Clinical Instructor Orientation

Health Care Assistant Program

[Insert Post-Secondary Institution Name]

BRITISH COLUMBIA | Ministry of Advanced Education and Skills Training

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Introduction

The *Clinical Instructor Orientation* has been developed to support clinical instructors in Health Care Assistant programs in British Columbia. This orientation guide includes background information on the program; information on the role and expectations for both instructors and students; suggestions for instruction, reflection, and assessment; information on how to set students up for success; tips on giving and receiving feedback; and resources for more information. It also includes several sample evaluation tools.

For more information about Health Care Assistant Program, please see the Health Care Assistant Program Provincial Curriculum 2015 and the Health Care Assistant Program Supplement to the Provincial Curriculum Guide (2015), Third Edition, November 2021.

Please note: Some content from the College of New Caledonia (CNC) has been included as sample text. This text has been placed in brackets [ ]. Post-secondary institutions will need to change this text to reflect the needs of their program.

Mission

[The College of New Caledonia's mission, as a comprehensive community college, is to provide access to lifelong learning and to facilitate the achievement of educational and personal goals. We are responsive to the diverse needs of our students, our employees, and the communities in our region. In a dynamic, consultative environment, we deliver quality programs and promote the success of every student."][1]

Vision

[The College of New Caledonia's (CNC) vision is to deliver programs and services of the highest standard possible to our learners. CNC will be recognized regionally and internationally for implementing effective learning opportunities, which will increase educational access for our learners. Students, employees and communities will share "one experience" of CNC. Our programs will support the development of local, regional, and global leaders.][2]

Values

[Our values guide the work that we do and the decisions that are made.
Respect. We respect and value each individual by being inclusive and embracing the diversity of our learners and college communities.
Accountability. We are accountable to each other and to the college community for our actions and for achieving our commitments.
Integrity. We act with integrity, fulfilling promises and ensuring open, respectful relationships.
Transparency. We conduct ourselves in an open, honest, and transparent manner.
Relationships. We work together to advance the College of New Caledonia in its academic mission and in fostering respectful relationships.][3]

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[1] College of New Caledonia. (n.d.-b). *Strategic plan: Promoting student success.*
[2] College of New Caledonia. (n.d.-b).
[3] College of New Caledonia. (n.d.-b).

The Health Care Assistant Program

The Role of the Health Care Assistant

Health Care Assistants (HCAs), also known as Care Aides, are frontline care providers in a variety of institutional and community settings, including home support agencies and residential care facilities.

To be eligible to work as an HCA in any publicly funded health care setting in B.C., applicants must be registered with the B.C Care Aide & Community Health Worker Registry. For more information, see the B.C. Care Aide & Community Health Worker Registry, 2013 at https://www.cachwr.bc.ca/Home.aspx

Purpose of the Health Care Assistant Program

[The program is designed to assist individuals to develop the knowledge, attitude, and skills necessary to function as a Health Care Assistant. The graduates will be prepared to work with elderly clients and other individuals with disabilities/chronic illnesses in their homes and in care facilities.

The ideal candidate for the Health Care Assistant program will have good communication skills in both written and verbal English, a caring attitude, good time management skills, and be energetic and enthusiastic toward learning.][4]

History of the Health Care Assistant Program

[The College of New Caledonia first offered the Long-Term Care Aide program in 1980. The curriculum, designed by the Ministry of Advanced Education, is used by all public B.C. colleges offering this program. However, the courses can vary in presentation.

Over the years the Long-Term Care Aide program was taught twice a year. The Homemaker program was taught whenever there was adequate enrolment. As time passed, a public need developed for a more skilled homemaker and in 1989 the programs were combined.

In 1992 in accordance with provincial trend, there was a name change to the Home Support/Resident Care Attendant program.

In 2009, the new British Columbia provincial curriculum was adopted by College of New Caledonia, with another name change to the program. The Health Care Assistant Program started in August of 2009. This program has 29 weeks of instruction and clinical experiences delivered over 35 weeks. The curriculum was updated in 2015 to include 8 hours of acute care theory.][5]

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[4] College of New Caledonia. (n.d.-a).
[5] College of New Caledonia. (n.d.-a).

Health Care Assistant Program Learning Outcomes

Under the supervision of a health professional, the graduate of the Health Care Assistant Program will:

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

To meet these learning outcomes, the graduate must:

1. Be guided by a philosophy of caring.
2. Use knowledge from the theory and labs as a basis for their actions in the practice/community setting.
3. Use reasoned problem-solving to exercise judgment in all aspects of their job responsibilities.
4. Use psychomotor, organizational, and interpersonal skills suited to the work situation and client/family needs.
5. Understand and maintain high standards of care.
6. Participate effectively as a supportive, contributing partner within the interdisciplinary community health care team.
7. Be self-reflective, self-evaluative, and accountable for their choices and actions.
8. Recognize and respond effectively to own self-development/learning needs.

Policies and Procedures

[All policies and procedures are available through the College of New Caledonia home page. To access, log in as an employee; policies are located in the task bar. Policies will be listed in different categories – there are several to be familiar with:

- Assisting students in distress
- First aid
- Student conduct (academic and non-academic)]

Learning Hub Courses

It is important that instructors are up to date with health authority education requirements.

Learning Hub is the province-wide course registry and learning management system for the public health services authorities. It provides training services to health care employees, students, and volunteers, with select courses available to the public. For more information about setting up an account to access Learning Hub courses, use Google Chrome to visit https://learninghub.phsa.ca.

Once you have set up your Learning Hub account, you will be able to access the courses required for your health authority. Your Program Leader will be able to identify required courses. These will likely include the following modules:

- Student Practice Education Core Orientation (SPECO)
- Safe Patient Handling Learning Modules
- Aboriginal Health: For the Next Seven Generations for the Children
- Health Care Assistant Practice in B.C.
- Privacy and Security 101

For a complete list of courses, visit the Learning Hub Courses List.

Training Resources at Your Institution

[There are many resources that will be provided to you to help you to become familiar with the College of New Caledonia's Health Care Assistant program. Please take the time to review the following documents and watch the following videos.

- HCAP 199/195 Manual
- HCAP 150 Manual
- Student Handbook
- Open Bed Making
- Intro to Bed Bath
- Bed Bath with Perineal Care of the Penis
- Bed Bath with Perineal Care of the Vulva
- Occupied Bed Making
- Point of Care Risk Assessment
- Using the Sabina Mechanical Lift
- Placing a Sling
- Using the Golvo Mechanical Lift
- Using the Ceiling Track Lift]

Who to Contact If You Have Questions

A number of professionals can assist you through the process of becoming a great instructor. It is important that you are aware of the supports that are available to you if and when you have issues.

Program Leader (Coordinator or Chair)

Faculty Name ....

Phone Number ....

Email ....

[Senior Clinical Instructor or Program Lead]

Faculty Name ....

Phone Number ....

Email ....

Clinical Instructor Expectations and Roles

It is expected that all clinical instructors will provide instructor-led supervision and oversee all activities to help students provide an optimal level of care in the clinical setting. These duties include the following:

- Complete the Instructor Orientation package and provide a signed copy of completion to the Deanery.
- Complete an on-site unit orientation; connect with the program leader if further orientation to the unit will be required.
- Organize and set up unit orientation for students.
- Complete client assignments for the students by considering the student's level of competence and their learning needs.
- Develop and maintain good professional relationships with all students and employees.
- Provide instructor-led supervision for assigned placement hours.
- Monitor student progress and provide feedback.
- Assist the student to integrate theory and practice.
- Evaluate students in the clinical setting as related to program outcomes.
- Ensure you are familiar with the most up-to-date COVID-19 student practice education guidelines.

Student Expectation and Roles

To attain a satisfactory final evaluation, the student must demonstrate the ability to meet the Practice experience course learning outcomes (see page 60–78 of the Health Care Assistant Provincial Curriculum) Students also must:

1. Arrive at the clinical practicum site prepared for the experience:
   - Time management sheet completed (is punctual)
   - Dressed and groomed appropriately
   - Alert and interested
   - Prepared to follow safety rules
2. Demonstrate problem-solving and observation skills in the clinical area.
3. Use positive social skills (be polite to clients, staff, and peers).
4. Use effective communication skills. This includes:
   - Attending and listening skills
   - Recognizing conflict and using conflict resolution strategies
   - Adapting communication to individuals with sensory and cognitive deficits
   - Working effectively with a team
5. Demonstrate a beginning ability to transfer theory learned in the classroom to the clinical site.
6. Practice principles of medical asepsis in handwashing and handling linen between caring for clients.
7. Practice principles of body mechanics in all aspects of the care and duties of an HCA.
8. Demonstrate a beginning knowledge of correct moving and positioning of a client in bed.
9. Plan and execute all lifting and transferring techniques taught in the lab and on-site in the clinical area.
10. Safely assist clients who require major and minor assistance to eat.
11. Safely and correctly perform tasks related to elimination, including enemas, suppositories, and catheter care.
12. Perform bedmaking tasks neatly and in an acceptable time frame.
13. Demonstrate an awareness of safety and personal issues related to restraining devices.
14. Practice with an awareness of the ramifications of a deficiency of exercise and mobility for the complex care client.
15. Provide insight into the effects of the disease process on the implications of care for the client.
16. Demonstrate an awareness of the importance of basic needs as reflected in care of clients throughout their lifespan.
17. Refine organizational skills and set appropriate priorities.
18. Consistently attempt to incorporate classroom theory with clinical experience.[6]

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[6] College of New Caledonia. (n.d.-a).

Confidentiality

Client assignments and resident profiles are considered confidential. Students must not photocopy any client/resident information or share any information about their assigned clients/residents in any public area, or on any social networking websites. This includes, but is not limited to, Facebook, Instagram, and Twitter.

A breach of confidentiality would also include discussing any part of your clinical experiences outside of the classroom or post-conference areas (i.e., cafeterias, hallways, etc.).

A breach of confidentiality would also include any discussion regarding one care facility while completing a clinical experience at another facility.

Confidentiality requirements must be met at each health authority that a student attends. Below is a list of confidentiality requirements for each health authority.

Health Authority	Confidentiality links
First Nations Health Authority	—
Fraser Health Authority	FHA Privacy and Confidentiality training
Interior Health Authority	Confidentiality Undertaking for Student Placement
Island Health	Island Health Student Practice Curriculum and Code of Practice
Northern Health Authority	NHA Acknowledgement form
Providence Health Care	PHC Privacy and Confidentiality Undertaking
Provincial Health Services Authority	PHSA Privacy and Confidentiality training
Vancouver Coastal Health	VCH Confidentiality

[Students have signed a [Northern Health] confidentiality agreement. A breach of confidentiality may have legal implications. Any breach of confidentiality is reviewed on an individual basis by the instructor(s) and/or dean of the [School of Health Sciences]. Consequences may include dismissal from program; and/or possible legal action.][7]

Probation Status

[A student may be placed on probationary status at any time in the program if their instructor deems that the student's performance is not at an acceptable level.

The probationary status will be for a stated period of time with the understanding that should there be inadequate improvement in performance, the student will be terminated from the program. At this time a clinical progress report may need to be completed; you can collaborate with your program coordinator to determine if this is an appropriate action.][8]

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[7] College of New Caledonia. (n.d.-a).
[8] College of New Caledonia. (n.d.-a).

How Humans Learn

Universal Design for Learning

Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone – not a single, one-size-fits-all solution, but rather flexible approaches that can be customized and adjusted for individual needs.[9]

Using the three UDL principles will give all students the ability to participate and provide equity among your students. These principles are:

1. **Representation**. The UDL recommends that the information be provided in more than one format. Text, audio, video, and other digital media are all ways to develop your curriculum.
2. **Action and expression.** The UDL suggests giving your students more than one way to interact with the material, such as providing models, feedback, and support for their different levels.
3. **Engagement**. How do you motivate your students? The UDL encourages you to seek multiple ways to give them choices to fuel their autonomy. You want to allow your students to make mistakes and learn from them.
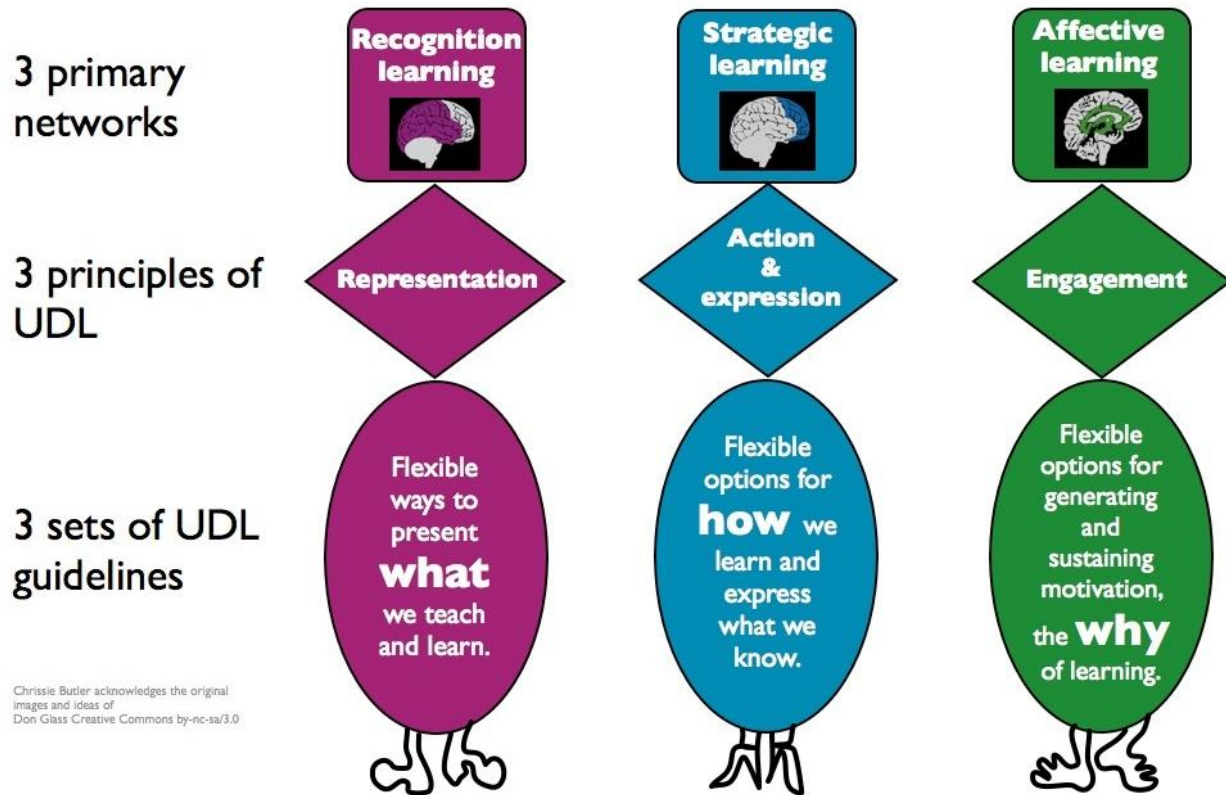

UDL guidelines overview was adapted by Chrissie Butler from Don Glass. This material is licensed under a Creative Commons Attribution-NonCommercial 2.0 Generic License.

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[9] UDL on Campus. (n.d.). *About UDL.* http://udloncampus.cast.org/page/udl_about

Learning Domains and Bloom's Taxonomy

During the 1950s, Benjamin Bloom led a team of educational psychologists in the analysis of academic learning behaviours. The results of this team's research produced what is known today in the field of education as Bloom's Taxonomy of Learning Domains. This hierarchy of learning behaviours was categorized into three interrelated and overlapping learning domains: the cognitive (knowledge), affective (attitude), and psychomotor (skills).[10]
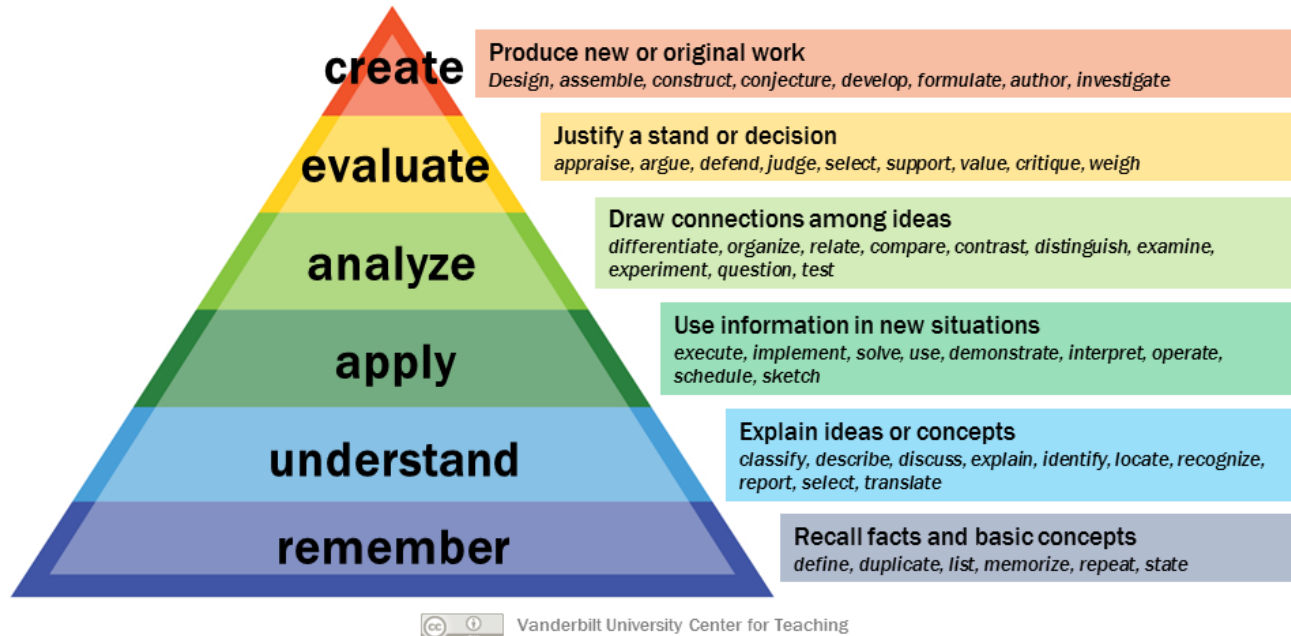
Vanderbilt University Center for Teaching. This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

These action words describe the cognitive processes by which thinkers encounter and work with knowledge. It is based on the belief that learners must begin by learning the basics and working their way up the pyramid; the student ultimately needs to grasp the foundational knowledge of their course before they can progress to the more complex ways of thinking.

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[10] College of New Caledonia. (2017). *School of Health Sciences new employee handbook.*

Reflection

Reflective practice is "learning through and from experience toward gaining new insights of self and practice."[11]

Reflection is a basic part of teaching and learning. It aims to make you more aware of your own professional knowledge and action by "challenging assumptions of everyday practice and critically evaluating practitioners' own responses to practice situations."[12] The reflective process encourages you to work with others to share best practice and draw on them for support. Ultimately, reflection makes sure all students learn more effectively as learning can be tailored to them.[13]

Gibbs' Reflective Cycle: Encouraging Reflective Practice

In order to develop the HCA student's ability to self-reflect and recognize and respond to their own self-development needs as care providers, consider introducing a model that can be used for reflective practice, such as Gibbs' Reflective Cycle (1988).[14]
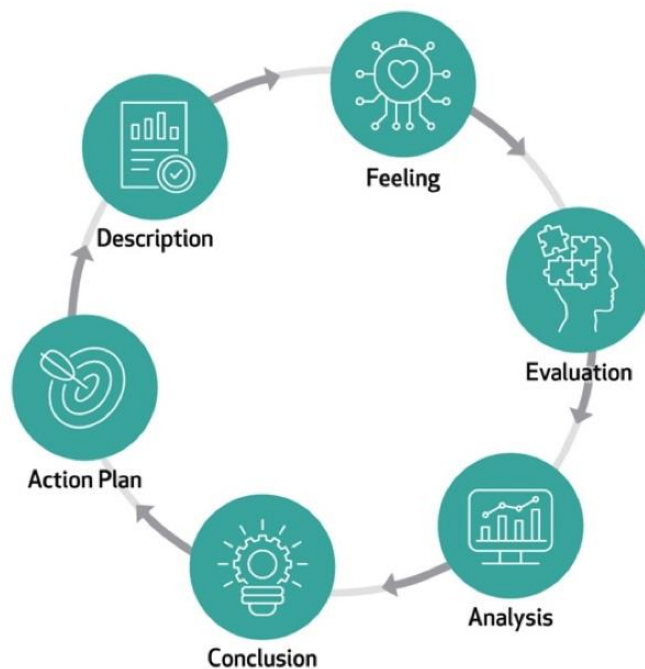
Description: What happened

Feelings: What did you think and feel about it?

Evaluation: What were the positive and negative aspects?

Analysis: What sense can you make of it?

Conclusion: What else could you have done?

Action plan: What will you do next time?

Adapted from McCabe, G. & Thejll-Madsen, T. The University of Edinburgh. (2020). Gibbs' reflective cycle. https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle. This material is licensed under a Creative Commons Attribution 4.0 International License.

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[11] Finlay, L. (2008). Reflecting on "reflective practice." Practice-based Professional Learning Paper 52, The Open University. https://oro.open.ac.uk/68945/1/Finlay-%282008%29-Reflecting-on-reflective-practice-PBPL-paper-52.pdf
[12] Finlay. (2008).
[13] Cambridge International Education Teaching and Learning Team (n.d.). *Getting started with reflective practice.* https://www.cambridge-community.org.uk/professional-development/gswrp/index.html
[14] Gibbs' Reflective Cycle. (1988). https://www.brightknowledge.org/knowledge-bank/medicine-and-healthcare/spotlight-on-medicine/what-is-reflective-practice

Receiving and Giving Feedback

We can all grow and learn from constructive feedback. It can help us to improve. As an instructor you will be required to give feedback to students, and you will also receive feedback, whether you ask for it or not. Below are some tips on how to receive and give feedback.

Tips for Receiving Feedback[15]

- **Don't be defensive.** Even if the feedback is hard to hear, stay cool, ask honest questions, and process the intent of the feedback before you react.
- **Listen for the unspoken message.** Sometime you have to read between the lines to find the true feedback.
- **Don't listen selectively.** Try to take in the whole of the feedback. Don't focus on one statement or one detail that rubs you the wrong way.
- **Ask follow-up questions.** To discover the underlying truth of the feedback you receive, you may have to ask questions that call for elaboration, examples, clarification, and details.
- **Don't blame the person providing feedback.**
- **Don't react emotionally.** Receiving feedback can be nerve-racking, so try to stay relaxed. If you hear something surprising, take time to think it through before you react.
- **Be receptive.** Establish yourself as a person who will listen thoughtfully to feedback. This doesn't mean that you have to accept all criticism; it just shows that you are eager to improve and grow.
- **Absorb and act.** Not all feedback is useful, but through honest introspection you can decipher those parts of the feedback that will help you find success. Once you have done this, then set a course of action to incorporate it into your performance.

Tips for Giving Feedback[16]

- Offer your feedback in a private, quiet place where your student won't feel embarrassed or defensive.
- Reaffirm the goals and purpose of your team.
- Outline how current behaviour is impacting the team as a whole.
- Try to be specific and support your ideas with examples.
- Discuss how current behaviour is causing unintended results.
- Ask permission to offer suggestions or ask if you can suggest possible changes in behaviour or attitude.
- Try to explain how both of you might benefit from a change.
- Make sure that the exchange is a conversation, not a lecture.
- Give the other person plenty of time to respond and listen attentively.
- Avoid aggressive language.
- Use the pronouns "I" and "we" rather than "you."

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[15] Warmerdam. (2020). *Accepting feedback* [PowerPoint slides]. College of New Caledonia.
[16] Warmerdam. J. (2020).

Giving Meaningful Feedback

Instead of…	Try…
I need to give you some feedback.	Here's my reaction to your assignment, test, project.
Well done! Your assignment is excellent!	Here are three things that really worked for me.
Here's what I think you *should* do.	Take a look at the peer assessments. Is the feedback consistent with your own thoughts and ideas, and mine? How do you want to proceed?
Your example does not align with the concept I presented in class.	The example you presented in our class discussion warrants a closer look. Can you align the specifics of the example to the concept presented? I am not seeing an alignment, but I want to hear your ideas.
Your presentation of [concept] was not clear.	Here's exactly where your assignment/project/ presentation started to lose me.
The content in this project is interesting, although it only minimally meets expectations as there were several typos. The assignment appeared sloppy.	I noticed you can communicate your ideas in an articulate and engaging manner when you present them orally. Would you like to present your next assignment orally?
This assignment is much different from previous assignments you have submitted.	I noticed your assignment is not written to the same calibre as I have seen in previous assignments. How did you approach this assignment?

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How to Set Students Up for Success

Below are some good practices you can encourage students to follow.

Be organized. This is a must! Encourage students to use tools to help them stay focused and not waste time looking for paperwork they may need.

Have a positive attitude. Positivity makes it easier to achieve goals and help you learn. When we use negative self-talk, we can be unproductive and hesitant to change.

Reach out and use available resources. Acknowledge that the program will be hard at times. Remind your students that if they are struggling in school, they shouldn't be afraid to reach out and use resources that are available.

Learn from mistakes. Tell them it's okay to make mistakes; they are an opportunity to learn. Reflection about what they have learned is key. Often, students who are able to positively reflect on a mistake do not make that same mistake twice.

Plan ahead. Encourage students to visualize the big picture and stay focused and motivated. Telling them to not leave things until the last minute will be less successful.

Don't compare yourself to others. Remind your students that the best Health Care Assistants do not necessarily get straight As; the best HCAs are the ones who care. Yes, grades are important, but they are not the be-all and end-all.

Remember self-care. This is so important. Make sure to remind the students to take care of themselves physically, spiritually, and emotionally. Encourage them to eat well, exercise, meditate, and do whatever works to keep themselves happy and healthy.

Ask questions. Tell students to not be afraid to ask the instructor questions, and remind them that there are no stupid questions. Most likely their peers have the same question and are also afraid to ask.

Have fun. Using active learning is a great way to engage your students and increase their chances of success. Have some fun and the results will show!

Discouraging Phone Use

Cell phones can be a great tool, but they can also be a distraction. Limiting screen time helps students to be more successful. Allowing the use of phones during break is acceptable, but cell phones should never be used on the floor or during client care. So how do we prevent students from using cell phones on the floor?

- Set a good example; get off your phone.
- Keep students engaged; find extra tasks for them to complete.
- Make them responsible for their own learning; what else would they like to experience?
- Be active and move around; physical activity helps us focus better.

SMART Goals

Encourage students to set goals and think about priorities. It helps to identify and write down their long-, mid-, and short-term goals using the SMART format. When the student is able to identify these goals, it helps them to realize that even small victories will help them to succeed. Remind the student of the SMART goals to help increase their chance of success.

S – Specific. Your goal should be clear and precise. For example, "Get more active" is not a specific goal. "Walk for 30 minutes every Monday, Wednesday, and Friday from 12:00–12:30" is specific.

M – Measurable. How are you going to measure if you have achieved your goal or not? From the example above, did you walk for those 30 minutes on the days specified?

A – Adjustable. What can you do if you fall off track? Life is unpredictable, so you have to have a plan to get back on track and to recognize that it is okay to fall off track. For instance, if you did not walk on the Wednesday, could you change that day to Thursday for one week?

R – Realistic. Your goal needs to be a realistic goal. A goal is not realistic if you don't have the financial, environmental, physical, or emotional support to accomplish a specific goal.

T – Time-based. Your goal needs to have a specific timeline that you will measure the outcome and re-evaluate if necessary. If you did not achieve your goal, then you need to start again. What can you do differently? Are there any other alternatives?

How to Identify a Struggling Student

Below are some signs a student who is struggling may show:

- Becomes easily frustrated.
- Lacks self-motivation.
- Has difficulty staying on task.
- Takes longer than normal to complete tasks.
- Becomes argumentative when provided feedback.
- Becomes anxious and does not perform.
- Arrives on site unprepared and dishevelled.
- Has difficulty following directions.

- Seems to work longer and harder with little or no improvement.
- Is no longer organized and time management suffers.
- Makes frequent and careless errors.
- Has difficulty remembering and does not retain learned skills.
- Makes negative comments about clinical rotation.

Everyone struggles at times; this completely normal. Remind students that being aware of their struggles and knowing how to cope are important skills we all need to develop. If they are struggling in school, they shouldn't be afraid to reach out and use resources that are available at your post-secondary institution.

Problem-Solving and Decision-Making Process

You can provide students with a problem-solving, decision-making process exercise to analyze problems and come to a decision that best fits. This process is available as a Student Handout: Problem-Solving and Decision-Making Exercise in the Health Care Assistant Program Supplement to the Provincial Curriculum Guide (2015), Third Edition, November 2021.

Document each step in your process.

1. Analyze the problem:
   - What do you know about the choices available to you?
   - What are the pros and cons of employment in various settings (community, residential, acute care)?
   - What are the pros and cons of continuing your education at this time?
   - Are there other options you might consider?
   - Do you need more information? If so, how will you get it?
   - What are your particular talents, abilities, and preferences?
   - What roles and responsibilities do you have outside of work?
   - How do these fit with the choices you are considering?
   - What are your overall goals or desired outcomes? What is most important to you?

Use a table like the following to analyze the pros and cons (for **you**) of each choice.

OPTIONS	POSITIVE CONSEQUENCES	NEGATIVE CONSEQUENCES

2. Based on your analysis, what is the best choice(s) for you at this time?
3. Based on your choice(s), what are your next steps? How will you evaluate your choice(s)?
4. Self-reflection: Was this a new way for you to come to a decision? How did it feel to you? Were you happy with the outcome? What did you learn from the process?

Also remind the student of support services available to them through your post-secondary institution.

Learning Strategies

Strategies that Focus on Problem-Solving and Critical Thinking[17]

You will hold pre- and/or post-conference sessions with students to discuss topics and issues related to their clinical placement. Below are topics to support post-conference discussions or journal writing.

- Describe a situation when you provided person-centred care to one of your clients.
- Describe a situation where you applied a holistic approach to client care.
- Reflect on your cultural competence and whether you feel prepared to provide adequate care.
- Describe a communication challenge that you experienced this week and how you responded. Discuss an alternative approach you could have taken to effectively address the situation.
- Has there been a time during this placement that you felt out of your depth or overwhelmed? How did you manage it? What did you learn from it?
- Describe a communication challenge that you experienced with a staff member. How did you handle it?
- Describe how you organize your day and prioritize care.
- Describe a situation where your organization and time management went well.
- Describe how you are using resources (e.g., textbook, nurse, instructor) to inform your practice.
- Describe a situation where you used creativity when you did not have the supplies you required.
- Use Gibbs' Reflective Cycle to analyze a situation you encountered during clinical.

Students could also be asked to discuss how they have, or would respond, to the following situations:

- Being instructed to provide care in a manner that is contrary to what you have been taught.
- Observing an interaction between a client and staff member that is in conflict with your values.
- Observing your mentor cutting corners/taking short cuts.
- Being used as supplemental staff or used to answer call bells.
- Being asked to assist a client to get up for breakfast, but the client is still sleeping or wants to sleep in.

Ask students to identify a scenario where they faced a challenge related to communication with a client, family member, or staff member. Have the students use the problem-solving/decision-making process to analyze the problem, identify what they learned through the situation, and describe how it has impacted their approach to future communication in this context (Learning Outcomes #2, #6 and #8).

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[17] © Province of British Columbia. (2021). *Health Care Assistant Program Supplement to the Provincial Curriculum Guide (2015) Supplement* (3rd ed). Creative Commons Attribution-ShareAlike 4.0 International License (CC BY-SA 4.0).

Relationships with Students

As an instructor, you are expected to provide guidance, support, and leadership, but you are not there to discipline students. Fortunately, most students have chosen this career path and are motivated to do well, so discipline is usually not an issue. You may have a student who pushes boundaries, and you will have to be firm. Keep in mind that being firm does not mean being mean. Below are some tips for how to guide students and set boundaries.

Be kind and firm. Be both natural and honest, establish an environment that facilitates students' learning. If you start out being fair but firm, you will earn respect instead of demanding it. You want to "exercise authority without being rigid, threatening or punitive."[18]

Expect more from your students. Outline your expectations; high expectation will improve performance. They have been given the tools and skills to do great things,

Do not allow comparison. Students will try to compare you to other instructors or staff who have mentored them previously. Remind them that everyone does things differently, provide rationale as to why you are teaching them this method. Be firm; a student challenging you is not acceptable.

Develop a caring and respectful relationship. Get to know your students; try and learn one personal thing about them, but remember you are a mentor not a friend. You want to create and foster a relationship where the student feels supported and encouraged. Remember, although social media is great networking tool, you should not add students to any of your social media accounts.

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[18] Egeberg, H., McConney, A. (2018). What do students believe about effective classroom management? A mixed-methods investigation in Western Australian high schools. *Australian Education Researcher, 45*, 195–216.

Evaluation

Evaluation is the process in which an instructor assesses the student's knowledge, skills, attitudes, competencies, and milestones based on criteria related to educational goals. This is the process in which we, as instructors, assess the learner's knowledge and skills as well as their ability to meet the learning outcomes.[19]

There are two types of evaluation that will be expected during a clinical rotation:

Formative assessment: Allows instructors to gather data and then adjust teaching and provide feedback. It occurs throughout a clinical rotation and assesses the student's ability to meet learning objectives. Some examples to help you with this assessment include the following:

- Questioning (open- and closed-ended) about the knowledge acquired in the classroom. This could include questioning about human anatomy and/or the progression of the disease process related to the student's client.
- Assessing the student's ability to self-assess and self-reflect, allowing the student to determine any areas of concern.
- Using the HCA Skills Summary Checklist (see pages 24 to 28). This document was created for the instructor to keep track of skills that the student needs to refresh.

Summative assessment: A mid-term and/or final evaluation assessing whether students have met or not met the program learning outcomes will help you determine whether students have the required skills to progress to the next practice education experience. This occurs at the end of the clinical rotation.

Evaluation Tools

On the following pages, we have included samples of the following evaluation tools:

- The HCA Skills Summary Checklist
- The Program Learning Outcome Verification form
- Professional Behaviour Development Rubric

See the Health Care Assistant Program Supplement to the Provincial Curriculum Guide (2015), Third Edition, November 2021 for more assessment tools.

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[19] Robert Vu, T., Vannerson, J., & Buckley, J. (n.d.). "My clinical evaluations are so subjective!" Evaluating learners and writing helpful clinical performances.

HCA Skills Summary Checklist

Below is an outline of the HCA Skills Summary Checklist that you can use to take notes on each individual student as well as document their progress of specific skills and where improvements need to be seen.

Student Name: _____

☑ A check mark indicates that the skill was performed competently and in a safe and efficient manner in accordance with established procedures/criteria.

HCA Skill	Instructor Review
Prevents infection	
• Hand washing	☐ Evaluator: Date:
• Gloving	☐ Evaluator: Date:
• Donning and removing gloves	☐ Evaluator: Date:
• Donning and removing gown	☐ Evaluator: Date:
• Donning and removing mask	☐ Evaluator: Date:
• Other, e.g., double bagging _____ _____	☐ Evaluator: Date:
Promotes personal hygiene	
• Oral hygiene	☐ Evaluator: Date:
• Denture care	☐ Evaluator: Date:
• Denture care (partials)	☐ Evaluator: Date:
• Partial bath	☐ Evaluator: Date:

Promotes personal hygiene (Continued)	
• Complete bed bath	☐ Evaluator: Date:
• Perineal care	☐ Perineal care of the penis Evaluator: Date: ☐ Perineal care of the vulva Evaluator: Date:
• Grooming	☐ Male Evaluator: Date: ☐ Female Evaluator: Date:
• Dressing and undressing	☐ Evaluator: Date:
• Applying compression stockings	☐ Evaluator: Date:
• Skin care	☐ Evaluator: Date:
• Relieving pressure	☐ Evaluator: Date:
Assisting with movement	
• Body mechanics	☐ Evaluator: Date:
• Moving a client	☐ Evaluator: Date:
• Positioning a client in bed and chair (supine, lateral, Sims, Fowlers)	☐ Evaluator: Date:
• Transferring a client; one person transfer	☐ Evaluator: Date:
• Transferring a client; hemi transfer	☐ Evaluator: Date:
• Use of a sit-to-stand lift	☐ Evaluator: Date:
• Using a full lift	☐ Evaluator: Date:
• Using a ceiling lift	☐ Evaluator: Date:

Promoting exercise and activity		
• Assisting with walking devices	☐ Evaluator:	Date:
• Assisting with wheel chairs	☐ Evaluator:	Date:
• Preventing falls	☐ Evaluator:	Date:
• Responding to falls	☐ Evaluator:	Date:
• Assisting with range of motion exercises	☐ Evaluator:	Date:
Providing elimination assistance		
• Applying continence products (1 piece/ 2 piece)	☐ Evaluator:	Date:
• Assisting with bedpans	☐ Evaluator:	Date:
• Assisting with urinals	☐ Evaluator:	Date:
• Assisting with commodes	☐ Evaluator:	Date:
• Administering suppository	☐ Evaluator:	Date:
• Administering enema	☐ Evaluator:	Date:
• Ostomy care	☐ Evaluator:	Date:
• Care of indwelling urinary catheter	☐ Evaluator:	Date:

Providing elimination assistance (Continued)		
• Applying a condom catheter	☐ Evaluator:	Date:
• Collecting specimens	☐ Evaluator:	Date:
Promoting client well-being		
• Supporting transitions	☐ Evaluator:	Date:
• Supporting comfort	☐ Evaluator:	Date:
• Supporting rest	☐ Evaluator:	Date:
Changing bed linens		
• Occupied bed	☐ Evaluator:	Date:
• Unoccupied bed	☐ Evaluator:	Date:
Promoting healthy nutrition and fluid intake		
• Assisting a client with eating/fluid intake	☐ Evaluator:	Date:
• Feeding a client	☐ Evaluator:	Date:
• Measuring and recording intake	☐ Evaluator:	Date:
Measuring vital signs		
• Height	☐ Evaluator:	Date:
• Weight	☐ Evaluator:	Date:
• Pulse	☐ Evaluator:	Date:
• Respiration	☐ Evaluator:	Date:

Measuring vital signs (Continued)		
• Temperature	☐ Evaluator:	Date:
• Reporting and recording	☐ Evaluator:	Date:

_____
Instructor Name

_____   _____
Instructor Signature   Date

_____
Student Name

_____   _____
Student Signature   Date

Health Care Assistant Program
Learning Outcomes Verification Form

This form confirms that the student identified below has completed the required practice education placement and placement hours for the HCA Practice Education program segment and has been deemed by their Instructor(s) as having met the required program learning outcomes.

Student Name: (please print) _____

Multi-Level/
Complex Care Placement Site Name(s): _____

Placement Dates: _____

Number of Hours Completed: _____

Assisted Living / Home Support /
Group Home Placement Site Name(s): _____

Placement Dates: _____

Number of Hours Completed: _____

Directions: *Please indicate whether the student has met (been able to demonstrate) the following learning outcomes in the clinical setting and sign and date the bottom of the form.*

Program Learning Outcomes	Met	Not Met
1. Provides person-centred care and assistance that recognizes and respects the uniqueness of each individual resident or client.		
Comments:		
2. Uses an informed problem-solving approach to provide care and assistance that promotes the physical, psychological, social, cognitive, and spiritual well-being of clients/residents and families.		
Comments:		

Program Learning Outcomes	Met	Not Met
3. Provides care and assistance for clients/residents experiencing complex health challenges.		
Comments:		
4. Provides care and assistance for clients/residents experiencing cognitive and/or mental health challenges.		
Comments:		
5. Interacts with other members of the health care team in ways that contribute to effective working relationships and the achievement of goals.		
Comments:		
6. Communicates clearly, accurately, and in sensitive ways with clients/residents and families within a variety of community and facility contexts.		
Comments:		
7. Provides personal care and assistance in a safe, competent, and organized manner.		
Comments:		

Program Learning Outcomes	Met	Not Met
8. Recognizes and responds to own self-development, learning, and health enhancement needs.		
Comments:		
9. Performs the care provider role in a reflective, responsible, accountable, and professional manner.		
Comments:		

Instructor Name(s): (please print) _____

Instructor Signature(s): (list professional designation) _____

Dated at _____ (city name) on _____ (date).

Student Name(s): (please print)_____

Student Signature(s): _____

Dated at _____ (city name) on _____ (date).

Professional Behaviour Development Rubric

The Professional Behaviour Development Rubric[20] sets out expectations for HCA student conduct to prepare graduates for success in the health care workforce. This rubric is intended to positively reinforce and support the development and application of professional behaviour.

Note: This sample tool has been included to align with Suggested Course Assessment 6. in the Practice Experience in Multi-Level and/or Complex Care course and Suggested Course Assessment 3. in the Practice Experience in Home Support, Assisted Living and/or Group Home course. It could be further adapted for use as a self- assessment by the student.

Measurements
Developing: The student is *in the process of learning and applying* the behaviour.
Competent: The student *meets expectations* for the behaviour.
Exemplary: The student *exceeds expectations* of the desired behaviour.

Student Name _____ Date _____

1. Appropriate Behaviour	Developing	Competent	Exemplary
Attitude: The attitude of the student is positive, friendly, helpful, courteous, person-centred, optimistic, and team oriented.			
Appearance: The appearance of the student is appropriate: hair and body are clean; no noticeable body odour and scent free; clothes are clean, wrinkle free, and appropriate; wears name tag; appropriate footwear and minimal jewellery and nails are clean, short, and polish-free.			
Integrity: The student interacts with people in a respectful manner: their manner is honest, ethical, sincere, reliable, empathic, and committed.			
Technology: The student uses technology (e.g., mobile phone, including photo and video recording features; computer; social media) in alignment with established policies and procedures. Does not use personal communication or media devices inappropriately.			
Comments (examples and suggestions):			

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[20] The Registry would like to acknowledge the Continuing Care Assistant Program in Nova Scotia, www.novascotiacca.ca, for developing the original version of this resource, which has been adapted for use in the B.C. Health Care Assistant Program. © Continuing Care Assistant Program. (2013). *Professional Behaviour Development Rubric.* Nova Scotia.

2. Respect for self and others	Developing	Competent	Exemplary
Communication (Verbal and Non-verbal): The student communicates in an appropriate manner, verbally and non-verbally. Verbal communication is appropriate: able to speak in turn without interrupting others, takes into consideration tone and volume, does not speak too quickly or unclearly, avoids use of profanity and slang, appropriate self-disclosure. Is considerate of non-verbal communication (e.g., posture, facial expressions, and other body-language).			
Communication (Written): The student communicates in an appropriate manner in written communication. Written documentation is legible, with correct spelling and grammar, objective (fact-based) and uses appropriate terms and abbreviations. E-communication, such as text messages and emails, are written in a suitable manner, taking into consideration the relationship with the recipient. For example, informal "SMS language" such as common texting abbreviations are avoided when communicating with the instructor or practice education site personnel.			
Nonjudgmental: The student demonstrates a nonjudgmental attitude in all settings: respecting diversity, differing opinions and beliefs. Displays a positive approach to differences.			
Caring: The student displays a caring attitude with clients/team in all settings. Actively listens, is kind, respectful, gentle, thoughtful, considerate, compassionate, sincere, person-centred, concerned, team oriented.			
Team Player: The student demonstrates they are a positive team player. Contributes to the group, committed to team goals, shares the workload, participates in tasks, accountable for actions, take a multi-disciplinary approach.			
Comments (examples and suggestions):			

3. Commitment	Developing	Competent	Exemplary
Time Management: The student manages their time effectively. Student is punctual, prepared, and efficient. Student can effectively prioritize and multitask and is dependable.			
Adaptability: The student displays a positive attitude when adapting to changes such as shifts in team/group members or shifts in environment such as increased workload, changes in client assignment, and practising in diverse settings.			
Stress Management: The student manages their stress appropriately by demonstrating: awareness of and management of triggers (precipitating factors), able to accept when situations cannot be changed, utilizes and continues to develop individual coping skills, maintains professional boundaries effectively (leaves personal life at home), prioritizes appropriately.			
Comments (examples and suggestions):			

4. Competence	Developing	Competent	Exemplary
Accountability: The student demonstrates accountability through appropriate application of skills and knowledge, staying informed of learning goals and requirements, asking questions and seeking guidance, recognizing client status, reporting issues and changes, and advocating for the client.			
Continuous Learning: The student demonstrates continuous learning by openly offering, receiving, and applying feedback; seeking out learning opportunities; attending available in-services and workshops; and focusing on personal and professional development.			
Problem-Solving: The student demonstrates problem-solving skills: uses critical thinking skills, follows policies and procedures, understands chain of command, maintains calm and competent presence in unforeseen situations/circumstances.			
Comments (examples and suggestions):			

Evaluation of Your Teaching

There are many ways that you can obtain feedback; here are a few examples that you can obtain feedback regarding your teaching.

Survey or Focus Group

One option is to ask your coordinator about setting up an online survey. Another option is to set up a focus group where a group from the centre of teaching and learning will come into the classroom and ask the students specific questions to gather data. Here are some examples of questions you could ask:

- Did you feel that your instructor provided reliable and consistent feedback throughout your clinical rotation?
- Did the instructor successfully help you to meet all of the learning outcomes?
- Did your instructor provide guidance and learning materials and/or tools to assist in identifying and meeting your learning needs?

Administrator Visit/Student Report on Teaching

[At the College of New Caledonia, new faculty are evaluated in the following ways:

- **An administrator visit**. The dean or associate dean will attend and observe your class, lab, or clinical setting. After, the evaluator will create a performance evaluation, which will be shared with you.
- **A student report on teaching.** This is essentially a survey administered by an administrative assistant for the students to evaluate your teaching. After, you will be provided with feedback. This feedback is usually in conjunction with the administrator visit feedback.]

Additional Resources for Clinical Instructors and Preceptors

Many of the resources listed below reflect clinical instructor and preceptor experiences in nursing, practical nursing, and other professions, but most of the concepts and principles can be applied to Health Care Assistant programs. The tools, checklists, and procedures identified in these resources relate to specific institutions and may not reflect those of your own institution, so be sure to review your institution's policies, procedures, and practices.

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Health Care Assistant Clinical Instructor Orientation
Memorandum of Receipt and Understanding

I, _____, have received a copy of the [insert name of institution] Health Care Assistant Program Clinical Orientation.

I have also read and understand the expectations and information as presented in the Health Care Assistant Program Clinical Orientation.

I further understand that this memorandum of receipt and understanding will be placed on my employee file.

Date: _____

Print Name: _____

Signature: _____

[Please sign this form and return to the Deanery once you have completed the orientation with understanding for its contents.]

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