# STUDENT HANDOUT 1 Unfolding Case Study: Caring for Peter Schultz

**Changing Client Health Status and Response to Care**

**DIRECTIONS:** Read the following scenario. Then populate the table with observations based on the situation provided. For each observation, list possible responses that fall within the parameters of the HCA role.

*You are an HCA who has been working at the same complex care home for the past five years. Today is your first day back after a two-month absence, and you are assigned to care for Peter Schultz. As you carry out the plan of care, you observe changes in Peter’s health status and response to care.*

*You have always enjoyed providing care for Peter. When he first moved to the care home four years ago, you used several strategies to include him in the morning care routine. He especially enjoyed singing old tunes and reciting poems while you were helping him to get ready for the day. He enjoyed his meals and was a regular participant in the music and exercise programs and daily social hour. You always appreciated Peter’s smile and hearing him laugh.*

*Since Peter has moved to the care home, he has been diagnosed with Alzheimer’s disease, in addition to the diagnosis of vascular dementia following a CVA. He now requires full assistance with his activities of daily living and is on a regular toileting schedule. Over the past year, Peter’s legs have gotten weaker and he is no longer able to bear weight. He is on medication for blood pressure and bowel control.*

*Over the past year, Peter has become progressively less responsive during the morning care routine. He says very little and usually just listens as you sing his favourite songs. You have also observed that he smiles less often. Usually, when you try to involve him in simple care-related activities, such as washing his face or combing his hair, he will reach out for the face cloth or hair brush that you offer him but will not use them unless you guide his hands for him. This morning, when you offered him the face cloth, he did not reach out his hand to take* *it.*

*Since losing his ability to walk, Peter has used a wheelchair to ambulate. The foot pedals on his chair are removed and he uses his feet or the side rail to move himself up and down the hallway. Today when you look for Peter to bring him to the lunch room, you notice that he has not moved from the place where he was one hour ago. When you assist Peter with his lunch, he doesn’t try to hold his cup as he used to. He eats very slowly and clears his throat often. You observe that he finishes half of his mashed potatoes, but coughs when you offer him small pieces of minced chicken. He eats all of his chocolate pudding. It takes Peter 55 minutes to eat his lunch.*

*This* *afternoon,* *Eve* *comes* *to* *attend* *a* *special* *music* *program* *with* *Peter.* *When* *you* *walk* *with her to his room, you find that he has fallen asleep in his chair. Eve tells you that Peter has fallen asleep every day after lunch for the past two weeks. Eve has a difficult time waking Peter up to listen to the guest musicians. It takes an hour for Peter to drink a cup of thickened coffee and when Eve gives him a cookie, it drops out of his hand.*

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| **Documenting Observations and HCA Response to Changes** | |
| **Observation** | **HCA Response** |
| *Peter did not reach out to take the face cloth when it was offered to him.* | *Continue to offer the face cloth to Peter. If he does not reach out for it, place it in his hand and guide him in washing his face.* *Minimize distractions during this care activity.* *Continue to monitor Peter’s response to this approach.* |
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Metzger, Z.B. (2010). *The Last Lap of the Long Run, Addendum to “On the Long Run”: An Account of our Travels with Dementia*. This material is licensed under a [CC BY-SA 4.0 licence](https://creativecommons.org/licenses/by-sa/4.0/deed.en).

# STUDENT HANDOUT 2

**DIRECTIONS:** Visit the website that you have been assigned by your instructor and discuss the website review questions below with your small group. Write your group’s answers on flip chart paper or a whiteboard so that your group can present a summary of your findings to the class. After presenting to the class, return to your small group to discuss the small group discussion questions below.

Website Review Questions

1. What is the mission or purpose of this website?
2. What kind of resources are provided by the website? (E.g., legislation, standards, guidelines, policies, or education tools.)
3. Are there any regulations, standards, or guidelines specifically regarding HCA practice? If yes, choose one example to explain to the class.
4. How might HCAs use this website to obtain guidance on best practices?

Small Group Discussion Questions

1. What role does critical thinking play in deciding whether to follow best practices or take shortcuts when providing care to clients?
2. How do personal values and ethical considerations influence our decision making when it comes to following best practices?
3. What are some examples of personal care and assistance that do not follow best practice?
4. What are the potential consequences of not following best practices when providing care to clients? Consider how the consequences may differ if the care followed a non-standard practice or was an act of non-compliance.
5. How can we effectively communicate with colleagues about the importance of following best practices and avoiding shortcuts?
6. How can we create a culture within our health care teams that prioritizes following best practice?

# STUDENT HANDOUT 3 Scenarios: Legal and Regulatory Restrictions

**DIRECTIONS:** In small groups, discuss the following six scenarios with your small group. For each scenario, use the guiding questions to provide an appropriate response. Be prepared to explain and support your responses using theory from the Personal Care and Assistance and Introduction to Practice courses. If the scenario requires a restricted activity, also discuss the last two questions.

Guiding Questions

1. Is this care activity in the client’s care plan?
2. Have I observed anything in the environment or with the client’s health status that could negatively impact my ability to safely complete the care activity?
3. Am I prepared? (Do I have equipment, supplies, and support available if a team approach is required?)
4. Do I need to collaborate with the nurse prior to, during, or after the care activity?
5. Has the client consented?
6. Is this care activity a task or a restricted activity?
7. If it is a task, do I have the education and training to competently perform this task?
8. If it is a restricted activity, complete the additional questions below.

Additional Questions for Restricted Activities

1. Have I been delegated by a regulated health professional to perform this activity for a specific client?
2. Have I received the additional education and training required to competently perform the restricted activity?

***Scenario 1***

*As an HCA, you are providing care and service for an elderly gentleman, Mr. Ivanov, who requires help with his meals and his bath. One day, when you arrive at Mr. Ivanov’ house, you find that a doctor is visiting him. Apparently, Mr. Ivanov’ daughter, who lives across town, called the doctor when her father complained of chest pain. The doctor says to you, “Well, he seems to be fine now. Maybe it was only indigestion.” As he is leaving, he says to you, “Mr. Ivanov was telling me that his back is bothering him. I’ve left some Tylenol with codeine. Give him two of those whenever he needs them.”*

***Scenario 2***

*As an experienced HCA, you have been visiting Mr. Sanchez for several months and are familiar with his care plan and routines. The care plan requires you to clip Mr. Sanchez’s fingernails every two weeks. You have been doing this as per the care plan, your training, and the care standards for hand and foot care. Today, as you prepare to perform the routine nail clipping, you notice a concerning change. The skin around his fingernails appears red and swollen, unlike previous visits. You attempt to call your RN supervisor, but they are not available. Mr. Sanchez is getting impatient and wants you to “hurry up” and clip the nails. He says that his fingers are always a little red and swollen.*

***Scenario 3***

*You are an HCA working in a complex care facility. Your client Mr. Al-Katib has a wound on his upper left buttock. The wound was covered by a gauze dressing applied by the nurse. Today is Mr. Al-Katib’s day for taking a bath.*

***Scenario 4***

*As an HCA, you have been visiting Mr. and Mrs. Sihota for several months. Mrs. Sihota is a woman of 78 years who is physically frail and experiencing some cognitive decline. Two days ago, she had day surgery to correct a cataract in her left eye. Mr. Sihota is almost 10 years older than his wife and suffers from arthritis and heart problems.* *When you come to their house, Mr. Sihota greets you at the door saying, “Thank goodness you are* *here. Now you can give my wife her prescription eye drops. I’m no good at that sort of thing and she’ll be happier to have you do it.”*

***Scenario 5***

*You are a new HCA graduate working in a complex care facility. Mrs. Shirazi is a new client who was admitted yesterday. You notice that her toenails are very long and need to be clipped. You are not familiar with her medical history and are unsure if the nurse has assessed Mrs. Shirazi toenails. However, Mrs. Shirazi’s toes and nails appear healthy and you recently practised the skill during your clinical rotation so feel confident performing the task.*

***Scenario 6***

*You are working as an HCA and recently were hired into a group home setting. The employer informs you that you are responsible for basic wound care as there is no nurse on site. Although you did not learn this skill in your HCA program, the employer assures you that it is a part of your job description and that they will provide you with on-the-job training.*

# STUDENT HANDOUT 4 Self-Assessment Video Reflection Sheet

Student Name:

Title of Self-Assessment Video:

Date of review:

1. How well did you do on this video? Did you get any of the questions wrong on the first attempt? If yes, which one?
2. What new learning did you gain as you watched this video?
3. What would you do differently now that you have watched this video?
4. Was there anything in this video that surprised you or that you feel confused about?
5. How will this video better prepare you for your practice experience?
6. How can you maintain professionalism when caring for similar clients to those you observed in the video?

# STUDENT HANDOUT 5 Home Safety Assessment Guide

**DIRECTIONS:** In addition to conducting the assessment (indicating with a checkmark where met), make comments on safety issues identified (items unmet) and suggest ways that the environment could be made safer for the client/family and members of the health care team.

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| General Assessment   * Is there adequate lighting outside and inside the home? * Are walkways and stairs dry, in good repair, and clear of clutter? * Are any pets in the home restrained during your visit? * Is the home generally clean and fairly tidy? * Do you note the absence of unpleasant odours? * Are there smoke detectors and a fire extinguisher in the house? * Are there indicators of hazardous chemicals in the house? * Is it possible to keep the house well-ventilated? * Are the materials and equipment required to care for the client (e.g., lift equipment) available and in working order? * Is the environment smoke free during your visit (no one smoking in the home while you are there or one hour prior)? * Are there indicators of use of illegal drugs by anyone in the home? * Do you feel safe entering this house? * What forms of security are in place to ensure your safety during the visit (e.g., locks, escape routes, mechanism for communication with your supervisor/employer)? * Do you feel safe while inside the home (e.g., in terms of the client, other people in the home, weapons inside the home, etc.)? |
| Comments: |
| Living Room   * Are area rugs tacked down? * Are electrical cords safely out of the way and not frayed (check throughout the home)? * Have newspapers, magazines, or other flammable objects been removed? * Is the lighting adequate? |
| Comments: |
| Kitchen   * Are kitchen appliances in good working order? * Is the kitchen clean? Look both externally and inside the cupboards, drawers, oven, microwave, and refrigerator. * Are appropriate cleaning products and equipment available? * Have spoiled foods been removed from the refrigerator? * Are there any indicators of rodent infestations? |
| Comments: |
| Bathroom   * Does the size of the bathroom contribute to safety (e.g., availability of space to manoeuvre during caregiving procedures)? * Are grab bars available by the tub and toilet (if needed)? * Is the height of the toilet appropriate for client needs? * Does the location and height of the tub contribute to safe caregiving practice? * Is there a rubber mat in the tub? * Is there a bath bench or bath chair? * Is there a hand-held shower head? * Is the lighting adequate? |
| Comments: |
| Bedroom   * Is the height and location of the bed appropriate for safe caregiving practice? * Is there adequate space to manoeuvre during caregiving procedures? * Is the lighting adequate? |
| Comments: |