

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: UNIT 3 - THEORY
CODE NO: HCA 107-3 SEMESTER:
PROGRAMME: HEALTH CARE AIDE
AUTHOR: GAYLE ALLINOTTE, BRENDA WARNOCK
DATE: SEPT/90 PREVIOUS OUTLINE DATED: NONE

APPROVED:  1/7 7/f r)
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UNIT 3 - THEORY

HCA 107-3

Course Name

Code No.

TOTAL CREDIT HOURS: 30

PREREQUISITE(S): HCA 100, HCA 101, HCA 103, HCA 104

I. PHILOSOPHY/GOALS;

Unit 3 presents the student with caring for the client with a sensory deficit, hearing and vision, with diabetes, cancer, colostomy, arthritis, heart problems and Alzheimer's Disease. Specimen collection, heat and cold applications, special mouth care, urine testing, and admission, transfer and discharge procedures are studied.

II. STUDENT PERFORMANCE OBJECTIVES;

Upon successful completion of this course, the student will:

- 1) describe therapeutic communication techniques
- 2) identify the principles for specimen collection, urine testing, heat and cold applications, special mouth care, colostomy care, and admission, transfer and discharge procedures
- 3) describe the principles of care for the client with diabetes, hearing loss, visual impairment, cancer, arthritis, heart problems and Alzheimer's Disease
- 4) demonstrate knowledge of commonly used abbreviations
- 5) relate the structure and function of the endocrine, and sensory systems to diabetes and hearing and visual impairment

III. TOPICS TO BE COVERED:	HOURS
1 Unit II Exam Review	1
2 Therapeutic Communication Part II	3
3 Specimen Collection	1
4 Hot and Cold Applications	2
5 Special Mouth Care	1
6 A & P of the Endocrine System	1
7 Diabetes	1
8 Urine Testing	1
9 A & P of the Sensory System - The Eye	1
10 Care of the Client With Impaired Vision	2
11 A & P of the Sensory System - The Ear	1
12 Care of the Hearing Impaired Client	2
13 Care of the Client With Cancer	1
14 Colostomy Care	1,
15 Care of the Client With Arthritis	1
16 Care of the Client With Heart Problems	1.
17. Admission, Transfer, Discharge	1.
Unit III Test (Medical Terminology)	
18: Care of the Client With Alzheimer's Disease	1.
Unit III Exam	
19 Care of the Client Who is Confused	1.
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IV. LEARNING ACTIVITIES/CONTENT

REQUIRED RESOURCES

1. Describe therapeutic communication techniques (2.05)	Print-outs in class Filmstrips
a) blocks to therapeutic communication	
Identify the principles of obtaining specimens. (7.04, 7.08, 7.03)	Text: pp. 222-240 pp. 257-259 pp. 359-360
a) general rules of collecting specimens	Workbook: Ch. 14 Study Questions: 15-18
b) routine, clean-catch, 24-hour, double-voided urine specimens	Study Questions: Ch. 15 24-26
c) stool specimens	Study Questions: Ch. 22
d) sputum specimens	Study Questions: LI
Describe the basic principles of heat and cold applications. (4.03, 5.19, 9.08, 9.12, 7.07)	Text: pp. 336-351 Workbook: Ch. 21 Study Projects: 1-2 Study Questions: 1-23
a) heat applications, effects and complications moist and dry applications hot compresses and packs commercially prepared compresses hot soaks sitz baths hot water bottles, heat lamps cold applications, effects and complications ice bags, cold packs, cold compresses cold sponge baths safety measures with heat and cold applications	
Identify the principles of special mouth care.	Text: pp. 180-188 Workbook: Ch. 13 Study Project: 4 Study Questions 1-16
a) oral hygiene	
b) mouth care for the unconscious client	
c) denture care	
5. Describe the basic structures and functions of the Endocrine System. (1.05)	Text: pp. 79-80 Workbook: Ch. 6 Study Questions 47-58

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IV. LEARNING ACTIVITIES/CONTENT

REQUIRED RESOURCES

Define diabetes. (7.05)	Text: pp, 80, 429 Workbook: Ch 26 Study Project: 5 Study Question: 34
7. Describe the principles of testing urine specimens. (7.08)	Text: pp. 236-240 Workbook: Ch. 14 Study Questions: 15-22
a) test ape b) clinitest, acitest c) Kito-Diastix d) straining urine	
8. Describe the basic structures and functions of the Sensory System - The Eye.	Text: pp. 65 Workbook: Ch. 6 Study Project: 3A Study Question: 22
9. Identify the principles in caring for the visually impaired client. (2.09, 7.08)	Text: pp. 422-425 Workbook: Ch. 26 Study Project: 7 Study Questions: 39-41
a) definition of glaucoma, cataracts b) corrective lenses c) contact lenses d) meeting the blind client's special needs	
10. Describe the basic structures and functions of the Sensory System - The Ear. (1.05, 2.07, 2.08)	Text: pp. 66 Workbook: Ch. 6 Study Project: 3B Study Questions: 23-24
11. Identify the principles in caring for the hearing impaired client. (7.08)	Text: pp. 99 PP. 420-421 Workbook: Ch. 26 Study Project: 6 Study Questions: 35-39
a) hearing loss b) effects of hearing loss in the client c) communicating with the hearing impaired d) hearing aids	

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IV. LEARNING ACTIVITIES/CONTENT

REQUIRED RESOURCES

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| 12. Describe the basic care of the client with cancer.
(7.08)
a) definition of cancer
b) seven early warning signs of cancer
c) treatment of cancer
d) meeting the cancer patient's needs | Text: pp. 409-410
Workbook: Ch. 26
Study Project: 1
Study Questions: 1-7 |
| 13. Describe the care of the client with a colostomy.
(7.08)
a) definition of colostomy (temporary, permanent) and ileostomy
b) colostomy and ileostomy care | Text: pp. 253-257
Workbook: Ch. 15
Study Project: 5
Study Questions: 17-23 |
| 14. Describe the care of the client with arthritis.
(7.08)
a) definition of arthritis, osteoarthritis, rheumatoid arthritis
b) care of the client with arthritis | Text: pp. 410
Workbook: Ch. 26
Study Questions: 8A & 8B |
| 15. Describe the care of the client with cardiovascular problems.
(7.08)
a) definition of cardiovascular disorder, hypertension, coronary artery disease, angina pectoris, myocardial infarction, congestive heart failure
b) care of clients with heart problems | Text: pp. 426-429
Workbook: Ch. 26
Study Project: 4
Study Questions: 28-33 |
| 16. Describe admission, transfer and discharge procedures.
a) Admissions
- preparing the room
- admitting the client
- measuring height and weight
- dressing and undressing the client
b) Transfers
c) Discharges | Text: pp. 316-329
Workbook: Ch. 19
Study Projects: 1-3
Study Questions: 1-12 |

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IV. LEARNING ACTIVITIES/CONTENT

REQUIRED RESOURCES

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| 17. Describe the care of the client with Alzheimer's Disease. (7.08)

a) definition of Alzheimer's
b) care of the client | Print-outs in Class
Text: pp. 418-419
Workbook: Ch. 2 6
Study Question: 18 |
| 18. Describe the care of the client who is confused.

a) reality orientation | Text: pp. 402-403
Workbook: Ch. 2 5
Study Questions: 26-28 |
| 19. Demonstrate knowledge of commonly used abbreviations. | Print-outs in Class
Text |

- Note:**
1. Numbers in parenthesis refer to objectives from the Ministry of Education Health Care Aide Program Guide and Performance Objectives.
 2. Sequencing of objectives and content, subject to change based on the learning needs of the students.

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v- EVALUATION METHODS: (includes assignments, attendance requirements, etc.)

Unit III Test	20%
Unit III Exam	80%

A+ = 90-100
 A = 80-89
 B = 70-79
 C = 60-69

* A pass is a "C" .

VI. REQUIRED STUDENT RESOURCES:

1. Mosby's Textbook for Nursing Assistants, 2nd edition, by Sorrentino, Sheila A., R.N., B.S.N., M.A., Toronto
2. Mosby's Workbook for Nursing Assistants, 2nd edition, by Kelly, Relda Timmeney, R.N., B.S.N., Toronto

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VII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY AUDIO VISUAL SECTION: (title, publisher, edition, date, library call number if applicable)

Filmstrips

Collecting Urine Samples	FS 154 & FS 155
Testing the Urine for Glucose and Ketones	FS 155
Local Applications of Heat and Cold	FS 22
Oral Hygiene	FS 31
Understanding Diabetes	FS 77
Care of Patient With Diabetes	FS 176
Enemas	FS 219
Colostomy Care	FS 58

VHS Video Cassettes (Health Sciences)

Family Alzheimer's - Building Up the Strengths
 Techniques of Therapeutic Communication
 Blocks to Therapeutic Communication

SPECIAL NOTES:

Students with special needs (eg: physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.