

Health Care Aide Provincial Curriculum

Prior Learning Assessment and Recognition (PLAR) Learner Guide

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(PLAR) Learner Guide

Alberta Health Care Aide Program

To obtain your health care aide (HCA) certificate, you must complete nine courses—six theory-based and three clinical—at a post-secondary institution (PSI) in Alberta. As a candidate, you may obtain course credit through various pathways, including Prior Learning Assessment and Recognition (PLAR) and full course completion. Table 1 provides a summary of the available options for earning course credit. This document will first explain the PLAR process, with a specific focus on the Alberta HCA PLAR pathway.

Course Code	Course Name	PLAR METHOD			
		Transfer Credit	Portfolio	Challenge Course	Full Course
Course 1	Roles and Responsibilities of a Health Care Aide	✓	✓	✓	✓
Course 2	Health Across the Lifespan	✓	✓	✓	✓
Course 3	Communication and Collaborative Care	✓	✓	✓	✓
Course 4	Fundamentals of Providing Safe, Person-Centred Care	✓	✓	✓	✓
Course 5	Introduction to Clinical Practice	✓	✓		✓
Course 6	Advanced Care Techniques: Addressing Complex Care Needs	✓	✓	✓	✓
Course 7	Comprehensive Strategies for Diverse Client Needs	✓	✓	✓	✓
Course 8	Intermediate Clinical Practice				✓
Course 9	Consolidated Clinical Practice				✓

Alberta HCA PLAR Eligibility

To be eligible for the HCA PLAR, you must meet the admission criteria for entry into the Alberta HCA program.

Academic English Language Arts (ELA)

- English 20-1 or 20-2 with a minimum score of 60% achieved or Canadian jurisdiction equivalent; **or**
- English 30-1 or 30-2 with a minimum of 55% or Canadian jurisdiction equivalent, such as a Canadian Adult Education Credential (CAEC) **or**
- Canadian High School Equivalency Diploma (General Education Development-test (GED)); **or**
- Deemed equivalent by completion of Next-Generation ACCUPLACER (assessment placement test) reading and writing tests, with a minimum score of 237 in each category. The math test is not required.

Note: Learners who have not met the ELA requirement (i.e., 20-1, 20-2, 30-1, or 30-2 English level) with the minimum grade are subject to completing the Next-Generation ACCUPLACER assessment test. This can include learners out of province, out of country, or mature learners that have been out of school for a significant length of time.

English Language Proficiency (ELP)

Candidates whose English is a Second Language (ESL) must meet the English Language Proficiency requirement in addition to the Academic English requirement. Equivalencies are as follows:

- By presenting a Canadian Adult Education Credential (CAEC) or a Canadian High School Equivalency Diploma (General Education Development test (GED), **or**
- By attending high school in Canada. Studies must have been in English at an approved Canadian high school (grades 9, 10, 11, 12) with at least three consecutive years of full-time academic study; **or**
- Providing evidence of attending two consecutive years of full-time equivalent post-secondary study in English in a subject other than an HCA program at a Canadian institution; **or**
- By completing an **Approved ELP Test** with the required Canadian Language Benchmark (CLB): A minimum CLB of 7 in each of the 4 language skills (speaking, listening, reading, and writing) and not an average of 7.

Approved English Language Proficiency (ELP) Tests:

Official test results must be submitted directly to the PSI and must have been obtained within two years of the start date of the program. Results that expire prior to the start date of the program will not be accepted.

PSIs will accept submissions from any of the following approved ELP tests:

- International English Language Testing System (IELTS) Academic: 6 (no section scores below 5.5).
- Test of English as a Foreign Language Internet Based Testing (TOEFL iBT): A minimum score of 71 on the 0-120 scale, OR a score of 4 on the new 1-6 scale.
- Canadian English Language Proficiency Index Program (CELPIP) General: 7 (with no section score below 6).
- Canadian Language Benchmarks Tests/Milestones Test (7 in each strand, not an average of 7).
- Duolingo English Test (minimum score of 95).
- Canadian English Language Benchmark Assessment for Nurses (CELBAN): 7 in each area of listening, reading, writing, and speaking, not an average of 7.

Note:

Test Currency: results must have been obtained within two years of the start date of the program.

Test Validity: IELTS (Academic) and TOEFL results are valid for two years from the day of testing. Results that expire prior to the Start Date of the program will not be accepted.

3. Digital literacy

Candidates must be able to utilize computer/digital tools to be successful in the program. Candidates must:

- Be able to effectively communicate through digital tools (for example, email).
- Be able to apply digital tools to gather, evaluate, and use information.
- Be able to effectively use digital tools to create text (for example, word documents).
- Be able to connect, share, and collaborate with others in the digital environment.
- Demonstrate responsible computer/digital tool use.

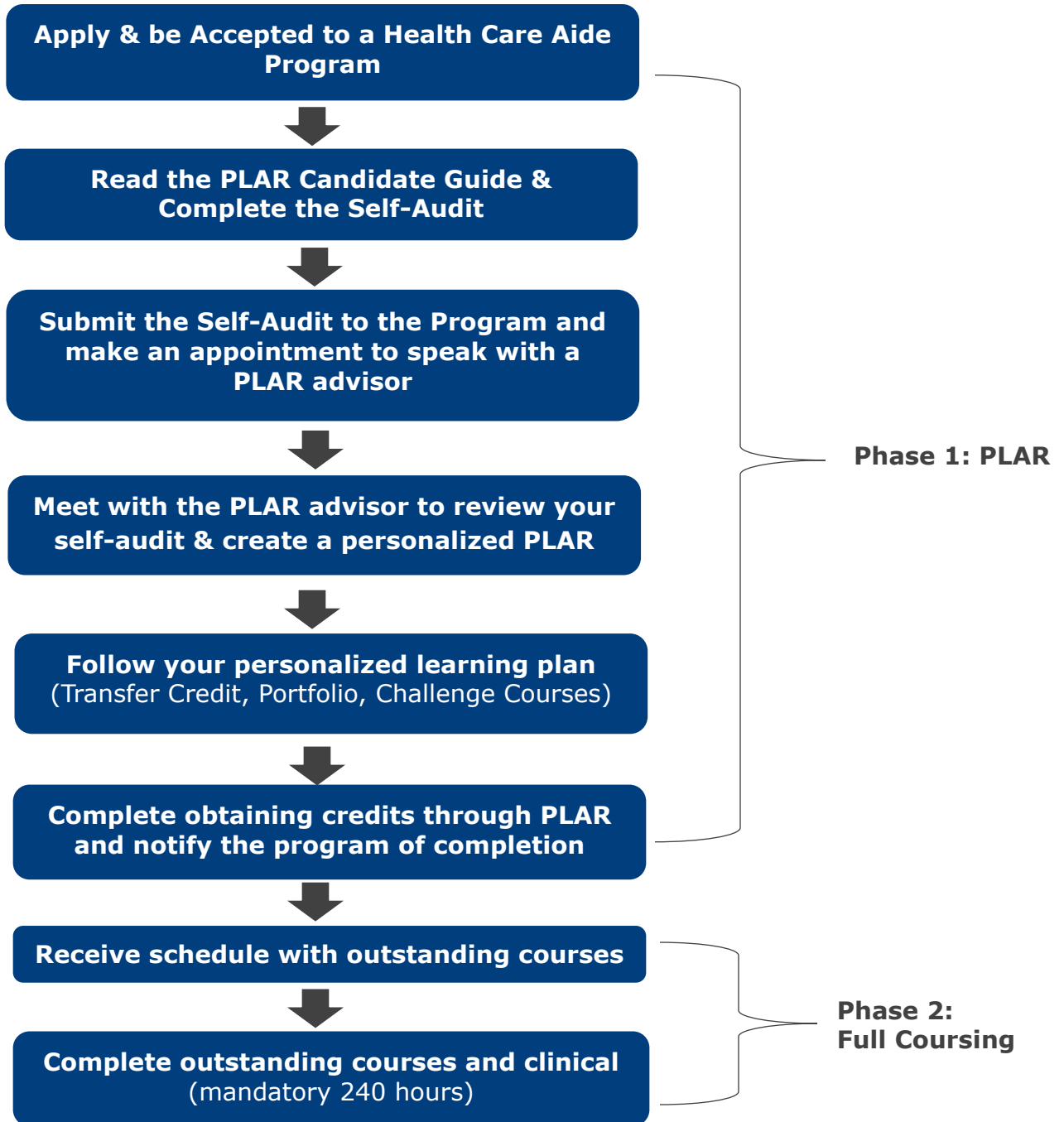
Application and Acceptance Process

Once you have applied to the PSI HCA program and the application has been reviewed, you will receive an email notification of your acceptance status. These

emails will give directions on your next steps. The overall steps in the PLAR process have been identified in the graphic below.

In addition, if you are applying with the PLAR process through the portfolio or challenge methods, you will need to provide a job description, including employment history totaling 600+ hours within the past three years working as an HCA or personal care provider.

Steps in the PLAR Process



Prior Learning Assessment and Recognition (PLAR)

What is PLAR?

"Prior learning assessment and recognition defines processes that allow individuals to identify, document, have assessed, and gain recognition for their prior learning" (Canadian Association for Prior Learning Assessment [CAPLA], 2025). PLAR allows learners to obtain course credit through a formal evaluation process that recognizes skills and knowledge that is obtained through formal, informal, and non-formal education, training, and life experiences.

It is important to note that credit is not granted for experience alone, but for the demonstrable learning—knowledge and skills—that has resulted from that experience.

Why Consider PLAR?

PLAR can save you both time and money when obtaining your HCA certificate. The knowledge you have gained from your experience may provide the opportunity to obtain course credit through the PLAR process. If PLAR credit is obtained you are not required to take the full course. If you do not obtain PLAR credit, then you are required to take the course in full. Please note that a fee is required to initiate the PLAR process, regardless of whether course credit is ultimately granted. This fee will be charged from the PSI in which you apply to.

What are the Different PLAR Methods?

PLAR allows you the learner, to obtain credit through three different methods: Transfer Credit, Portfolio, and Challenging a Course, after which any remaining courses will be completed in full.

1. Transfer Credit

Coursework completed at another PSI may be considered for credit towards HCA courses. If you have completed courses at another institution that are similar to the courses in the HCA program, you may request transfer credit. Learners will need to send transcripts and, if possible, a copy of the course learning outcomes, to the PSI admissions department.

Transfer Credit Outcomes: If you are unsuccessful in obtaining transfer credit, you may still be eligible to obtain credit through submitting a portfolio or challenging the courses. Please contact your PSI (college) for more information on transfer credit policies and procedures, and associated fees.

2. Portfolio

A portfolio is used to measure your knowledge gained from experience against course learning outcomes. A separate portfolio will need to be created for each course you wish to achieve portfolio credit for. The portfolio

is comprised of two major components (see Appendix A, B, and C for detailed information about portfolios):

Evidence: There are three different types of evidence that can be used to create your portfolio:

1. Direct Evidence: What you can demonstrate.
2. Indirect Evidence: What others say or observe about you.
3. Self-Evidence: What you say about your knowledge and experience.

Evidence can be any experience that has contributed to your learning of the same information that would have been provided to you through formal education. It is recommended that your evidence of experiences meet the following criteria:

- Valid and Relevant: Evidence should align with the course learning outcomes.
- Current: Evidence should include experiences within the last three years.
- Personal History (story): The personal history is a narrative that explains how your experiences and supporting evidence connect to the knowledge you have gained, and how this knowledge relates directly to the learning outcomes of each course in the HCA program.

Portfolio Outcomes: All documents submitted within a portfolio are kept as a part of your permanent record. A copy of transcripts and certificates may be included in your portfolio, but you must be prepared to show original documents for validation at the request of the HCA program.

If your portfolio meets the course outcomes, you will receive credit for the course and will not need to take the course in full. If you do not receive credit for the course, you will have the option to challenge the course or to take the course in full. Please contact the PSI you are applying to for their portfolio submission procedures and any associated fees.

3. Challenge Courses

If you believe you have the skills and knowledge aligned with the outcomes of a required course and you did not qualify for transfer credit or portfolio credit, you may choose to challenge the course.

Challenging a course are comprised of the following components:

- **Theory Component:** All challenge courses have a theory assessment where you will be required to demonstrate your knowledge by writing a challenge exam. You will only have one chance to pass the exam. If you fail the exam, you fail the course. The challenge exam consists of the following:

- 50 multiple-choice questions.
- Exam writing time: 120 minutes.
- Proctored either online or in-person.
- Minimum grade of 70% is required to pass.
- **Lab Skills Component:** To receive credit for the challenge course, you must also pass the lab assessment. The lab skills assessment requires the learner to competently demonstrate their skills and consists of:
 - Completing the relevant Lab Skills Assessments for each course being challenged (Courses 3, 4, and 6).
 - Participating in simulated scenario skills assessment stations at which you will need to demonstrate organizational skills, HCA hands-on skills, knowledge, safety, and documentation, in a practical manner with a partner.
 - Exam time: 180 minutes , but the exact time depends on the number of courses you are challenging. You will be integrating all of your skills for multiple courses at the same time.
 - Pass/Fail

Contact your PSI HCA program for details on how to arrange and complete challenge course assessments.

Note: You need to pass both the theory and the lab component to earn credit for the challenge course.

Challenge Course Study Materials: You will be provided with the challenge course outline, general learning outcomes, and module learning outcomes at a minimum. It is up to you to identify what knowledge you have, what you will need to study, and what materials. There is no instructor support in challenge courses. It is up to you to obtain the study materials you require. You may use your own resources or purchase the HCA textbook, workbook, learner guide, and lab videos through your PSI. Please contact the PSI HCA program for more details on challenge course study materials.

Challenge Course Outcomes: Should you challenge a course and are successful, you will receive credit for the course and will not need to take the course in full. Should you choose to challenge a course and are unsuccessful, you will be required to take the course in full in order to receive credit. You will not be allowed to rechallenge the same course a second time. Please contact your PSI for the challenge course policies and procedures, and any associated fees.

4. Full Coursing

Once you have completed obtaining credit through the PLAR methods, a schedule will be provided to you indicating when you can take the remaining courses.

- **Theory/Lab Courses:** Any courses you were unsuccessful in obtaining credit through PLAR, must be taken as full courses.
- **Clinical Component (mandatory):** All learners are required to complete a clinical component. Clinical courses 8 and 9 consists of a combined total of 240 clinical hours, supported by assignments that strengthen learners' documentation skills and promote self-reflection.

Determining Your Eligibility for PLAR

Determining your eligibility for the various PLAR methods can be overwhelming. We strongly recommend you contact the PSI you want to apply at to discuss the PLAR process and how it works at their institution.

The following self-assessment will assist you in identifying your own level of knowledge in comparison to HCA course learning outcomes. The self-assessment will help you and your PLAR advisor identify the best way for you to obtain course credit and to create your personalized learning plan.

Steps to Complete a Self-Assessment

1. Read the levels of competence as listed below:

Mastery:	I can demonstrate the outcome well enough to teach it to someone else (I am efficient and skillful).
Competent:	I can work independently to apply the outcome.
Functional:	I need some assistance in using the outcome.
Learning:	I am developing skills and knowledge in this outcome.
None:	I have no experience with the outcome.

2. Take a few minutes and read the following self-assessment for each course you are interested in as a PLAR candidate.
3. Check off your level of competence in the self-assessment form.' For each outcome listed, please self-evaluate your competency levels and record in the appropriate column for each self-assessment. The information will help you in your decision on how to obtain credit for courses in the HCA program.

In order to be successful in a PLAR assessment, your abilities must, at minimum, be at the competent level for the majority of the learning outcomes. Some questions to consider when determining your level of competence include:

- How do I currently use this outcome?
- What previous education have I had in this outcome? (e.g., workshops, courses, or work training)
- What personal development or volunteer experience do I have in this outcome?

Be prepared to explain the reason you chose each competency level because you will need to provide evidence of your learning and experience from previous courses, your employer, and/or your portfolio.

Once you have completed this self-assessment, contact the HCA program to set up an appointment to review it and create your personalized learning plan.

Self Assessments

Course 1: Roles and Responsibilities of a Health Care Aide

This course provides learners with an introduction to the essential knowledge and skills to deliver safe and ethical person-centred care in various health care settings. It covers relevant legislation, regulations, guidelines, and standards related to the role and responsibilities of a health care aide (HCA). In addition, safety protocols and intervention strategies aimed at safeguarding both the client and the HCA will be explored. Learners will gain insights into effective collaboration within health care teams, enhancing their ability to provide comprehensive and client-centred care.

COURSE 1: Roles and Responsibilities of a Health Care Aide Mastery: I am able to explain the theory well enough to teach it to someone else. Competent: I can work independently to use the theory. Functional: I need some assistance in understanding the theory. Learning: I am learning the theory. None: I have no experience with this theory.					
	Mastery	Competent	Functional	Learning	None
Module 1: Role of the Health Care Aide					
1.1.1 Learners will define and accurately use terminology related to the role of the HCA.					
1.1.2 Learners will examine and understand health within the context of the Canadian health care system.					
1.1.3 Learners will identify the role and responsibilities of HCAs.					
1.1.4 Learners will explain the importance of professional continuing education.					
1.1.5 Learners will describe the influence of self-confidence and caring behaviours on members of the health care team.					
1.1.6 Learners will demonstrate the use of information technology.					
1.1.7 Learners will explain how quality improvement programs are used in the workplace and the HCAs role.					
1.1.8 Learners will identify and describe various aspects of person-centred care.					
1.1.9 Learners will describe regulatory aspects and compliance requirements for HCAs.					
Module 2: Legislation					
1.2.1 Learners will define and accurately use terminology related to legislation governing the role and responsibilities of HCA.					
1.2.2 Learners will identify key pieces of legislation applicable to the role of an HCA.					
1.2.3 Learners will differentiate between the various legislations, explaining how each one specifically applies to the role and responsibilities of an HCA.					
1.2.4 Learners will describe the importance of accurate observations, reporting, and recording of client changes.					
1.2.5 Learners will identify key aspects of consent, informed consent, and impaired capacity as they apply to the role of an HCA.					
Module 3: Functioning Effectively as a Team Member					
1.3.1 Learners will define and accurately use terminology related to functioning effectively as a team member.					
1.3.2 Learners will describe characteristics of direct and indirect supervision and identify who can assign tasks to an HCA.					
1.3.3 Learners will describe the importance of a collaborative team approach and the roles of health care team members.					
1.3.4 Learners will describe various techniques and strategies for effective time management, decision making, and problem-solving within the role of an HCA.					

COURSE 1: Roles and Responsibilities of a Health Care Aide Mastery: I am able to explain the theory well enough to teach it to someone else. Competent: I can work independently to use the theory. Functional: I need some assistance in understanding the theory. Learning: I am learning the theory. None: I have no experience with this theory.					
	Mastery	Competent	Functional	Learning	None
Module 4: Environmental Safety					
1.4.1 Learners will define and accurately use terminology related to environmental safety.					
1.4.2 Learners will describe principles of environmental safety.					
1.4.3 Learners will identify infection prevention and control principles and their application in different health care environments.					
Module 5: Client Safety					
1.5.1 Learners will define and accurately use terminology related to client safety.					
1.5.2 Learners will describe the concept of client safety, including risk factors and strategies to promote client safety.					
1.5.3 Learners will explain the concept of personal right to risk and managed risk agreements.					
Module 6: Self-Care and Safety					
1.6.1 Learners will define and accurately use terminology related to self-care and safety.					
1.6.2 Learners will identify strategies to ensure personal safety in the workplace.					
1.6.3 Learners will discuss the impact of loss, grief, death, and dying on HCAs' well-being.					
1.6.4 Learners will identify ways to prevent burnout.					

Course 2: Health Across the Lifespan

This course offers a comprehensive overview of the human body systems and examines key growth and development milestones across the lifespan. Learners will gain foundational knowledge essential for HCAs, focusing on the most common chronic and acute illnesses they will encounter. Additionally, the course provides strategies for HCAs to compassionately support clients through the death and dying process, focusing on holistic and empathetic care.

COURSE 2: Health Across the Lifespan Mastery: I am able to explain the theory well enough to teach it to someone else. Competent: I can work independently to use the theory. Functional: I need some assistance in understanding the theory. Learning: I am learning the theory. None: I have no experience with the theory.					
	Mastery	Competent	Functional	Learning	None
Module 1: Body Systems and Function					
2.1.1 Learners will define and accurately use terminology related to the body systems.					
2.1.2 Learners will identify the basic structure, function, and location of the 12 body systems.					
2.1.3 Learners will explain the connection between foundational knowledge of the body systems and the provision of safe person-centred care.					
2.1.4 Learners will identify and use medical terminology related to client care.					
Module 2: Human Growth and Development Across the Lifespan					
2.2.1 Learners will define and accurately use terminology related to the body systems.					
2.2.2 Learners will identify the stages of growth and development across the lifespan.					
2.2.3 Learners will discuss the concept of sexual expression and implications for care in the older adult.					
2.2.4 Learners will identify death as a stage of growth including the four trajectories of death.					
Module 3: Healthy Aging and Independence					
2.3.1 Learners will define and accurately use terminology related to healthy aging and independence.					

COURSE 2: Health Across the Lifespan					
Mastery: I am able to explain the theory well enough to teach it to someone else. Competent: I can work independently to use the theory. Functional: I need some assistance in understanding the theory. Learning: I am learning the theory. None: I have no experience with the theory.					
	Mastery	Competent	Functional	Learning	None
2.3.2 Learners will identify the expected physical changes that may occur with aging.					
2.3.3 Learners will identify the expected changes that may occur with aging related to the five dimensions of health and psychosocial health.					
2.3.4 Learners will describe the concept of psychosocial health and the factors that influence psychosocial health.					
2.3.5 Learners will identify the determinants of health and describe their impact on an individual's health and wellness.					
2.3.6 Learners will describe observations that indicate a change in the level of independence that would necessitate reporting/documentation.					
2.3.7 Learners will identify the normal functions of the brain and nervous system.					
2.3.8 Learners will describe expected changes in memory and learning that occur with aging.					
Module 4: Acute and Chronic Conditions					
2.4.1 Learners will define and accurately use terminology related to acute and chronic illnesses.					
2.4.2 Learners will describe chronic illnesses in relation to specific body systems.					
2.4.3 Learners will identify the difference between acute vs chronic conditions.					
2.4.4 Learners will describe the symptoms, progression, and impact of dementia on clients and caregivers.					
2.4.5 Learners will identify the difference between chronic and acute pain and the implications for client care.					
2.4.6 Learners will distinguish between learned dependence and physical impairment.					

Course 3: Communication and Collaborative Care

This course provides learners with essential communication skills for effective collaboration within the health care team. Through practical learning, HCAs will acquire techniques to interact professionally and competently with all health care team members. The course focuses on various forms of written documentation, problem-solving, conflict resolution, cultural safety, and cultural humility. Additionally, learners will develop strategies to overcome communication challenges with clients experiencing communication impairments.

COURSE 3: Communication and Collaborative Care					
Mastery: I am able to demonstrate the outcome well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.					
	Mastery	Competent	Functional	Learning	None
Module 1: Communication in a Collaborative Team					
3.1.1 Learners will define and accurately use terminology related to communication.					
3.1.2 Learners will identify the process and factors that influence communication.					
3.1.3 Learners will describe the importance of communicating a client's care plan.					
Lab Outcomes					
3.1.1L Learners will demonstrate receiving feedback					
3.1.2L Learners will use feedback models for providing and receiving feedback.					
Module 2: Managing Problems and Conflict Effectively					
3.2.1 Learners will define and accurately use terminology related to conflict management.					
3.2.2 Learners will explain the concept of conflict and conflict management.					
3.2.3 Learners will describe a model for providing constructive feedback.					

COURSE 3: Communication and Collaborative Care					
Mastery: I am able to demonstrate the outcome well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.					
	Mastery	Competent	Functional	Learning	None
3.2.4 Learners will describe how to accept and assess feedback.					
3.2.5 Learners will recognize workplace bullying.					
Lab Outcomes					
3.2.1L Learners will demonstrate receiving feedback					
3.2.2L Learners will use feedback models for providing and receiving feedback.					
Module 3: Cultural Humility and Cultural Safety					
3.3.1 Learners will define and accurately use terminology related to cultural conflict management.					
3.3.2 Learners will distinguish between race, culture, and ethnicity.					
3.3.3 Learners will describe cultural humility and cultural safety as it relates to cultural groups within Alberta and providing person-centred care.					
3.3.4 Learners will identify the difference between prejudice, discrimination, stereotyping, and cultural conflict.					
3.3.5 Learners will identify the four layers of diversity.					
Lab Outcomes					
3.3.1L Learners will demonstrate culturally appropriate communication techniques.					
3.3.2L Learners will examine clients' religious beliefs and activities from diverse backgrounds used before, during, and or following death.					
Module 4: Documentation					
3.4.1 Learners will define and accurately use terminology related to documentation.					
3.4.2 Learners will identify principles of various forms of charting and documentation.					
3.4.3 Learners will explain the purpose of electronic medical records and their importance within the health care system.					
3.4.4 Learners will describe the components and purpose of a care plan.					
3.4.5 Learners will identify the importance of confidentiality of the client's information.					
3.4.6 Learners will discuss how to professionally communicate using information technology.					
Lab Outcomes					
3.4.1L Learners will accurately use terminology related to documentation.					
3.4.2L Learners will prepare communication using various forms of documentation.					
3.4.3L Learners will demonstrate professional communication using information technology.					
Module 5: Communication Impairments and Effective Strategies					
3.5.1 Learners will define and accurately use terminology related to communication impairments.					
3.5.2 Learners will examine factors related to communication impairments.					
3.5.3 Learners will identify strategies to promote person-centred care with clients within communication impairments.					
Lab Outcomes					
3.5.1L Learners will demonstrate communication strategies for clients with communication impairments.					

Course 4: Fundamentals of Providing Safe, Person-Centred Care

This course focuses on developing the fundamental skills necessary for providing safe, person-centred care. Applying evidence-informed principles, learners will practice skills to support clients with their activities of daily living, emphasizing professionalism and compassionate care. This course also provides opportunities for learners to engage in professional communication and documentation related to client care.

COURSE 4: Fundamentals of Providing Safe, Person-Centred Care					
Mastery: I am able to demonstrate the outcome well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.					
	Mastery	Competent	Functional	Learning	None
Module 1: Best Practice Standards					
4.1.1 Learners will describe the principles for hand hygiene.					
4.1.2 Learners will describe principles related to basic environmental hygiene.					
4.1.3 Learners will describe evidence-informed practices for bed making.					
4.1.4 Learners will identify the procedures for donning and doffing PPE.					
Lab Outcomes					
4.1.1L Learners will demonstrate principles for hand hygiene.					
4.1.2L Learners will demonstrate principles related to basic environmental hygiene.					
4.1.3L Learners will demonstrate evidence-informed practices for bed making.					
4.1.4L Learners will demonstrate the correct procedure for donning and doffing PPE.					
Module 2: Nutrition and Mealtimes					
4.2.1 Learners will identify knowledge of the digestive system related to assisting with nutrition and mealtimes.					
4.2.2 Learners will describe evidence-informed practice for assisting clients with nutrition and mealtimes.					
4.2.3 Learners will identify factors and strategies to assist clients with nutritional challenges.					
4.2.4 Learners will identify and describe the documentation required for meal tracking.					
Lab Outcomes					
4.2.1L Learners will integrate knowledge of the digestive system with assisting with nutrition and mealtimes.					
4.2.2L Learners will demonstrate evidence-informed practice while assisting clients with nutrition and mealtimes.					
4.2.3L Learners will identify and demonstrate strategies to assist clients with nutritional challenges.					
Module 3: Positioning, Transfers, and Mobility					
4.3.1 Learners will identify key components of the body's systems relevant to supporting client mobility.					
4.3.2 Learners will describe the causes and signs of skin breakdown and preventative measures.					
4.3.3 Learners will identify effective techniques for assisting clients with basic positioning and transfers.					
4.3.4 Learners will identify the different types of restraints and explain the least restraint approach.					
4.3.5 Learners will describe evidence-informed practice in assisting clients with mobility.					
4.3.6 Learners will describe the use and care of ambulation aids.					
Lab Outcomes					
4.3.1L Learners will identify effective techniques for assisting clients with basic positioning and transfers.					
4.3.2L Learners will demonstrate safe application of various restraints.					
4.3.3L Learners will demonstrate effective techniques for assisting clients with mobility.					
4.3.4L Learners will demonstrate professional communication while assisting clients with mobility.					
4.3.5L Learners will apply principles of proper body mechanics while providing client care.					
Module 4: Lifts and Fall Management					
4.4.1 Learners will identify evidence-informed techniques to safely operate mechanical lifts and complete transfers.					
4.4.2 Learners will describe evidence-informed practices for occupied bed making.					
4.4.3 Learners will identify assistive devices that can assist clients mobilize in bed.					
4.4.4 Learners will explain the significance of professional communication during lifts, transferring, and falls.					
4.4.5 Learners will identify infection prevention and control standards between uses of equipment.					
4.4.6 Learners will identify factors that contribute to falls and how to respond.					
Lab Outcomes					
4.4.1L Learners will demonstrate evidence-informed techniques to safely operate mechanical lifts and complete transferring.					
4.4.2L Learners will demonstrate evidence-informed practices for occupied bed making.					

COURSE 4: Fundamentals of Providing Safe, Person-Centred Care					
Mastery: I am able to demonstrate the outcome well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.					
	Mastery	Competent	Functional	Learning	None
4.4.3L Learners will demonstrate safe use of assistive devices that can assist clients mobilize in bed.					
4.4.4L Learners will demonstrate professional communication while assisting clients with lifts, transfers, and falls.					
4.4.5L Learners will implement infection prevention and control standards between uses of equipment.					
Module 5: Bathing and Skin Integrity					
4.5.1 Learners will describe evidence-informed practices for assisting clients with bathing and personal care.					
4.5.2 Learners will describe aspects of professional communication while assisting clients with bathing and personal care.					
4.5.3 Learners will describe the causes, signs, and symptoms of skin breakdown and preventative measures.					
4.5.4 Learners will describe their role in the treatment of skin breakdown.					
Lab Outcomes					
4.5.1L Learners will demonstrate evidence-informed practices for assisting clients with bathing and personal care.					
4.5.2L Learners will demonstrate professional communication while assisting clients with bathing and personal care.					
4.5.3L Learners will demonstrate the ability to implement preventive strategies to reduce the risk of skin breakdown					
Module 6: Client Grooming and Hygiene					
4.6.1 Learners will identify evidence-informed practices for assisting clients with personal grooming activities.					
4.6.2 Learners will identify the procedure for providing back rubs.					
4.6.3 Learners will describe practices for applying, removing, and care of compression stockings.					
4.6.4 Learners will identify pertinent head-to-toe observations while assisting the client with grooming and hygiene.					
4.6.5 Learners discuss aspects of professional communication while assisting clients with grooming and hygiene.					
Lab Outcomes					
4.6.1L Learners will demonstrate evidence-informed practices for assisting clients with personal grooming and hygiene activities.					
4.6.2L Learners will demonstrate professional communication while assisting clients with grooming and hygiene.					
Module 7: Assist with Elimination					
4.7.1 Learners will identify key components of body systems relevant to supporting client's elimination needs.					
4.7.2 Learners will identify potential complications with the urinary and digestive system that affect elimination.					
4.7.3 Learners will identify strategies in assisting clients with their elimination needs.					
4.7.4 Learners will explain how hydration, nutrition, and exercise affect bowel and bladder function.					
4.7.5 Learners will describe the documentation required to record output.					
Lab Outcomes					
4.7.1L Learners will demonstrate evidence-informed practices in assisting clients with their elimination needs.					
4.7.2L Learners will accurately document care provided for elimination needs.					
4.7.3L Learners will demonstrate professional communication while assisting clients with elimination needs.					
Module 8 High Impact Consolidation Lab					
4.8.1L Learners will demonstrate skills needed to assist with ADLs for a client diagnosed with dementia, receiving palliative care.					
4.8.2L Learners will integrate evidence-informed practices when providing client care.					
4.8.3L Learners will demonstrate communication strategies and cultural safety to care for a client with dementia displaying responsive behaviours.					

Course 5: Introduction to Clinical Practice

This introductory clinical practice course provides learners with the opportunity to engage in the practical application of their acquired knowledge and skills with adult clients across various healthcare environments. Emphasis is placed on delivering person-centred care that supports activities of daily living. Learners will apply the principles of effective communication and documentation.

COURSE 5: Introduction to Clinical Practice Mastery: I am able to explain the theory well enough to teach it to someone else. Competent: I can work independently to use the theory. Functional: I need some assistance in understanding the theory. Learning: I am learning the theory. None: I have no experience with this theory.	Mastery	Competent	Functional	Learning	None
Domain 1: HCA Role and Responsibility Understanding the role and responsibility of HCAs.					
Demonstrates the role of an HCA within the health care system in the following areas: • Applies knowledge of legislation governing the HCA role. • Follows agency policy and procedures. • Completes daily care plans. • Provides person-centred care.					
Demonstrates professional growth through self-reflection: • Accepts and incorporates constructive feedback. • Compares self to HCA competencies. • Seeks feedback to ensure growth as an HCA.					
Demonstrates professionalism, responsibility, and accountability for actions. • Takes responsibility for own actions, behaviours, and decisions. • Demonstrates initiative by seeking new learning experiences to improve skills. • Demonstrates conflict management skills					
Provides care in the role of the HCA that: • Demonstrates ability to prioritize care. • Is organized and timely. • Demonstrates problem-solving skills.					
Understands and demonstrates the principles of privacy and confidentiality in all interactions: • Follows agency policy and procedures for confidentiality. • Demonstrates principles of confidentiality and professionalism.					
Domain 2: Provision of Care The application of the knowledge, skills, and abilities required to deliver person-centred care, which includes recognizing and supporting the unique needs and abilities of the client.					
Participates in the care planning process within the HCA role: • Follow and implements the care plan. • Provides client-specific information that can be incorporated in the development and revision of the care plan. • Prepares for client care by completing preparation requirements. • Plans, organizes, and prioritizes client care to ensure completion of daily assignments and tasks within the role of the HCA.					
Demonstrates the provision of person-centred care: • Collaborates with clients to provide person-centred care. • Encourages and supports the client's efforts to maintain and/or enhance their health, wellness, independence, and quality of life. • Promotes the client's ability to guide and participate in their own care to the greatest degree possible. • Provides individualized, age appropriate, person-centred care, with a focus on physical, psychological, social, emotional, cognitive, cultural, and spiritual support. • Recognizes and respects the client's uniqueness, diversity, rights, and concerns. • Recognizes and respects the client's ability to make choices, take risks, and have control over their life. • Performs actions to meet client-care needs in a professional, safe, and timely manner.					

COURSE 5: Introduction to Clinical Practice Mastery: I am able to explain the theory well enough to teach it to someone else. Competent: I can work independently to use the theory. Functional: I need some assistance in understanding the theory. Learning: I am learning the theory. None: I have no experience with this theory.	Mastery	Competent	Functional	Learning	None
Demonstrates evidence-informed practices when providing person-centred care in assisting clients with activities of daily living: - Nutritional needs. - Bathing needs. - Mobility needs. - Elimination needs. - Personal hygiene and grooming. - Bed making.					
Demonstrates a palliative care/end-of-life approach when providing care for clients, when possible: - Provides comfort measures. - Demonstrates the ability to offer compassion. - Observes and communicates changes in clients' symptoms including pain to the appropriate health care team member. - Demonstrates postmortem care according to agency policy and evidence-informed practices.					
Demonstrates the principles of person-centred care and evidence-informed practice in providing care to clients across the lifespan and with various conditions: - Clients with speech and language disorders. - Clients with physical disabilities. - Clients with cognitive disabilities.					
Domain 3: Collaborative Care The ability to work collaboratively with the client, family, and all members of the health care team to set and achieve common goals and provide safe, competent, and ethical care.					
Practices collaboratively within the health care team to provide person-centred care: - Maintains positive working relationships. - Reports changes in the client to the appropriate regulated health care team member in a timely manner.					
Understands and demonstrates when to seek assistance and information from health care team members.					
Communicates the HCA's role and responsibilities to the client, the family, and other health care team members.					
Understands the role of each health care team member, including the client and/or family.					
Practices professionalism by following agency/program policy in these areas: - Dress code. - Attendance and punctuality.					
Domain 4: Communication The knowledge and skills required to develop, build, and maintain collaborative working relationships with the client, family, and other members of the health care team.					
Demonstrates appropriate communication with client, family, and health care team members. - Uses active listening skills to communicate with the client, family, and other members of the health care team. - Recognizes, interprets, and responds appropriately to non-verbal cues. - Uses tone and verbal and non-verbal communication that demonstrates respect, promotes the client's dignity, and is culturally appropriate.					
Uses professional and effective communication skills when conducting conversations: - Follows verbal and/or written direction. - Reports relevant information to appropriate people using professional and assertive communication. - Contributes to group discussions and health care team conferences in a positive manner. - Incorporates culturally appropriate communication. - Takes action to resolve conflicts using appropriate communication skills.					
Demonstrates digital literacy and professional use of information technology for effective communication: - Uses technology in a professional manner. - Ensures confidentiality in digital communication.					
Communicates through a variety of methods: Uses effective written communication (electronic/paper, client chart, and emails).					

COURSE 5: Introduction to Clinical Practice Mastery: I am able to explain the theory well enough to teach it to someone else. Competent: I can work independently to use the theory. Functional: I need some assistance in understanding the theory. Learning: I am learning the theory. None: I have no experience with this theory.	Mastery	Competent	Functional	Learning	None
• Uses effective verbal communication (telephone and in person). • Demonstrates proficiency in comprehension of the English language, including verbal and written communication. • Uses health care terminology as it relates to the HCA role.					
Demonstrates effective, assertive communication strategies: • Provides collaborative person-centred client care. • Uses information technology appropriately for communication. • Uses electronic forms of communication effectively (e.g., email). • Reports to members of the health care team, including regulated health care professionals. • Effectively communicates with clients diagnosed with dementia and demonstrates use of verbal and nonverbal communication techniques and interventions to address responsive behaviours.					
Recognizes and adapts communication style to address client barriers to communication: • Speech and language disorders. • Dementia. • End-of-life. • Cultural diversity.					
Demonstrates accurate legal documentation in client records by using: • Accurate and timely documentation following guidelines. • Approved legal abbreviations. • Appropriate medical terminology. • Documents pertinent information in sequential order. • Appropriate use of information technology (digital literacy) in documentation.					
Domain 5: Health Across the Lifespan The theoretical concepts, principles and knowledge required to promote the physical, cognitive, psychological, cultural, social, and spiritual health and well-being of the client.					
Demonstrates knowledge of the basic principles of growth and development, the aging process, and psychosocial dimensions of health across the lifespan. • Demonstrates knowledge of basic anatomy and physiology. • Uses appropriate terminology when providing persons-centred care. • Demonstrates strategies to promote wellness and safety across the lifespan. • Demonstrate knowledge of cultural humility and cultural safety by recognizing and respecting the client's unique physical, cognitive, psychological, cultural, social, and spiritual needs.					
Demonstrates knowledge of common effects of aging, as well as the effects of acute and chronic health conditions of the client.					
Demonstrates appropriate interaction with clients who experience cognitive, behavioural, and psychological impairment (e.g., dementia and/or delirium).					
Domain 6: Safety Providing care and services that promote and maintain the client's health and well-being and prevent harm to the client, HCA, and/or members of the health care team.					
Implement safety practices in providing person-centred care using the following: • Follows agency policy when handling clients and transfers. • Demonstrates safe positioning and the use of transfer aids. • Follows evidence-informed practices in safe use and application of restraints. • Demonstrates the ability to safely operate health equipment such as mechanical lifts following agency policies. • Follows principles of body mechanics and demonstrates safe use of patient handling techniques to ensure personal and client safety. • Demonstrates knowledge of environmental safety hazards and practices (WHIMIS).					
Employs the principles of environmental safety in providing person-centred care using the following: • Follows safe food practices during preparation of client meals/nourishment. • Understands and demonstrates the principles of safe food handling and safe mealtime assistance.					

COURSE 5: Introduction to Clinical Practice Mastery: I am able to explain the theory well enough to teach it to someone else. Competent: I can work independently to use the theory. Functional: I need some assistance in understanding the theory. Learning: I am learning the theory. None: I have no experience with this theory.	Mastery	Competent	Functional	Learning	None
Demonstrates knowledge in identifying and preventing food hazards in providing a safe environment for clients.					
Demonstrates infection prevention and control principles including: - Hand hygiene. - Personal protective equipment (PPE). - Care of supplies and equipment. - Follows agency infection control policies.					
Prevents, recognizes, and responds to emergencies, safety hazards, and unsafe situations that may endanger the HCA and/or the client. - Recognizes and responds to potential risks to prevent harm and avoid injury to the client, self, and others. - Recognizes and reports signs of abuse and/or neglect. - Reports and documents incidents, adverse events, and/or near misses according to agency guidelines and policies. - Reports safety hazards to the appropriate member(s) of the health care team. - Verifies and clarifies instructions made by health care team members.					

Course 6: Advanced Care Techniques: Addressing Complex Care Needs

This course has been designed to build upon learners' fundamental skills and knowledge, introducing them to more complex skills and restricted activities. Throughout the course, learners will gain an understanding of their legal and ethical responsibilities as HCAs in relation to complex skills and restricted activities. This comprehensive approach aims to foster greater awareness, competence, and confidence, enabling learners to provide high-quality client care.

Course 6: Advanced Care techniques: Addressing Complex Care Needs Mastery: I am able to explain the theory well enough to teach it to someone else. Competent: I can work independently to use the theory. Functional: I need some assistance in understanding the theory. Learning: I am learning the theory. None: I have no experience with the theory.	Mastery	Competent	Functional	Learning	None
Module 1: Range of Motion					
6.1.1 Learners will explain ROM, use related terminology, and describe ROM exercises					
6.1.2 Learners will identify safety concerns related to assisting clients with ROM activities.					
6.1.3 Learners will identify client changes to report and record related to ROM activities.					
Lab Outcomes					
6.1.1L Learners will demonstrate ROM exercises following evidence-informed practice.					
6.1.2L Learners will document ROM exercises performed with clients.					
Module 2: Assisting with Wound Care					
6.2.1 Learners will define and accurately use terminology related to wound care.					
6.2.2 Learners will identify risk factors impacting skin integrity.					
6.2.3 Learners will describe aspects of a wound and the HCAs role in wound care.					
6.2.4 Learners will describe and identify the different stages of pressure ulcers.					
6.2.5 Learners will identify pain management techniques related to wound care.					
6.2.6 Learners will identify key aspects to report and record related to wound care.					
6.2.7 Learners will explain non-sterile dressings.					
Lab Outcomes					
6.2.1L Learners will demonstrate evidence-informed practice for a simple non-sterile dressing change.					
6.2.2L Learners will demonstrate non-pharmacological pain management techniques during wound care.					

Course 6: Advanced Care techniques: Addressing Complex Care Needs					
Mastery: I am able to explain the theory well enough to teach it to someone else. Competent: I can work independently to use the theory. Functional: I need some assistance in understanding the theory. Learning: I am learning the theory. None: I have no experience with the theory.					
	Mastery	Competent	Functional	Learning	None
6.2.3L Learners will demonstrate proper client positioning to reduce pressure on different areas of the body.					
6.2.4L Learners will communicate and document key aspects of wound care.					
Module 3: Assisting with Nasogastric and Gastrostomy Care and Tube Feeds					
6.3.1 Learners will define and accurately use terminology related to nasogastric and gastrostomy care and tube feeds.					
6.3.2 Learners will identify the structures and functions of the digestive system as they relate to nasogastric and gastrostomy care and tube feeds.					
6.3.3 Learners will understand various aspects of tube feeding, including the types of feeds, site care, and feeding methods.					
6.3.4 Learners will provide competent and compassionate care for clients with nasogastric and gastrostomy needs.					
6.3.5 Learners will describe how to ensure client comfort, support, and safety related to nasogastric and gastrostomy care and tube feeds.					
6.3.6 Learners will identify key aspects to report and record related to nasogastric and gastrostomy care, and tube feeds.					
Lab Outcomes					
6.3.1L Learners will demonstrate evidence-informed practice for caring for feeding tube.					
6.3.2L Learners will demonstrate proper client positioning for safe administration of feeding tubes.					
6.3.3L Learners will communicate and document key aspects of nasogastric and gastrostomy care and feeding tube.					
Module 4: Assisting with Urinary Catheter and Drainage Systems					
6.4.1 Learners will define and accurately use terminology related to the care of urinary catheters and drainage systems.					
6.4.2 Learners will identify the structures and functions of the urinary system as they relate to urinary catheters and drainage systems.					
6.4.3 Learners will identify various types of urinary catheters, their purpose, and the care of each.					
6.4.4 Learners will identify common conditions requiring urinary catheters and the complications of each.					
6.4.5 Learners will describe how to ensure client comfort, support, and safety related to urinary catheters and drainage systems.					
6.4.6 Learners will identify key aspects to report and record related to urinary catheters and drainage systems.					
Lab Outcomes					
6.4.1L Learners will demonstrate evidence-informed practice for caring for clients requiring urinary catheters and drainage systems.					
6.4.2L Learners will communicate and document key aspects related to urinary catheter care.					
Module 5: Assisting with Ostomy Care					
6.5.1 Learners will define and accurately use terminology related to ostomy care.					
6.5.2 Learner will identify conditions requiring ostomies and the locations of the ostomy sites.					
6.5.3 Learners will identify evidence-informed practice for assisting clients with ostomy care.					
6.5.4 Learners will describe how to ensure client comfort, support, and safety related to ostomy care.					
6.5.5 Learners will identify key aspects to report and record related to ostomy care.					
Lab Outcomes					
6.5.1L Learners will demonstrate evidence-informed practice for assisting clients with ostomy care.					
6.5.2L Learners will communicate and document key aspects related to ostomy catheter care.					
Module 6: Measuring Vital Signs, Pain, Height, and Weight					
6.6.1 Learners will define and accurately use terminology related to measuring vital signs, height, weight, and pain.					
6.6.2 Learner will identify client conditions that can affect vital signs, height, weight, and pain measurements.					
6.6.3 Learners will identify evidence-informed practice for measuring clients' vital signs, height, weight, and pain.					
6.6.4 Learners will identify key aspects to report and record related to measuring vital signs, height, weight, and pain.					

Course 6: Advanced Care techniques: Addressing Complex Care Needs					
Mastery: I am able to explain the theory well enough to teach it to someone else. Competent: I can work independently to use the theory. Functional: I need some assistance in understanding the theory. Learning: I am learning the theory. None: I have no experience with the theory.					
Lab Outcomes	Mastery	Competent	Functional	Learning	None
6.6.1L Learners will demonstrate evidence-informed practice for measuring client's vital signs, pain, height, and weight.					
6.6.2L Learners will accurately report and document client's vital signs, pain, height, and weight.					
Module 7: Assisting with Specimen Collection					
6.7.1 Learners will define and accurately use terminology related to specimen collection.					
6.7.2 Learners will identify evidence-informed practice for assisting with specimen collection.					
6.7.3 Learners will describe how to ensure client comfort, support, and safety while assisting with specimen collection.					
6.7.4 Learners will identify key aspects to report and record related to assisting with specimen collection.					
Lab Outcomes					
6.7.1L Learners will demonstrate evidence-informed practice for assisting with specimen collection.					
Module 8: Assisting with Respiratory Care and Oral Suctioning					
6.8.1 Learners will define and accurately use terminology related to assisting with respiratory care and oral suctioning.					
6.8.2 Learner will identify signs and symptoms related to respiratory fatigue and distress.					
6.8.3 Learners will describe conditions requiring respiratory care and oral suctioning.					
6.8.4 Learners will identify evidence-informed practice for assisting with respiratory care and oral suctioning.					
6.8.5 Learners will describe how to ensure client comfort, support, and safety related to assisting with respiratory care and oral suctioning.					
6.8.6 Learners will identify key aspects to report and record related to assisting with respiratory care and oral suctioning.					
Lab Outcomes					
6.8.1L Learners will demonstrate evidence-informed practice for assisting with respiratory care and oral suctioning.					
6.8.2L Learners will accurately report and record client care related to respiratory care and oral suctioning.					
Module 9: Medication Assistance					
6.9.1 Learners will define and accurately use terminology related to medication assistance.					
6.9.2 Learners will identify evidence-informed practice for medication assistance, ensuring compliance with relevant government regulations and employer policies.					
6.9.3 Learners will describe how to ensure client comfort, support, and safety related to medication assistance.					
6.9.4 Learners will identify key aspects to report and record related to medication assistance.					
Lab Outcomes					
6.9.1L Learners will demonstrate evidence-informed practice for medication assistance.					
6.9.2L Learners will accurately document medication assistance.					
Module 10: High Impact Consolidation Lab					
6.10.1L Learners will demonstrate skills needed to assist with ADLs for a client diagnosed with dementia, receiving palliative care.					
6.10.2L Learners will integrate evidence-informed practices when performing complex skills and restricted activities.					
6.10.3L Learners will demonstrate communication strategies and cultural safety to meet client's needs.					

Course 7: Comprehensive Care Strategies for Diverse Client Needs

This course offers strategies for assisting diverse client groups, including infants, children, and individuals with mental disorders, substance use disorders, dementia,

physical disabilities, and developmental challenges. Learners will gain essential knowledge related to hospice, palliative, end-of-life, and postmortem care. Through practical application, learners will apply evidence-informed practices to deliver compassionate and effective care to diverse populations. This course will also cover de-escalation strategies.

COURSE 7: Comprehensive Care Strategies for Diverse Client Needs Mastery: I am able to explain the theory well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.					
	Mastery	Competent	Functional	Learning	None
Module 1: Assisting with the Care of Infants					
7.1.1 Learners will define and accurately use terminology related to the care of infants.					
7.1.2 Learners will identify development tasks associated with infants.					
7.1.3 Learners will describe strategies to ensure the comfort, support, and safety of clients and their families when assisting with the care of infants.					
7.1.4 Learners will identify key aspects to report, and record related to assisting with the care of infants.					
Module 2: Assisting with the Child					
7.2.1 Learners will define and accurately use terminology related to the care of the child.					
7.2.2 Learners will identify development tasks associated with the stages of childhood: toddler, preschool, school age, and adolescence.					
7.2.3 Learners will explain the difference between discipline and abuse in children.					
7.2.4 Learners will identify strategies to support children whose family members of a client receiving end-of-life care.					
7.2.5 Learners will describe strategies to ensure the comfort, support, and safety of clients and their families when assisting with the care the child.					
7.2.6 Learners will identify key aspects to report, and record related to assisting with the care the child.					
Module 3: Care for Clients with a Diagnosis of Dementia					
7.3.1 Learners will define and accurately use terminology related to the care of the client diagnosed with dementia.					
7.3.2 Learners will identify the differences between depression, delirium, and dementia.					
7.3.3 Learners will describe the different stages of dementia.					
7.3.4 Learners will describe common responsive behaviours of clients diagnosed with dementia.					
7.3.5 Learners will describe strategies to ensure the comfort, support, and safety of clients diagnosed with dementia.					
Module 4: Caring for Clients with a Mental Disorder					
7.4.1 Learners will define and accurately use terminology related to the care of the client with a mental disorder.					
7.4.2 Learners will identify the impact of mental disorders on the client, family, and society.					
7.4.3 Learners will describe common mental disorders, their causes, symptoms, and general treatments.					
7.4.4 Learners will identify de-escalation interventions to manage responsive behaviors.					
7.4.5 Learners will describe strategies to ensure the comfort, support, and safety of clients diagnosed with a mental disorder.					
Module 5: Assisting Clients with Physical Disabilities and Developmental Delays					
7.5.1 Learners will define and accurately use terminology related to caring for clients with physical disabilities and developmental delays.					
7.5.2 Learners will identify common physical disabilities and developmental delays.					
7.5.3 Learner will describe communication strategies for caring for clients with physical disabilities and developmental delays.					
7.5.4 Learner will identify how the aging process impacts clients with physical disabilities and developmental delays, and their families.					
7.5.5 Learners will describe strategies to ensure the comfort, support, and safety of clients with physical disabilities and developmental delays.					
7.5.6 Learners will identify key aspects to report, and record related to caring for clients with physical disabilities and developmental delays.					
Module 6: Palliative, End-of-Life, and Postmortem Care					

COURSE 7: Comprehensive Care Strategies for Diverse Client Needs					
Mastery: I am able to explain the theory well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.					
	Mastery	Competent	Functional	Learning	None
7.6.1 Learners will define and accurately use terminology related to palliative, end-of-life care, and following death.					
7.6.2 Learner will identify common symptoms experienced by declining and dying persons.					
7.6.3 Learners will describe the four common patterns of decline to death.					
7.6.4 Learners will describe the physical changes that occur preceding and following death.					
7.6.5 Learner will identify ways to support a grieving client and their family before, during, and after death.					
7.6.6 Learner will identify key aspects of palliative care and the role of the HCA.					
7.6.7 Learners will describe legal issues involved in hospice, palliative, and end-of-life care, including personal directives, substitute decision makers, do not resuscitate (DNR) orders, and medical assistance in dying (MAID).					
7.6.8 Learners will describe strategies to ensure the comfort, support, and safety of clients receiving palliative, end-of-life care, and following death.					
7.6.9 Learners will identify the role of the HCA when providing postmortem care.					
7.6.10 Learners will identify key aspects to report, and record related to the care of the client preceding and following death.					

References

Canadian Association for Prior Learning Assessment. (2025). *What is prior learning assessment & recognition (PLAR)/Recognition of prior learning (RPL)?*

<https://capla.ca/what-is-rpl/>

Appendix A: Portfolio Development

As an HCA PLAR candidate, you may wish to demonstrate your knowledge of a course by submitting a portfolio. The supporting documentation and narrative (your story) will serve as proof of your expertise for a course. A portfolio is an important part of the assessment and can help you gain insight into your knowledge and skills in order to help you to identify areas for additional education, training, and/or experience and boost your confidence in this and any future assessment. Follow the steps below if you wish to create and submit a portfolio to obtain course credit toward the Alberta HCA Provincial Curriculum.

Portfolio Process

1. Knowledge and Experience Review

Review your job history, hobbies, areas of study or special training, volunteer work, and other activities and make a list of all the areas of knowledge and skills you have acquired because of these experiences.

2. Portfolio Creation

An outline of the required portfolio format is found in Appendix B.

a. Provide evidence of your knowledge.

Gather all materials that show your knowledge of the course content and outcomes to produce sufficient and relevant proof that the learning has occurred. This documentation will help you to write your personal history (story) and serves as evidence to support that narrative.

You may submit copies of your evidence with your portfolio but be prepared to provide the original documents at the request from your college.

b. Write your personal history (story).

After reviewing the course description and learner outcomes as provided in the self-assessment, write a narrative that describes your college-level learning and addresses its relevance to the subject area content. This is your time to demonstrate to the PSI instructor that you possess the knowledge to receive credit for the course.

3. Portfolio Submission

Once you have completed your portfolio(s), you will submit to your PSI (contact your program area for information on how to submit your portfolio and any associated fees).

4. Portfolio Assessment

A subject matter expert will assess your portfolio to determine whether the knowledge you have gained from your experiences is equivalent to the knowledge you would have obtained from taking the course in full. If needed, you may be contacted to discuss your portfolio submission in further detail. The portfolio assessment may take up to four weeks to complete depending on the volume of submissions.

5. Portfolio Results

The results of your portfolio submission(s) will be emailed to your school email account. If you are successful in achieving credit, this will be indicated on your official transcripts. If you are unsuccessful in achieving credit, you will receive notification detailing why credit was denied. You will then have the option to either challenge the course or take it in full. You can discuss your options with the program advisor.

Appendix B: Portfolio Outline

Each course you wish to apply for portfolio credit must have its own portfolio. The portfolio must be word-processed (typed) and be divided into the sections outlined below.

1. Cover Page

- This page is required and a template has been provided for your use in Appendix C.

2. Title Page

- Portfolio
- Learner Name and student ID
- Learner PSI email address
- Date
- Page number (on all pages)

3. Table of Contents

4. Resume

- Your portfolio should include an up-to-date resume that is concise, factual, and identifies clear dates/time.
- Your resume will help the HCA program understand your educational and career history.
- Your resume should include the following:
 - Education history
 - Career history
 - Certifications/Awards

5. Personal History (story)

- Your personal history provides a summary of your life story as an HCA or experiences that are similar to the role of an HCA. It should clearly explain how your experiences have contributed to your knowledge, and how that knowledge aligns with the course learning outcomes identified in your self-assessment.
- This section should be a minimum 250 words in length but may vary in length depending on the subject area.

6. Evidence documents

- Your supporting documents may include any evidence of learning gained from a wide variety of sources. Types of evidence you may use for your portfolio include, but are not limited to:
 - Course outlines and content descriptions from educational institutions
 - Copies of transcripts recording your education
 - Curriculum or lesson plans, assessment tools, learning activities
 - Completed CAP tool
 - Letters of validation from employer or direct supervisor (see Appendix D for letter template)
 - Job description
 - Performance appraisals
 - Training records
 - Descriptions of training courses or workshops
 - A report highlighting skills and accomplishments that demonstrate how you have accomplished the stated learning outcomes
 - Certifications
 - Awards
 - Volunteer work
 - Letters of support or references from colleagues, co-workers, or clients

Appendix C: Portfolio Cover Page Template

You are required to include the cover page below in each of your portfolios.

Name:

Learner ID:

School email:

Phone number:

Address:

Province:

Postal code:

I certify that the enclosed **[INSERT COURSE NAME AND NUMBER]** portfolio contents are correct. I certify that I am the person named in this application and the portfolio materials, unless otherwise identified are mine.

Signature: _____ Date: _____

Appendix D: Employee Letter Template

When gathering your portfolio evidence, you may use this letter template to request information from your employer. Replace everything in square brackets with the appropriate details.

[Your Name]
[Your address]
[Your phone number]
[Your email address]

[Date]

[Employer /Former employer]
[Address]
[Supervisor's name]

Dear [Supervisor's name],

I am in the process of challenging Health Care Aide courses to earn my HCA Certificate and would greatly appreciate your assistance as I work through the Alberta Prior Learning Assessment (PLAR) process. In order to prove my knowledge and experience, I require supporting information.

This information can consist of:

- Detailed Job Description
- Job Appraisals (if allowed)
- Internal certificates or course documentation
- Skills check document (provided with this letter) or CAP tool

When you provide the information, it should be in the format of a formal letter, either on company letterhead or including the company's name, address, and phone number within the letter. The letter should also include your name, position, phone number, and email address.

Your accurate evaluation will support the verification of my learning and allow me to continue taking steps to meet my goal of obtaining the HCA Certificate. If you have any questions, please feel free to contact me at [your contact information]. Thank you for taking the time to assist me in this matter.

Sincerely,
[signature]
[Name]

Appendix E: Skills Document

To the Learner: You may provide this document to your current employer to complete. When completed, this skills document can be used as documentation to support your knowledge and skills. Please print off or email the following document to give to your employer. This document is similar to the CAP tool. If you already have had a CAP tool completed by your employer, you may submit that instead of the skills document.

Skills Document

The HCA is using this tool to prove their proficiency in performing each skill to show that their current knowledge and skill base is equal to the knowledge and skill base of a full theory course in the HCA program. Please provide your assessment of each skills listed below that the HCA performs at your worksite. If the skill is listed below but is not a skill the HCA performs at your worksite, write N/A beside that skill.

Please note: This skills assessment tool must be completed by a nurse (RN, RPN, or LPN) in conjunction with the HCA. Signing the document confirms that the nursing professional has directly observed the HCA, and from their evaluation, assesses the HCA to be safe and competent to perform the skills.

Course 3: Communication and Collaborative Care		
Competency Outcome	Proficient	Needs Improvement
Communicates professionally with team members, clients, and families.		
Demonstrates professional communication that promotes a client-centred relationship.		
Prioritizes client and HCA Safety: • Reviews the care plan. • Identifies the client.		
Uses problem-solving strategies and conflict resolution: • Demonstrates receiving feedback. • Demonstrates providing feedback using a feedback model.		

Course 3: Communication and Collaborative Care		
Competency Outcome	Proficient	Needs Improvement
Communicates with clients in specialized situations: • Hearing impairments. • Vision impairments. • Responsive behaviours (dementia, mental health and addictions, non-verbal clients).		
Demonstrates culturally appropriate communication techniques.		
Documents and reports client information as per agency policy.		
Documents client information accurately and professionally in client care plans using appropriate terminology and abbreviations.		
Communicates successfully using information technology: • Digital documentation (e.g., electronic charting). • Email and online platforms (search engines).		
Communicates professionally and effectively using a telephone.		

Course 4: Fundamentals of Providing Safe, Person-Centred Care		
Competency Outcomes	Proficient	Needs Improvement
Demonstrates hand hygiene with hand washing: • Entering the room. • Leaving the room. • Before skill. • After skill.		
Demonstrates hand hygiene using waterless hand sanitizer: • Entering the room. • Leaving the room. • Before skill. • After skill.		

Course 4: Fundamentals of Providing Safe, Person-Centred Care		
Competency Outcomes	Proficient	Needs Improvement
Demonstrates Masking/Gloving/Gowning as per agency policies and procedures. • Donning. • Doffing.		
Demonstrates proper body mechanics when lifting an item and/or transferring a client.		
Name of Safe Patient Handling Program Completed:		
Assists clients with dressing and undressing for those who have physical or cognitive limitations (decreased range of motion, affected limb, dementia).		
Demonstrates providing back rub for clients.		
Provides oral care to clients. • Conscious client. • Unconscious client.		
Assists clients with denture care (including cleaning dentures, teeth, and gums).		
Observes and reports on ill-fitting dentures, sores, bleeding, or discoloration during oral care.		
Assists clients with hair care.		
Assists clients with toenail care.		
Identifies the difference between healthy and unhealthy nails.		
Identifies the risks associated with providing nail care (e.g. clients who are at high risk for skin breakdown, diabetics).		
Perineal care: • Male anatomy. • Female anatomy.		

Course 4: Fundamentals of Providing Safe, Person-Centred Care		
Competency Outcomes	Proficient	Needs Improvement
Uses and disposes of incontinence products appropriately.		
Records and reports on the color, odor, clarity, and amount of urine as required by the care plan.		
Records and reports on the color, odor, and amount of feces and frequency of defecation as required by the care plan.		
Implements strategies outlined in the care plan to maintain or increase urinary continence (e.g., regular toileting).		
Follows standard procedures for measuring intake and output of fluids.		
Applies compression stockings.		
Assists clients with bathing (follows policies and procedures, including water temperature monitoring and checks): • Tub bath. • Shower.		
Gives clients bed baths while providing dignity, comfort, and safety.		
Assists clients with toileting: • Commode. • Bedpan. • Urinal.		
Makes a bed: • Occupied. • Unoccupied.		
Assesses client for changes that impact mobility.		
Uses proper body mechanics during client transfers or lifts.		
Applies a transfer belt correctly and safely.		

Course 4: Fundamentals of Providing Safe, Person-Centred Care		
Competency Outcomes	Proficient	Needs Improvement
Assists clients to ambulate with ambulation devices: • Cane. • Walker. • Crutches.		
Transports client in a wheelchair.		
Identifies ways to encourages client independence in walking, with or without aides and assistive devices.		
Assesses client for changes that impact transfers or lifts.		
Performs transfers safely: • One-person. • Two-person. ◦ Pivot disk. • Mechanical lifts. ◦ Sit-To-Stand lift. ◦ Full(total) lift.		
Repositions the client in bed.		
Positions the client in: • Bed. • Chair. • Wheelchair. • Modified chairs.		
Performs safe feeding techniques.		
Modifies the texture of fluids according to evidence-informed practice.		
Measures intake and output accurately.		

Course 4: Fundamentals of Providing Safe, Person-Centred Care		
Competency Outcomes	Proficient	Needs Improvement
Assists with prosthetic care: • Applies device. • Removes device.		
Performs transfers: • Bed to wheelchair using a transfer board. • Bed to stretcher using a slider board.		
Demonstrates proper application and monitoring of restraints as per employer policy. • Wrist restraints. • Seated restraints. • Bed Restraints.		

Course 6: Advanced Care Techniques – Addressing Complex Care Needs		
Competency Outcome	Proficient	Needs Improvement
Demonstrates range of motion techniques.		
Performs simple dressing changes using clean technique.		
Recognizes and reports skin abnormalities in a timely manner: • Skin temperature. • Swellings, bruises, or abrasions. • Discolouration.		
Describes major causes and symptoms of skin breakdown: • Diabetic condition. • Pressure sores. • Shearing.		
Demonstrates appropriate techniques to prevent wounds, including proper positioning, prevention of shearing injuries, frequent position changes, use of lotions, and safe hygiene practices.		

Course 6: Advanced Care Techniques – Addressing Complex Care Needs		
Competency Outcome	Proficient	Needs Improvement
Assists with tube feeding: - Prepares the client and sets up equipment. - Measures and records intake. - Observes the client for potential complications. - Reports and documents findings in a timely manner.		
Follows approved procedures for catheter and perineal care, which may include a required sequence of steps, proper positioning of the client, clean technique, appropriate equipment use, cleaning, and disposal, clean technique, and requirements for reporting and/or documenting.		
Empties a urinary bag and measures output as required.		
Removes and applies an external catheter drainage system.		
Demonstrates appropriate procedures for ostomy care: - Changes entire ostomy system. - Empties a reusable pouch. - Checks for signs of skin irritation or breakdown, leakage, and redness around the stoma and surrounding skin. - Follows agency policies to report and document ostomy care.		
Demonstrates appropriate procedures for collecting, handling, processing, and transporting specimen: - Urine. - Stool. - Sputum.		
Demonstrates accuracy when measuring a client's vitals: - Temperature. - Radial pulse. - Respirations. - Blood pressure with manual manometer. - Blood pressure with digital manometer. - Oxygen saturation.		

Course 6: Advanced Care Techniques – Addressing Complex Care Needs		
Competency Outcome	Proficient	Needs Improvement
Assesses pain using observational tools.		
Demonstrates accuracy in measuring a client’s height and weight: • Client in a wheelchair. • Client who is immobile.		
Assists with oxygen therapy: • Ensures prescribed flow rate of oxygen. • Cleans and maintains oxygen delivery apparatus and other equipment used for respiratory therapy.		
Assists with oral suctioning: • Describes and demonstrates approved procedures for suctioning the client’s mouth.		
Recognizes and reports signs of respiratory distress.		
Assists clients with medication: • Oral medication. • Eye medication. • Ear medication. • Topical medication. • Transdermal medication. • Nebulizer. • Inhaler. • Pre-drawn insulin. • Rectal medication (with an understanding that this is a restricted activity and can only be performed on clients they have been trained to perform this activity on).		
Completes the 9 “Rights” and 3 Safety Checks for every medication when providing medication assistance.		

Course 7: Comprehensive Care Strategies for Diverse Client Needs		
Competency Outcome	Proficient	Needs Improvement
Provides respectful, holistic, evidence-informed care to clients with dementia.		
Describes the causes, signs and symptoms, and stages of dementia.		
Implements appropriate care strategies and evidence -informed practices to provide a high quality of life for clients.		
Provides respectful, holistic, evidence-informed care to clients with mental disorders.		
Provides respectful, holistic, evidence-informed care to clients with substance use disorders.		
Explains the connection between mental health and physical health.		
Provides respectful, holistic, evidence-informed care to clients with physical disabilities and/or developmental delays.		
Provides respectful, holistic care to palliative and end-of-life clients.		
Implements evidence-informed practices when assisting clients to provide high quality end-of-life care for client.		
Demonstrates appropriate postmortem care. - Assists with comfort measures for the family and respects the client's dignity while providing post-mortem care. - Follows agency policies regarding postmortem care.		

Name/Designation: (regulated Nursing Professional)	Signature	Date
Name of Manager:	Signature	Date
Name of Employer:		

Course 3: Communication and Collaborative Care		
Competency Outcome	Proficient	Needs Improvement
Communicates professionally with team members, clients, and families.		
Demonstrates professional communication that promotes a client-centred relationship.		
Prioritizes client and HCA Safety: • Reviews the care plan. • Identifies the client.		
Uses problem-solving strategies and conflict resolution: • Demonstrates receiving feedback. • Demonstrates providing feedback using a feedback model.		
Communicates with clients in specialized situations: • Hearing impairments. • Vision impairments. • Responsive behaviours (dementia, mental health and addictions, non-verbal clients).		
Demonstrates culturally appropriate communication techniques.		
Documents and reports client information as per agency policy.		

Course 3: Communication and Collaborative Care		
Competency Outcome	Proficient	Needs Improvement
Documents client information accurately and professionally in client care plans using appropriate terminology and abbreviations.		
Communicates successfully using information technology: - Digital documentation (e.g., electronic charting). - Email and online platforms (search engines).		
Communicates professionally and effectively using a telephone.		

Course 4: Fundamentals of Providing Safe, Person-Centred Care		
Competency Outcomes	Proficient	Needs Improvement
Demonstrates hand hygiene with hand washing: - Entering the room. - Leaving the room. - Before skill. - After skill.		
Demonstrates hand hygiene using waterless hand sanitizer: - Entering the room. - Leaving the room. - Before skill. - After skill.		
Demonstrates Masking/Gloving/Gowning as per agency policies and procedures. - Donning. - Doffing.		
Demonstrates proper body mechanics when lifting an item and/or transferring a client.		

Course 4: Fundamentals of Providing Safe, Person-Centred Care		
Competency Outcomes	Proficient	Needs Improvement
Name of Safe Patient Handling Program Completed:		
Assists clients with dressing and undressing for those who have physical or cognitive limitations (decreased range of motion, affected limb, dementia).		
Demonstrates providing back rub for clients.		
Provides oral care to clients. • Conscious client. • Unconscious client.		
Assists clients with denture care (including cleaning dentures, teeth, and gums).		
Observes and reports on ill-fitting dentures, sores, bleeding, or discoloration during oral care.		
Assists clients with hair care.		
Assists clients with toenail care.		
Identifies the difference between healthy and unhealthy nails.		
Identifies the risks associated with providing nail care (e.g. clients who are at high risk for skin breakdown, diabetics).		
Perineal care: • Male anatomy. • Female anatomy.		
Uses and disposes of incontinence products appropriately.		
Records and reports on the color, odor, clarity, and amount of urine as required by the care plan.		
Records and reports on the color, odor, and amount of feces and frequency of defecation as required by the care plan.		

Course 4: Fundamentals of Providing Safe, Person-Centred Care		
Competency Outcomes	Proficient	Needs Improvement
Implements strategies outlined in the care plan to maintain or increase urinary continence (e.g., regular toileting).		
Follows standard procedures for measuring intake and output of fluids.		
Applies compression stockings.		
Assists clients with bathing (follows policies and procedures, including water temperature monitoring and checks): • Tub bath. • Shower.		
Gives clients bed baths while providing dignity, comfort, and safety.		
Assists clients with toileting: • Commode. • Bedpan. • Urinal.		
Makes a bed: • Occupied. • Unoccupied.		
Assesses client for changes that impact mobility.		
Uses proper body mechanics during client transfers or lifts.		
Applies a transfer belt correctly and safely.		
Assists clients to ambulate with ambulation devices: • Cane. • Walker. • Crutches.		
Transports client in a wheelchair.		

Course 4: Fundamentals of Providing Safe, Person-Centred Care		
Competency Outcomes	Proficient	Needs Improvement
Identifies ways to encourages client independence in walking, with or without aides and assistive devices.		
Assesses client for changes that impact transfers or lifts.		
Performs transfers safely: • One-person. • Two-person. ◦ Pivot disk. • Mechanical lifts. ◦ Sit-To-Stand lift. ◦ Full(total) lift.		
Repositions the client in bed.		
Positions the client in: • Bed. • Chair. • Wheelchair. • Modified chairs.		
Performs safe feeding techniques.		
Modifies the texture of fluids according to evidence-informed practice.		
Measures intake and output accurately.		
Assists with prosthetic care: • Applies device. • Removes device.		
Performs transfers: • Bed to wheelchair using a transfer board. • Bed to stretcher using a slider board.		

Course 4: Fundamentals of Providing Safe, Person-Centred Care		
Competency Outcomes	Proficient	Needs Improvement
Demonstrates proper application and monitoring of restraints as per employer policy. • Wrist restraints. • Seated restraints. • Bed Restraints.		

Course 6: Advanced Care Techniques – Addressing Complex Care Needs		
Competency Outcome	Proficient	Needs Improvement
Demonstrates range of motion techniques.		
Performs simple dressing changes using clean technique.		
Recognizes and reports skin abnormalities in a timely manner: • Skin temperature. • Swellings, bruises, or abrasions. • Discolouration.		
Describes major causes and symptoms of skin breakdown: • Diabetic condition. • Pressure sores. • Shearing.		
Demonstrates appropriate techniques to prevent wounds, including proper positioning, prevention of shearing injuries, frequent position changes, use of lotions, and safe hygiene practices.		
Assists with tube feeding: • Prepares the client and sets up equipment. • Measures and records intake. • Observes the client for potential complications. • Reports and documents findings in a timely manner.		

Course 6: Advanced Care Techniques – Addressing Complex Care Needs		
Competency Outcome	Proficient	Needs Improvement
Follows approved procedures for catheter and perineal care, which may include a required sequence of steps, proper positioning of the client, clean technique, appropriate equipment use, cleaning, and disposal., clean technique, and requirements for reporting and/or documenting.		
Empties a urinary bag and measures output as required.		
Removes and applies an external catheter drainage system.		
Demonstrates appropriate procedures for ostomy care: • Changes entire ostomy system. • Empties a reusable pouch. • Checks for signs of skin irritation or breakdown, leakage, and redness around the stoma and surrounding skin. • Follows agency policies to report and document ostomy care.		
Demonstrates appropriate procedures for collecting, handling, processing, and transporting specimen: • Urine. • Stool. • Sputum.		
Demonstrates accuracy when measuring a client’s vitals: • Temperature. • Radial pulse. • Respirations. • Blood pressure with manual manometer. • Blood pressure with digital manometer. • Oxygen saturation.		
Assesses pain using observational tools.		
Demonstrates accuracy in measuring a client’s height and weight: • Client in a wheelchair. • Client who is immobile.		

Course 6: Advanced Care Techniques – Addressing Complex Care Needs		
Competency Outcome	Proficient	Needs Improvement
Assists with oxygen therapy: - Ensures prescribed flow rate of oxygen. - Cleans and maintains oxygen delivery apparatus and other equipment used for respiratory therapy.		
Assists with oral suctioning: Describes and demonstrates approved procedures for suctioning the client's mouth.		
Recognizes and reports signs of respiratory distress.		
Assists clients with medication: - Oral medication. - Eye medication. - Ear medication. - Topical medication. - Transdermal medication. - Nebulizer. - Inhaler. - Pre-drawn insulin. - Rectal medication (with an understanding that this is a restricted activity and can only be performed on clients they have been trained to perform this activity on).		
Completes the 9 "Rights" and 3 Safety Checks for every medication when providing medication assistance.		

Course 7: Comprehensive Care Strategies for Diverse Client Needs		
Competency Outcome	Proficient	Needs Improvement
Provides respectful, holistic, evidence-informed care to clients with dementia.		

Describes the causes, signs and symptoms, and stages of dementia.		
Implements appropriate care strategies and evidence -informed practices to provide a high quality of life for clients.		
Provides respectful, holistic, evidence-informed care to clients with mental disorders.		
Provides respectful, holistic, evidence-informed care to clients with substance use disorders.		
Explains the connection between mental health and physical health.		
Provides respectful, holistic, evidence-informed care to clients with physical disabilities and/or developmental delays.		
Provides respectful, holistic care to palliative and end-of-life clients.		
Implements evidence-informed practices when assisting clients to provide high quality end-of-life care for client.		
Demonstrates appropriate postmortem care. - Assists with comfort measures for the family and respects the client's dignity while providing post-mortem care. - Follows agency policies regarding postmortem care.		

Name/Designation: (regulated Nursing Professional)	Signature	Date
Name of Manager:	Signature	Date
Name of Employer:		

Course 4: Fundamentals of Providing Safe, Person-Centred Care		
Competency Indicator	Proficient	Needs Improvement
Demonstrates hand hygiene with hand washing: • Entering the room. • Leaving the room. • Before skill. • After skill.		
Demonstrates hand hygiene using waterless hand sanitizer: • Entering the room. • Leaving the room. • Before skill. • After skill.		
Masking/Gloving/Gowning (donning and doffing as per policies and procedures)		
Proper body mechanics when lifting an item for assisting and/or transferring a client Name of Safe Patient Handling Program:		
Assists client with an affected limb to dress		
Assists clients with dressing and undressing for those who have physical or cognitive limitations (decreased range of motion, affected limb, dementia)		
Back rub		
Oral care • • Conscious client • • Unconscious client		
Denture care (including cleaning dentures, teeth, and gums)		
Observes and reports: ill-fitting dentures, sores, or bleeding or discoloration		
Hair care		
Toenail care		
Identifies the difference between healthy and unhealthy nails		

Course 4: Fundamentals of Providing Safe, Person-Centred Care		
Competency Indicator	Proficient	Needs Improvement
Identifies risks associated with providing nail care (e.g. clients who are at high risk for skin breakdown, diabetics)		
Perineal care • Male • Female		
Appropriately uses and disposes of incontinent products		
Records and reports on the color, odor, clarity, and amount of urine as per care plan		
Records and reports on the color, odor, and amount of feces, frequency of defecation as required by the care plan		
Implements care plan to maintain or increase urinary continence (e.g., regular toileting)		
Follows standard procedure for measuring intake and output of fluids		
Applies compression stockings		
Assists client with bathing (follows policies and procedures, including water temperature monitoring and checks) • Tub bath • Shower		
Gives client bed bath while providing client dignity, comfort, and safety		
Assists client with toileting • Commode • Bedpan • Urinal		
Makes a bed • Occupied • Unoccupied		
Assesses client for changes that impact mobility		

Course 4: Fundamentals of Providing Safe, Person-Centred Care		
Competency Indicator	Proficient	Needs Improvement
Uses proper body mechanics during client transfers or lifts		
Applies a transfer belt		
Assists with client ambulation with devices • Cane • Walker • Crutches		
Transports client in a wheelchair		
Identifies ways to encourages client independence in walking, with or without aides and assistive devices		
Assesses client for changes that impact transfers or lifts		
Performs transfers safely: • One-person • Two-person ◦ Pivot disk • Mechanical lifts ◦ Sit-To-Stand lift ◦ Full(total) lift		
Moves the client in bed		
Position the client in: • Bed • Chair • Wheelchair • Modified chairs		
Performs safe feeding techniques		
Modifies the texture of fluids according to evidence-informed practice		
Measures intake and output accurately		

Course 4: Fundamentals of Providing Safe, Person-Centred Care		
Competency Indicator	Proficient	Needs Improvement
Assists with prosthetic care (including applies and removes device)		
Assists with client ambulation with devices crutches		
Performs transfers: Bed to wheelchair using a transfer board		
Performs transfers: Bed to stretcher using a slider board		
Demonstrates proper application and monitoring of restraints, as per employer policy		
Applying restraints • Wrist restraints • Seated restraints • Bed Restraints		

Course 6: Advanced Care Techniques: Addressing Complex Care Needs		
Competency Indicator	Proficient	Needs Improvement
Demonstrates range of motion techniques		
Performs simple dressing change using clean technique		
Recognizes and reports skin abnormalities: skin temperature, swellings, bruises, abrasions, and discoloration in a timely manner		
Describes major causes and symptoms of skin breakdown (diabetic condition, pressure sores, and shearing)		
Demonstrates appropriate techniques to prevent wounds, including proper positioning, prevention of shearing injuries, frequency of position changes, use of lotions, and hygiene practices		

Course 6: Advanced Care Techniques: Addressing Complex Care Needs		
Competency Indicator	Proficient	Needs Improvement
Prepares the client for tube feed • Sets up equipment • Measures and records intake • Observes the client for potential complications • Reports findings in a timely manner		
Catheter and perineal care		
Follows approved procedure, which may include a sequence of required activities, proper positioning of the client, equipment to be used, use of clean technique, reporting and/or recording requirements and procedures, and procedures for cleaning/disposing of equipment used Includes:		
Empties a urinary bag and measures output as required		
Removes and applies an external catheter drainage system		
Ostomy: • Demonstrates appropriate procedures for: • Changing entire ostomy system • Empties a reusable pouch • Checks for signs of skin irritation or breakdown, leakage, and redness around the stoma and surrounding skin. • Reports and records as per policies		
Collects specimens • Demonstrate appropriate procedure for handling, processing, and transporting specimens (urine, stool, and sputum)		
Measuring Vitals		

Course 6: Advanced Care Techniques: Addressing Complex Care Needs		
Competency Indicator	Proficient	Needs Improvement
Temperature		
Radial pulse		
Respirations		
Blood pressure with a manual manometer		
Blood pressure with a digital manometer		
Oxygen saturation		
Pain assessment using observation tools		
Measures height and weight • Client in a wheelchair • Immobile client		
Respiratory Care Ensures prescribed flow rate of oxygen, cleaning and maintaining oxygen delivery apparatus, and other types of equipment used for respiratory therapy • Assists with oxygen therapy • Assists with oral suctioning		
Describes and demonstrates approved procedures for suctioning the client's mouth		
Recognizes and reports signs of respiratory distress		
Recognizes and reports changes in sputum (e.g. amount, color, consistency)		
Medication Assistance: Completes the 9 rights and 3 checks for every medication.		

Course 6: Advanced Care Techniques: Addressing Complex Care Needs		
Competency Indicator	Proficient	Needs Improvement
Oral medication		
Eye medication		
Ear medication		
Topical medication		
Transdermal medication		
Rectal medication - (included an understanding that this is a restricted activity and can only perform on clients they have been taught to perform this on)		
Nebulizer		
Inhaler		
Pre-drawn insulin		

Course 7: Comprehensive Care Strategies for Diverse Client Needs		
Competency Indicator	Proficient	Needs Improvement
Provides respectful, holistic care of clients with dementia		
Describes causes, signs and symptoms, and stages of dementia		
Implements appropriate care strategies to provide high quality of life for client		
Provides respectful, holistic, evidence-informed care to clients with mental disorders		
Provides respectful, holistic, evidence-informed care to clients with substance use disorders		
Explains the connection between mental and physical health		

Course 7: Comprehensive Care Strategies for Diverse Client Needs		
Competency Indicator	Proficient	Needs Improvement
Implements appropriate care strategies to provide high quality of life for client		
Provides respectful, holistic care to clients with physical disabilities and/or developmental delays		
Implements evidence-informed practices when assisting clients to provide high quality of life for client		
Provides respectful, holistic care of palliative and end-of-life clients		
Implements evidence-informed practices when assisting clients to provide high quality end-of-life care for client		
Postmortem Care Assist with comfort measures, provides dignity and respect while providing postmortem care as per agency policy		

Name/Designation: (regulated Nursing Professional)	Signature	Date
Name of Manager:	Signature	Date

Name of Employer: