief reading of assignments and/or memorization for exams or class. Many class discussions and group learning activities are dependent on you being prepared and ready to participate. If you find yourself getting behind or struggling with material, seek additional help immediately. Consult with a faculty member or the Learning Centre.

If you are worried about your performance or ability to cope with your academic workload, contact the course instructor, Program Coordinator or Student Services. Depending on circumstances extensions or alternative forms of assessment may be negotiated. Timely intervention is important – do not leave discussing these issues until the end of a course or after you have failed a course.



## General Guidelines

**Disability:** If you have a disability and may require accommodation in any of your courses, please contact the student services team: accessibility services. More information about this accommodation refer to the NWCC website. <http://www.nwcc.bc.ca/services/students-support/northwest-community-college-accessibility-support-services>

**Religious or Cultural Obligation:** As soon as you receive your course outline, identify any potential conflicts between your religious or cultural obligations and course requirements.

Make a formal written request to your instructor indicating the nature of the religious/cultural obligation and suggest possible alternative dates and/or means of satisfying the course requirements. NOTE: such a request should be made during the first two weeks of the course/term, or as soon as possible after a need for accommodation is known to exist. Your instructor will review your request and he/she will notify you of his/her decision to grant or deny the request. Due to the nature and timing of some courses not all requests can be accommodated.

### Computer Literacy Requirements:

College learning requires a certain level of familiarity with hardware and software. In general, students should be able to communicate via E-mail, manage files, write a paper in word processing software, save work, and send work electronically.

### Word Processing and File Formats:

Different programs save data in different “file formats” or data types. Some programs can save content in a variety of data types via “export” or by using the “files save as” feature. The data type of a file determines which programs (and hence people using them) will be able to read your file. **An unreadable file is not an acceptable submission.** Therefore, students are expected to understand the importance of creating files in the data types (file formats) stipulated.

For example, if an instructor requests a file in a WORD documents compatible with WORD 2007, and the student submits a file created in PUBLISHER which is not readable by the instructor, being unaware of the file format is not an acceptable excuse. If you feel insecure about managing digital content, send your instructor a “test” file, in advance of the due date for the assignment, to confirm compatibility with the software and procedures you are using.

## Evaluation Methods

### Evaluation of Students:

**Non-Clinical Courses:** Evaluation methods include but are not limited to: written or oral exams, papers, individual and group presentations, quizzes, assignments and teaching activities.

**Lab/Clinical Evaluations:** The Performance Review Process is an ongoing review of the student's progress during the practicum. Students should receive this feedback and are responsible for seeking feedback from their instructors. Feedback will take the form of, but not limited to, self-evaluations, peer evaluation, verbal and written feedback from instructors.

### Evaluation of the Program:

A crucial component of the Health Care Assistant Program is that we are constantly striving to evaluate and improve our program. Students will have multiple opportunities during their time as a student, and after they have graduated, to evaluate their courses, instructors, clinical agencies, and the program.

Faculty in the Health Care Assistant Program value student feedback. We use it to inform our own professional development as well as curriculum change. Student feedback is requested for **Course**, and **Program** evaluations on a regular basis. Faculty anticipates thoughtful comments that provide constructive ideas for improvement or change. Evaluation questions may be distributed as hardcopy in class or via an internet survey tool. The following information is intended to provide some clarity.

- The **course** evaluation is about the perceived quality of instruction. Another faculty member administers the standard CMTC student questionnaire near the end of or after a class or clinical practice. The instructor receives a document showing the combined student feedback once all the course grades have been submitted. This information is included in the instructor's Performance Review as part of a larger evaluative process for all faculty.
- The **program** evaluation is completed at the end of the program. The information is anonymous and is collated within a single document to be shared with the College for the purposes of Quality Improvement.

- **Grading and Progression:**

For grading and progression in individual courses, please refer to the course outline or course student guide for that course, where a grading scheme is clearly laid out.

Theory Based Courses: Students must achieve a minimum of **70%** (B-) in each Healthcare Assistant theory course to progress onwards in the program unless otherwise indicated in the course syllabus/student guide.

Letter grades are assigned as follows:

A <sup>+</sup> = **95 – 100	B <sup>+</sup> = **80 – 84	C <sup>+</sup> = **65 – 69	P = **50 – 54
A = **90 – 94	B = **75 – 79	C = **60 – 64	F = **0 – 49
A <sup>-</sup> = **85 – 89	B <sup>-</sup> = **70 – 74	C <sup>-</sup> = **55 - 59	I = Incomplete

Practice and clinical courses: Are assessed differently than theory courses and students receive either a “Credit” or “No Credit” for these courses.

Students at CMTC have access to grades online via Northwest Connect which can be accessed through the CMTC homepage [www.nwcc.bc.ca](http://www.nwcc.bc.ca).

Students who have shown satisfactory progress but have been unable to complete the requirements of a course due to hardship or extenuating circumstances, such as illness or death in the family, may be issued an **Incomplete** rather than an “F” grade. Occasionally difficulties related to a practicum site, the lack of appropriate clients or excessive client cancellations may interfere with completing course requirements. The following criteria would be used in assigning an “I” grade. The student:

- Had lost some course time
- Has demonstrated progress towards completion of all course requirements and would have met them all if time had not been missed
- Has shown evidence of meeting most of the course requirements, with work required to complete only one or two areas
- Has a reasonable chance of meeting the requirements in the time designated

In such situations a Collaborative Agreement will be developed with the student and it is expected that the student will complete the requirements within the specified time frame. Upon successful completion of the requirements within the specified time frame, the “I” grade will be change to an “CR” or letter grade. A failure will result if the contract is not fulfilled on time and as specified.

## General Regulations and Policies

Each student is responsible for knowing and adhering to the general regulations and policies of NWCC. These regulations can be accessed on NWCC website. <http://www.nwcc.bc.ca/about-us/explore-nwcc/policies-and-procedures/education-policy>

We suggest a review of:

- Academic Appeals
- Academic Probation and Suspension
- Attendance
- Plagiarism and Cheating
- Student Code of Conduct
- Harassment and Discrimination

## Department Guidelines and Procedures

### Student Records:

It is the student's responsibility to notify the College and the Health Care Assistant Department of changes in your name, address, E-mail, or telephone number. Changes can be made by;

- a) Filling out a Change / Withdraw Form at the campus you attend; hand it in at the Registration Office; and,
- b) Give a copy to your instructor

Phone numbers and email will be circulated to appropriate nursing faculty, HSPNet (Health Sciences Placement Network) and may be given to agencies where students are completing Practice Experience Courses.

### Electronic Mail:

Much communication is done via e-mail. Please ensure you have an active e-mail address that you have provided to the Health Care Assistant Program and to your instructors. **Changes** to your E-mail address and contact must also go to the Registration office, and your instructors.

**You are responsible for checking your E-mail daily** as this is a common form of communication between faculty and students.

Students registered for the videoconferencing format will have the option to send assignments through the internal mail at their local campus or through e-mail.

### Guidelines for Reduced Scent Environments:

As there are a few people today who are sensitive or allergic to scented products such as perfumes, after-shave, hair sprays, and other scented products the Health Care Assistant Faculty requests that you refrain from wearing scented products within the building. It is important that we promote a healthy environment for those who work or attend classes within CMTC.

### **Guidelines for an Allergy Disclosure:**

Given the potential severity of some allergic reactions, students are encouraged to disclose (or update) their allergens to the program coordinator, especially those which could potentially be severe. The program coordinator will circulate the information to instructors who will advise/remind the class that one of their peers has a potentially life-threatening allergy to a specific allergen. The individual will be given the option to decide whether to be identified or remain anonymous in this communication.

### **Conduct During Exams:**

The Health Care Assistant Department is committed to maintaining a high standard of academic integrity during examinations. The Health Care Assistant Department have developed the following guidelines to maintain academic integrity during examinations.

### **Guidelines for Writing Examinations:**

1. It is expected that the student will:
  - a) Write tests and examinations at the scheduled time and place unless there is illness or domestic affliction. The student must call instructor. In the event the student knows in advance they will not be able to write the examination he/she needs to notify the instructor immediately.
  - b) All personal belongings will be placed at the front of the classroom or designated area.
  - c) Remove everything from the table, except items required to complete the test/exam.
  - d) Write final answers in blue or black ink unless the instructor specifies using pencil.
  - e) Not communicate with any other student.
  - f) Not bring any electronic devices into the classroom.**
  - g) Not leave the room once the test/exam is in progress until completed, or as directed by instructor.
  - h) Not bring food or drinks (water bottles permitted).

Once the examination paper is handed in, it will not be returned (during the examination).  
A student caught cheating will be dealt with according to the College Student Conduct Policy.

Once the grades are distributed, test or exam papers may be viewed or discussed with the instructor at a pre-appointed time or by appointment.

2. Late Arrivals for Scheduled Tests:

- **Students arriving late for written or laboratory testing are disruptive to their peers and the instructor.**
- **A student will not be allowed into the testing or laboratory room after 10 minutes has elapsed from the testing start time and may therefore forfeit his or her opportunity for testing.**
- Students arriving late will not be granted extra time to write the test or to complete the laboratory evaluation.

### 3. Missed Tests/Quizzes/Exams and Laboratory Competency/Case Study/Skill Checks

- Dates and times are set for written and laboratory competency testing. Students are informed of the dates at the beginning of the course and are expected to organize their schedules accordingly.
- Students are expected to notify the course instructor **BEFORE** the scheduled written or laboratory testing session if they are unable to be present for the test. Failure to notify the instructor, will forfeit the student's opportunity for a make-up written or laboratory test.
- ***If a student is absent from a written or laboratory test for reasonable cause (e.g. illness, family emergency, etc.), the student may be allowed a make-up test on the first day s/he returns to the program. A physician's note for illness, or a note substantiating the family emergency, will be required prior to arranging the make-up testing.***

### Proctored Exams

The videoconferencing format will require students to take proctored or invigilated exams. These exams are completed at a campus location. Arrangements are usually made by the instructor for a specific time and location. If you can not attend at the scheduled time you will be expected to contact your instructor prior to the arrange time to make alternate arrangements.

### Written Work:

Some courses in the Health Care Assistant program require written assignments. You are advised to start working on your assignments early. Several drafts and many revisions may be needed, and you might want to have another person critique your assignment before it is due.

### Submission of Papers/Assignments:

The time and date for submission of assignments will be clearly indicated in the course outline. Assignments must be submitted prior to 4:00 p.m. on the due date unless otherwise noted by the instructor.

The responsibility for the delivery of assignments to the appropriate faculty member by the due date rests with the student. 5% of the total mark will be deducted for each day the paper/assignment is late. Exceptions may include incidents of illness, accident, or family crisis. Documentation may be requested by the faculty. Extension

must be negotiated with the course instructor at least 48 hours before the due date. When submitting written assignments, use student name and number, unless otherwise directed by the instructor. Students should retain copies of all assignments/papers submitted

**Program Interruption and Completion Timelines:**

Everyone hopes that his or her education will progress smoothly. However, unexpected health problems, personal concerns or learning difficulties may result in an interruption to your course of studies. Students who have withdrawn from or been unsuccessful in any program course and wish to continue their studies later must apply for readmission when they want to return to the program. Readmission is dependent upon available seats.

Students must complete the HCA program within three years of their initial admission to the program. Students who do not may be required to repeat courses completed at the beginning of their program.

Students that have had an interruption of more than a year are required to repeat HCAS 107 Healing III: Personal Care and Assistance prior to practicum placement.

Refer to Appendix A: Re-insertion into Health Program

## Personal Conduct Guidelines

### Attendance and Absences:

Attendance is the single largest determinant of student success and as such students should attend all classes. Students are viewed as adult learners who have a responsibility to prepare themselves to meet the program goals. The following guidelines are intended to assist the student in assuming the professional responsibilities integral to the role of a Health Care Assistant graduate.

1. Extended absence or irregular attendance for any course may affect student progress and evaluation. Human Relationship, Healing III and practice experience courses are especially important for socialization into the role of a health care assistant.
2. It is expected a student who anticipates an absence will contact the faculty prior to the scheduled experience/class.
3. It is expected that medical/dental appointments will be made outside the classroom and clinical practice hours.
4. No holiday time will be taken during clinical placement, practicum or Preceptorship.
5. The Health Care Assistant Department may request a medical certificate which states that the student has sufficiently recovered from a medical absence and is able to resume Healing III or Practice Experience or Preceptorship (Transition) courses.
6. A student who is absent from a scheduled laboratory/seminar or field trip may be requested to supplement the experience at the discretion of the Department.
7. A student who is absent from a scheduled Healing III/clinical/Practice Experience/Preceptorship experience **WILL NOT** necessarily be provided with supplemental lab/clinical experience, due to limited resources and clinical spaces. Students absent more than 15% of scheduled Healing III/clinical/ Practice Experience/Preceptorship experience are at risk of not meeting the requirements of the courses and may not be able to proceed in their studies. Hence, they will be required to withdraw from the program.
8. Work responsibilities outside of school are **NOT** an acceptable excuse for missing practice hours (Healing III, Practice Experiences, Preceptorship).
9. Reporting Absence
  - a) Absence from classroom activities: Contact the Instructor prior to the start of class. Messages may be left on the voice mail by calling your campus location and following the electronic prompt for your instructor extension or instructor local number given during orientation or introduction to course.
  - b) Absence from Clinical or Practice experience: Follow the policy outlined by your clinical instructor for that agency. A minimum notice of 1 hour prior to your start time is expected. The health care assistant department coordinator should also be notified by voicemail or email. Telephone notification is required for **each** day. If you are absent for three consecutive days a doctor's note stating that you are fit to return to clinical practice may be required.



Students are advised to review their individual Course Outlines to be aware of faculty attendance expectations. Students enrolled with video conferencing will be required to attend classes at their local campus to participate with course activities.

**Ethical and Professional Behaviour:**

Students are expected to recognize their own limitations and to take responsibility for ensuring their continued competency and learning.

Students, who in the opinion of the nursing faculty, are under the influence of alcohol or drugs will be requested to leave the health care assistant practice setting immediately and will be referred to the Coordinator of Health Care Assistant.

Ethical and professional behaviour includes respectful communication (verbal, non-verbal, electronic, written, etc.) with peers, faculty, health care providers and clients. Ethical and professional behaviour is expected in classroom as well as practice settings.

**Professional Conduct (Classroom and Clinical Setting):**

Students are expected to demonstrate professional conduct in all instructional settings. Instructional settings include classroom, on-line, laboratory and clinical areas.

Disruptive behaviour, defined as student behaviour that interferes with instruction and learning, will not be tolerated. Examples include, though are not limited to, the following:

1. Failure to respect the rights of other students to express their viewpoints by behaviours such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints. Students can disagree with each other or the instructor but must do so in a civil manner.
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Attempt to use one class as a forum to complain about another class or instructor.
4. Classroom discussion or the discussion area of an on-line course is reserved for discussion or postings related to course work only. Postings of a personal or non-academic nature are not permitted and may be removed by the instructor should they appear. Grades and personal issues should be handled by private discussion or email to the instructor.
5. Engaging in cyber bullying, posting violent or hateful content using social media or privacy invasion. Students are reminded to be prudent about what they post online at all times.
6. Use of cell phones and other electronic devices. All cell phones should be switched off before entering any instructional setting. If an urgent message is expected and cell phone needs to be left on during class, please let your nurse educator know before class begins.
7. Entering class late or leaving class early on a regular basis. Some nurse educators may post a sign on the classroom door requesting the class not be disturbed. You may be directed to enter the classroom at the next available break.
8. Use of laptop computers in the classroom for purposes other than academic application.
9. Displaying signs of impairment due to use of alcohol or drug/illegal substances.

Students behaving in a manner as to disrupt educational activities will be asked to leave the instructional setting.

Students will ensure that their conduct in the classroom and on-line contributes to a productive learning environment at all times.

### **Technology in the Classroom:**

With new technology and a new way of learning in a mobile atmosphere come special considerations. The classroom environment must be conducive to learning for all students. Distractions made possible by advances in technology undermine that goal. Accordingly, during class, the following must be followed:

- Cell phones, pagers, and any other communication devices, except for your laptop computer, must be turned off during all classes.
- Do not connect to the internet, unless the instructor has requested it, or it is part of a learning activity.
- Displaying wallpaper, screen savers, or other material on your laptop computer that can be reasonably expected to be offensive to others is forbidden.

### **In Class:**

- When an instructor has requested that your laptops be closed, please close your laptops.
- Do not use Facebook, MSN or other chat programs during class.
- If a guest speaker comes into the class, please give the person your full attention and close your laptops, unless you are taking notes.

### **Social Media:**

Social media, online communities, such as Facebook, YouTube, My Space, Twitter and blogs and mobile technologies can be used to either share or store information, express creativity, and connect with others. The CMTC Faculty: HCA and PN programs supports responsible participation in these online communities.

Keep in mind that as a student of CMTC and the Health Care Assistant Program you will need to follow all applicable CMTC and Health Care Assistant Program Policies. Some examples of the policies and guidelines most pertinent are those concerning but not limited to Personal and Student Code of Conduct, Harassment & Discrimination and Confidentiality. For example, you may not share confidential information about NWCC, the Health Care Assistant Program, clinical placements and you must maintain instructor, fellow students and patient privacy.

**Social Media Risks** – retrieved from <http://www.cnps.ca/index.php?page=147>

### **Scope of distribution**

Because information in electronic form is easily distributed, archived and downloaded, the person posting the information may have very little control over who sees it and its use.

**Permanence of information**

Postings to social media sites are generally permanent records that cannot easily be deleted. Copies of deleted information may still exist on search engines or in friends' (or others') electronic files. During sentencing of a young man who had posted explicit photos of his teenage ex-girlfriend on Facebook, the judge stated: "What you chose to do is unfortunately something that cannot be undone.... There's no delete button on the internet. Those things float forever on the internet." (1)

**Misapprehension of the extent of privacy controls**

Although these sites have privacy controls, be aware that the default for many of them allows others to see some of the posted information. Even information on a social media website that is not normally publicly available may have to be disclosed in court if relevant to the issues in a proceeding.

**Pseudonyms**

Posting anonymously or under a pseudonym does not protect against the possible consequences of a breach of confidentiality or defamation.

**Reputation damage**

Postings may come back to haunt you on a personal or professional level. Many employers check social networking profiles of current and prospective employees looking for misconduct or inappropriate behaviour.

1 - James Turner, "Facebook revenge plot nets 6-month sentence," CBC News, August 22, 2010, 12:40 pm CST, online: <http://www.cbc.ca/canada/manitoba/story/2010/08/22/man-facebook-revenge-child-porn.html>.

**Risk Management**

Below are requirements for safe and respectful personal and professional use of mobile technology and social media:

- Protect your personal privacy by not sharing personal information such as your name, telephone number, address and birth date.
- Respect the privacy of others. You should not use mobile devices or social media sites to post or communicate or store information or photos of student learning experiences.
- On social media sites, it is required that you identify your views as your own. If you identify yourself as a NWCC Health Care Assistant student online, it should be clear that the views expressed are not those of the NWCC Health Department or faculty.

Before communicating on a social media website, always consider what is said, who might read it and the impact it may have, if viewed by an employer, a patient or registry/licensing body.

**Confidentiality:**

All matters pertaining to a patient/client are to be held in strictest confidence. Students and faculty must take all reasonable steps to protect all confidential information from inadvertent disclosure to others not authorized to this information. This includes not discussing clients and clinical events in public areas e.g., cafeterias, elevators, public transportation, social gatherings, etc.) and using utmost discretion when discussing events within the smaller group for learning purposes. Details of a client's history may be shared discretely when required by the health care team or for educational purposes. Any oral, written or computer communication relating to patients/clients beyond that necessary for professional communication is considered a serious breach of ethical and legal conduct. Assignments should indicate that names have been changed. It is expected that all classroom discussions related to patients/clients and/or classmates do not leave the classroom.

Confidentiality / privacy breaches are taken very seriously and can result in the withdrawal of student privileges, termination of a clinical placement, consequences to the placing agency (CMTC) and legal action.

For more information refer to the Practice Education Guidelines for BC ,Confidentiality of Receiving Agency and Patient Information`

[http://www.hspscanada.net/docs/PEG/2\\_1\\_Confidentiality\\_Guideline\\_Final.pdf](http://www.hspscanada.net/docs/PEG/2_1_Confidentiality_Guideline_Final.pdf)

Prior to participating in clinical settings in the Northern Health Authority facilities, all students are required to read and sign an oath of confidentiality.

**Confidentiality of Student Information:**

In a program of studies such as the health care assistant program, student performance in academic and/or practice courses may be discussed among faculty members under certain conditions. These conditions include situations when:

1. Student performance is a concern in relation to maintaining the standards of the health care assistant program and the health care assistant profession (e.g., a safety to practice issue).
2. Faculty are monitoring student performance to promote success in achieving the program goals (e.g., discussing strategies to facilitate student learning).

Discussions of confidential information will relate to the specific context of their performance and learning needs in the program.

**Dress Code:**

Specifics of how to dress for lab and clinical practice experiences can be found in the Health Care Assistant Student Dress Code Policy. Please take a moment to look this over now. It can be found in Appendix A. If students, in the opinion of the nurse educator, violate CMTC Health Programs or agency dress code policies they will be asked to leave the practice setting

**Student Identification during Practice Experiences:**

All health care assistant students and faculty are required to wear current CMTC Photo identification (ID) while attending any practice experience (Examples: hospitals, health care agencies, community agencies). The photo ID is always to be on their person. Agency security or relevant employees (e.g., nursing personnel) have the right to refuse CMTC health care assistant students, access to the agency or client confidential documents if the student is not wearing the CMTC Photo ID and name tag.

**Consent for Student Involvement in Care:**

Clients and/or their substitute decision makers have the right to refuse care provided by a student. Students must always introduce themselves as a student. During the first interaction with a client the student should inform the client of who they are, the program and how they are supervised. For example, 'I'm Jane Doe, a health care assistant student at CMTC, my instructor is John Smith, and Mary is the nurse who is assigned to you. You can call on John or Mary at any time if you like. Both will be looking over my work throughout the day.'

Reference: Practice Education Guidelines for BC ,Consent for Student Involvement in Care'

[http://www.hspcanada.net/docs/peg/4\\_1\\_consent\\_involve\\_care.pdf](http://www.hspcanada.net/docs/peg/4_1_consent_involve_care.pdf)

**Communications/Conflict Resolution:**

If a student has an issue of concern:

- Step 1      Clearly identify the issue.
- Step 2      Gather the facts.
- Step 3      Plan what you want to say (Perhaps have an example in mind).
- Step 4      Create an opportunity to discuss the issue privately with the individual involved. Do this at a time when you are emotionally in control.
- Step 5      During the meeting:
  - Use normal, neutral conversational tones.
  - Discuss the facts and check your assumptions
  - Use "I" statements.
  - Be specific, straightforward, descriptive and direct.
  - Focus on the issue and not the person involved.
  - Attempt to understand the other's perspective.

If the issue involves a faculty or staff member, the student is encouraged to meet with the individual and attempt to resolve the problem. Students may choose to seek assistance from student services, to discuss

their concerns first. Students may also wish to have a member of student services present during any discussion between program faculty and themselves.

- Step 6 If the issue cannot be resolved through the above channels they may arrange an appointment with the Program Coordinator.
- Step 7 If the issue is still of concern to the student, an appointment can be arranged with the Dean of Student Development and Instruction, or Dean of UC, Health and Human Services

However, the Dean of Student Development and Instruction, or Dean of UC, Health and Human Services **does expect** issues to be resolved at the program level, if possible.

### Health Care Assistant Student Difficulty Guidelines:

When students have difficulty in the Health Care Assistant Program it can be in one or more of the 3 areas listed below:

1. Lab Skill or Case Evaluation Failure
  2. Academic Issue
  3. Clinical Area Issue
1. **Lab Skill or Case Evaluation Failure** - occurs when a student fails a lab skill or the case scenario evaluation. The student may get more instruction, do more practice and remedial work.
    - a) The student is retested for the lab skill or case scenario and passes the second lab skill or case scenario evaluation, the student will then carry on with the program.
    - or
    - b) The student is retested and fails the second lab skill or case scenario evaluation, this means a failure of the Healing III course. The student will not be allowed to continue in the program as Healing III is a prerequisite course to all practice experience courses. The student will be allowed to reapply and to repeat the course when the course is offered again and if there is space in the course (See Algorithm: Re-entry into Program found in Appendix B).
  2. **Academic Issue** - occur when a student has a problem in any of their classroom instruction courses and/or the written component of their course(s). This may be for example because of, but not limited to failing an exam, and/or a failing grade on an assignment, in one or more courses. The student is often placed first on a Learning Plan which is developed with and for the student. The student is referred to Student Services and/or the Learning Centre for assistance in the area of learning that they need help with. If the problem continues the student will be placed on Academic Probation.
  3. **Clinical Area Issues** - can occur when a student does not meet the expected evaluation criteria, Learning Outcomes for the Practice Experience level or does not come prepared for the Clinical Experience. Depending on the nature of the problem the student may be removed from clinical.

Often the student is put on a Learning Plan, which is developed with the student (dependent on problem, see algorithm). The student may be referred to Student Services and/or the Learning Centre for assistance. If the problem continues the student will be placed on Probation. There are times where the nature of the problem is such that the student is removed from the clinical setting by the placement agency, this may lead to the student being unable to complete the practice experience.

## The “At Risk Student”

Every student will be provided a course outline that establishes student expectations and assessment criteria. Student achievement within the framework of assessment criteria is the basis for grading and evaluation. Students are expected to meet the course requirements as described in the course outline and are expected to seek help in a timely manner when they are unable to meet the course requirements. To facilitate learning, wherever possible, staff and faculty will identify where students can obtain extra support that is available through the College.

An “at risk” student is one who, without change or improvement, will not meet course outcomes. Ultimately, students are responsible for their learning and progress. This guide is to assist in identifying, and managing, barriers to successful performance; and to do this in a timely, goal-oriented way.

### 1. Identifying At-Risk Performance

Through verbal feedback, observed behaviours, interactions, review of progress notes, journals and other feedback. Some examples **may** include:

- |  |   |
|--|---|
| a) Poor or minimal achievement           | f) Poor attendance (late, absent)               |
| b) Inappropriate or unrealistic attitude | g) Inappropriate or disrespectful communication |
| c) Avoidance                             | h) Lack of insight, self-awareness              |
| d) Poor impulse control                  | i) Poor judgment                                |
| e) Poor spatial or psycho motor          | j) Poor applications of theory                  |

### 2. Factors Impacting Performance May Include:

- |   |                          |
|---|--------------------------|
| a) Knowledge and/or skill deficit               | e) Motivation/Commitment |
| b) Poor study skills                            | f) Health                |
| c) Learning difficulties                        | g) Personal issues       |
| d) Organizational and/or time management skills |                          |

### 3. Consultation with Student/Teacher (Learning Plan)

The goal here is to ensure that the student or instructor initiate consultation as soon as issues/concerns arise to foster increased awareness, mutual insight and shared responsibility. The aim is to:

- a) Clearly identify areas of poor performance, concern and consequences
- b) Relate it to course or program outcomes
- c) Determine why performance is at risk



- d) Write a summary and learning plan including prescriptive strategies and timelines
- e) Identify when consultation with teachers will occur

#### 4. Referral to Student Services

#### 5. Documentation and Re-evaluation

- a) Complete the Learning Plan (Appendix B) as early on as possible to ensure as much support can be given to the student.

#### **Academic Probation:**

An At Risk Student will be considered on probation with the initiation of the Learning Contract.

Probation applies to the entire health care assistant program. The document is reviewed with the student and submitted to Student Services (either as part of seeking support or as record in the case of failure). It is signed by the student, faculty, and the Health Care Assistant Program Coordinator, a copy of the form is kept as part of the student record.

#### **Student Advising:**

A student who has already failed a course, re-entered the program, repeated it and passed, and then fails another course will be removed entirely from the program. That student can only re-enter the program by going through the admission process and completing the entire program.

Re-entering the program is dependent on an available seat and at the discretion of the health care assistant department.

The Health Care Assistant course work must be completed within 3 years of admission to the program. In the event of significant changes to courses, students may be required to repeat a course. Students may be required to demonstrate that they have maintained their knowledge and skills for re-entry into the program. If a student is unsuccessful in a practice experience course they will be required to repeat the previous Healing III Practice course upon re-entry to the program.

Any personal or academic issues that arise, which might impede your academic progress, should be brought to the attention of your Course Instructor or student services to help you succeed.

Students who are considering taking a Leave of Absence or withdrawing from the Health Care Assistant Program are advised to consult with the Educational Advisor before doing so.

## Lab/Clinical Practice Information

Appropriate practice experiences for students are carefully determined and consider the following principles:

- The faculty in consultation with Health Care Assistant Program Coordinator arranges all practice experiences.
- Students may add input to the choice of placement based on individual learning goals and geographical preferences; however, this does not guarantee specific placement the final decision of placement is determined by the faculty.
- The overall goal of these experiences is to help the student learn the Health Care Assistant role.

Please note that practice experiences will require a schedule outside usual class hours. This may include weekends, early morning or evening shifts.

### **Nursing Skills Laboratory:**

The Student Lab Manual provides guidelines for use of the lab. This can be found in Appendix C. Please review this document now.

### **Clinical/Laboratory Injuries:**

For any injury, accident or incident, please notify your instructor. Please note: for injuries or accidents, whether in the laboratory or clinical, it is a requirement for students to complete the required paperwork at the facility where they are working when the incident takes place. Three sets of paperwork may be required: forms for the facility, WorkSafe BC and NWCC. Please see Appendix A: Reporting Classroom Injuries and Reporting Practice Injuries

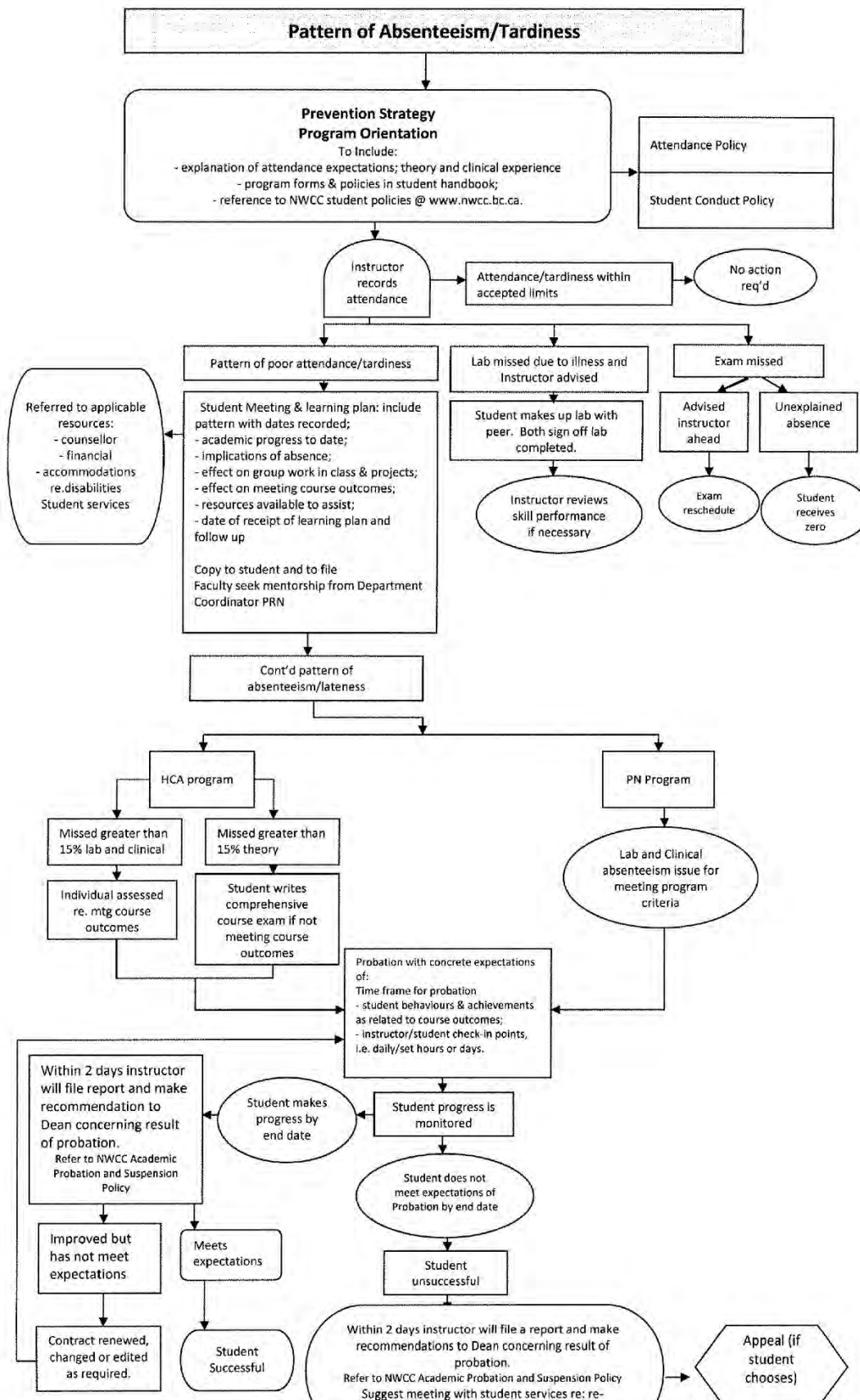
### **Transportation & Accommodation:**

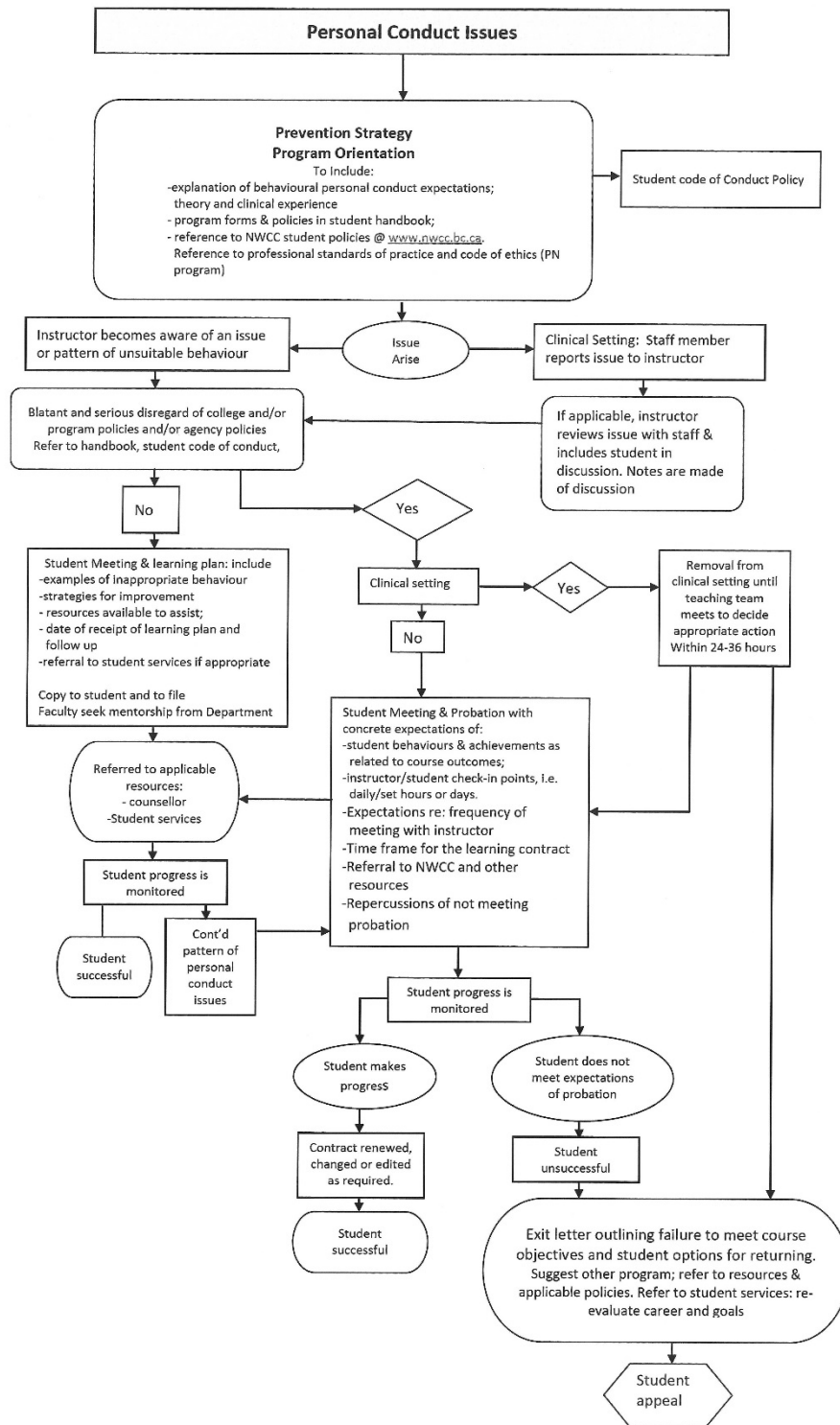
Practice education experiences are an integral part of the Health Care Assistant program. This includes both Lab Practice and Clinical Placements. Clinical placements occur across many different types of settings (residential care, complex care, acute care and community agencies and organizations) and with a wide variety of populations. Locations for health care assistant experiences occur both within and outside of the community where the student is attending school. Lab practice will be at the Terrace Campus. Transportation, accommodation, and other costs associated with the lab practice and clinical practicum will be the responsibility of the student.

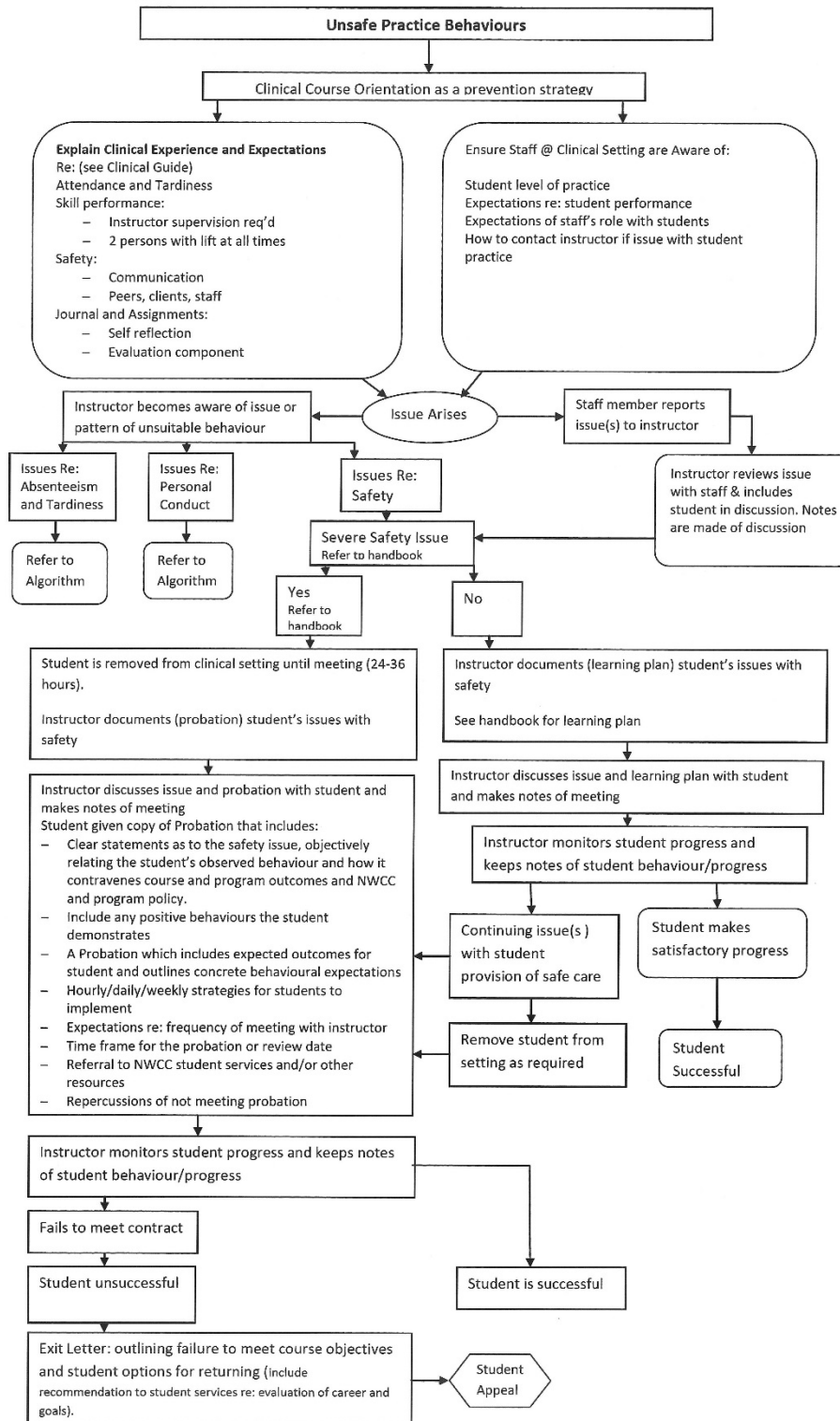
### **Personal Belongings in Clinical/ Community Experience:**

To avoid a situation where valuables are taken, it is advised that you do not take more money or items than you require for the day of the learning experience. Many sites do not have secure areas to store purses, bags, or texts. Therefore, leave valuables (including jewelry and credit cards) at home. Ensure all texts and papers are clearly labeled with your name and phone number, both at school and at the outside agencies.

## Appendix A: Procedural Algorithms

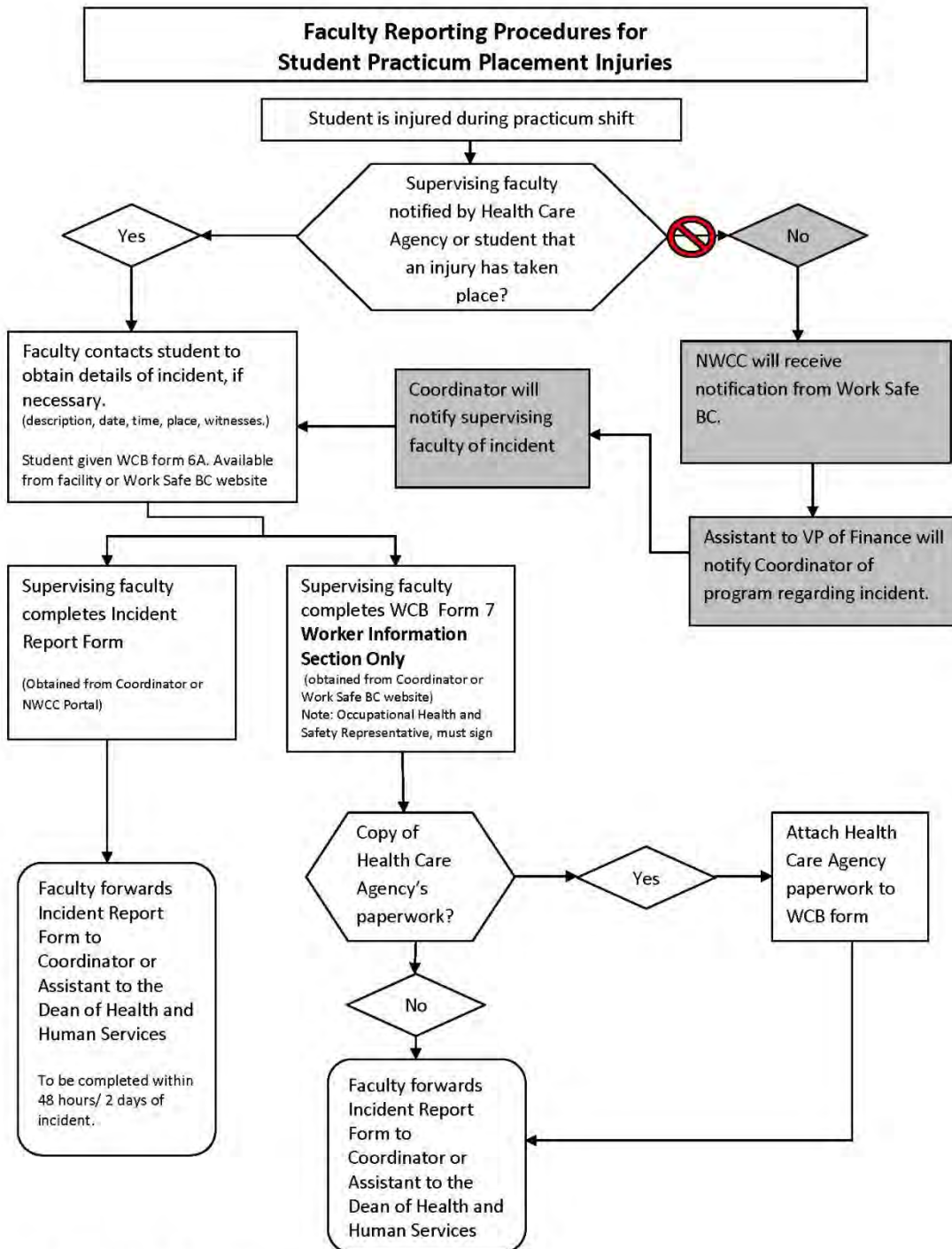






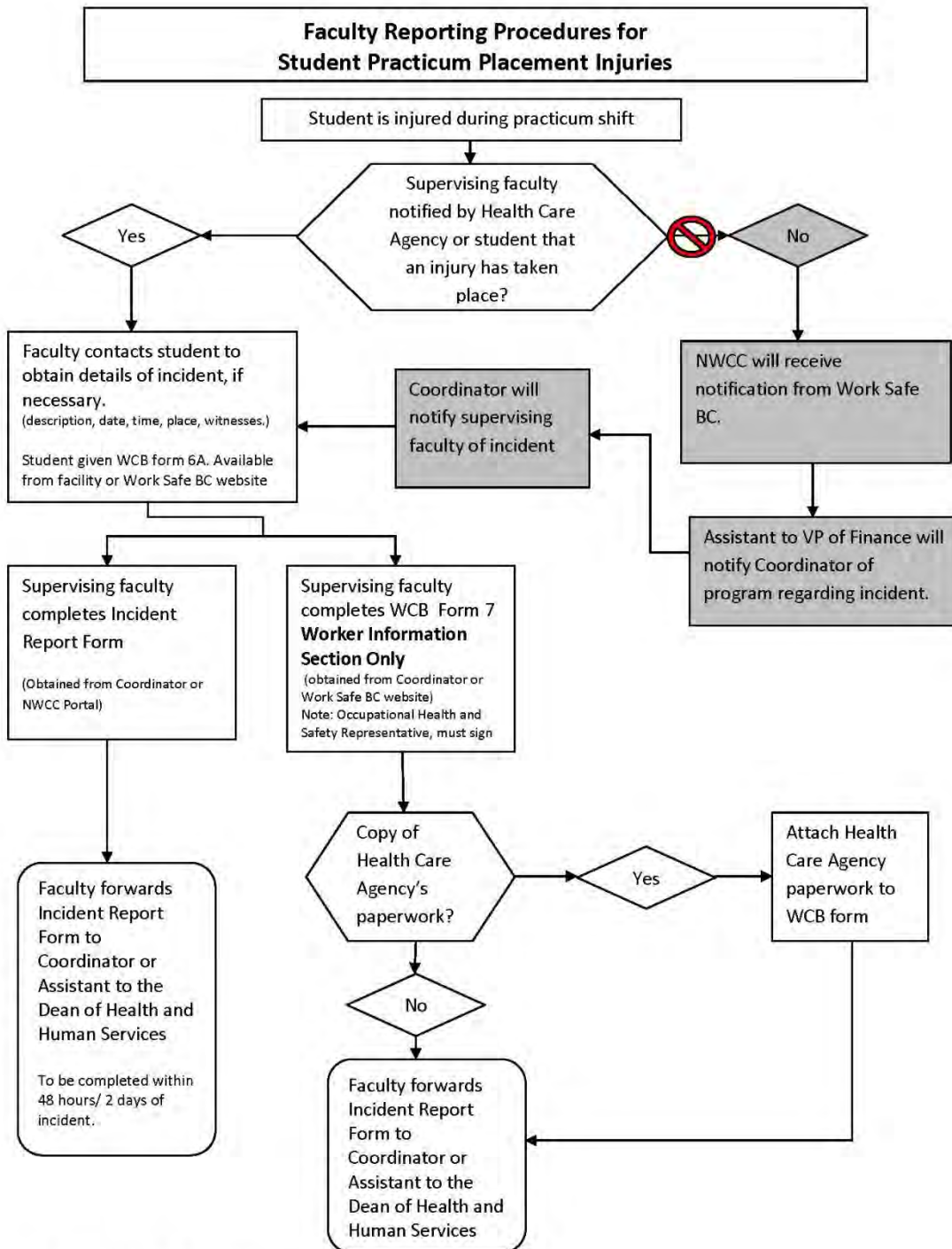






Note: Work Safe BC forms are available at [worksafebc.com](http://worksafebc.com)

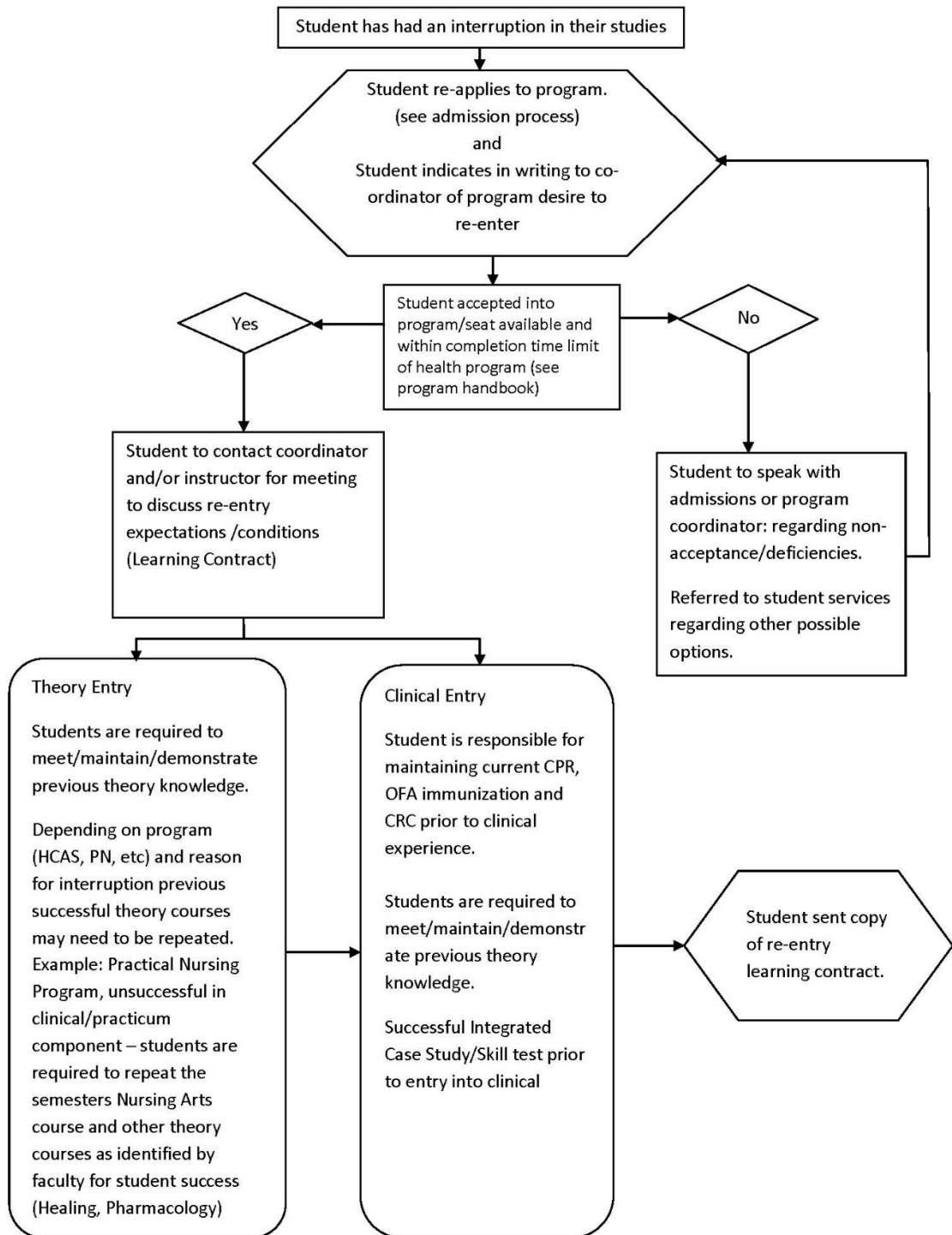
Note: Work Safe BC forms are available at [worksafebc.com](http://worksafebc.com)



Note: Work Safe BC forms are available at [worksafebc.com](http://worksafebc.com)



**Re-insertion into Health programs (PN, HCAS, etc) following an interruption**



## Appendix B: Learning Plan

Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

Faculty: \_\_\_\_\_ Course #: \_\_\_\_\_

Date of Probation: \_\_\_\_\_

Review Schedule of Probation: (weekly) \_\_\_\_\_

### I. Nature of the Problem

Indicate which problem by putting a symbol or check mark in the appropriate box.

- A. Absenteeism (class/clinical)
- B. Tardiness (class/clinical)
- C. Disruptive or inappropriate classroom or clinical behaviour
- D. Failure to participate in class; unprepared for class
- E. Unprepared for clinical
  - 1. Unprepared for clinical
  - 2. Had not researched client problems or medications
  - 3. Other
- F. Unsafe Clinical Practice
  - 1. Did not demonstrate mastery of basic skills
  - 2. Could not calculate medication dosages, IV rates, etc.
  - 3. Cannot verbally communicate clearly in or understand English
  - 4. Other:
- G. Noncompliance with dress code, personal hygiene and appearance
- H. Deficiencies as outlined in the student clinical guide, student handbook and/or professional practice standards
- I. Did not follow up on lab remediation recommendations
- J. Lacking in professional demeanor
  - 1. Breach of confidentiality
  - 2. Disregard for agency, CMTC, and/or program policies and procedures
  - 3. Inappropriate or disrespectful communication
  - 4. Other
- K. Written work deficit
  - 1. Journals, assignments lacking in content; poorly prepared
  - 2. Failure to hand in assignments
  - 3. Failing or low test/exam grades
  - 4. Other
- L. Other:

<b>Brief Description of the problem(s):</b>
<b>III. Supporting Evidence: (check all applicable)</b>
<input type="checkbox"/> Course outline <input type="checkbox"/> Copy of work <input type="checkbox"/> Emails <input type="checkbox"/> Other: _____
<b>IV. Strategies for resolving the problems: (check all applicable and indicate suggested activities)</b>
<input type="checkbox"/> Improvement of study habits <input type="checkbox"/> Seek counseling for personal issues <input type="checkbox"/> Reduce outside work hours <input type="checkbox"/> Improve writing skills <input type="checkbox"/> Improve verbal and communication skills <input type="checkbox"/> Must practice in college lab with faculty lab tutor or regular tutoring staff <input type="checkbox"/> Must practice in college lab on own <input type="checkbox"/> Other: _____ <u>Notes:</u>  
<b>V. Contractual limitations/obligations:</b>
<input type="checkbox"/> May not be late for or absent from clinical or lab <input type="checkbox"/> Must present in proper attire with appropriate equipment <input type="checkbox"/> Must submit written work by ___ (date) to the standards specified in the course outlines) <input type="checkbox"/> Must demonstrate professional behaviors as identified by the CMTC Student Conduct Policy, Student Handbook, and Professional Standards and Code of Ethics <input type="checkbox"/> Must attend and produce a satisfactory assignment. <input type="checkbox"/> Must attend Learning Skills Tutorial in lab: arrangements to be made with instructor. <input type="checkbox"/> May not perform skill(s) _____ without instructor being present. <input type="checkbox"/> Must demonstrate fitness to practice as outlined by professional standards and code of ethics <input type="checkbox"/> Other as linked to course outlines, course requirements and professional standards: <u>Notes:</u>  
<b>VI. Possible Consequences of failure to meet probation:</b>

- Course Failure
- Suspension
- Other:

**VII. Signatures**

After the development of Probation, designated faculty and the student will sign below:

I have read and understand this notice: **NOTE: Student signature is not required to enact the contract.**

Student: Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty: Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Coordinator: Signature: \_\_\_\_\_ Date: \_\_\_\_\_

- Student Copy
- Program File Copy

**Student Comments:**

Large empty text area for student comments.

## Appendix C: Dress Code

### Health Care Assistant Program Student Dress Code Policy:

- Uniforms are to be purchased through the CMTC book store
  - HCAS uniforms are Burgundy in colour
- Uniforms are to be worn to all Lab, clinical and practicum days
  - It is suggested that you purchase at least 2 sets, as uniforms can only be worn 1 x and must be clean and washed prior to returning to the clinical setting.
- You will be required to wear your name tag on your chest and your student ID on your top
- You will need a pair of shoes used solely for the purposes of clinical. These may be either new runners or nursing shoes.
  - They may NOT be worn to or from the clinical setting, but must be brought in a bag
- Due to infection control and your own personal safety:
  - Earrings and necklaces must be small and unable to be grabbed
  - All rings must be removed unless it is a simple smooth wedding band
  - It is preferred that watches are pinned to your uniform and you avoid wearing anything on your wrist.
  - Nails are clean and short.
  - No perfume is to be worn
  - Hair must be off your face. Either worn short or tied back. If your ponytail falls in your face, please wear it in a manner where this won't happen.