

PROGRAM OBJECTIVES

The continuing care sector remains one of the fastest growing fields in health care. Contributing to this growth is the significant aging of our population as well as the systemic shift toward delivering more health care services to individuals in community settings. There is considerable demand for new staff in the continuing care and acute care sectors in Nova Scotia with the expansion of long-term care facilities and increases in hospital and home care services. The Continuing Care Assistant – Progressive Education (CCA-PE) program was developed to address the unique needs of Nova Scotian communities and to equip graduates with the necessary competencies to deliver appropriate, timely, and respectful person-focused care to individuals in need of continuing, acute, or residential care.

The CCA-PE program follows a Work-and-Learn model, whereby students will complete their studies while also working 2 shifts per week in the continuing care sector. Classes are held virtually, allowing students to learn from the comfort of their homes attending their work placements to apply their learning, develop their skillsets, and solidify their understanding of the continuing care sector. These placements currently occur in home support agencies who serve Department of Health and Wellness clients, nursing homes/homes for the aged, various acute care facilities and other approved care settings that employ CCAs.

The program is a provincial standard program required as an entry-to-practice standard for designated care settings under the jurisdiction of the Department of Health and Wellness. Students write a provincial certification exam upon completion of an approved education program to receive the CCA certification.

NOTE: While classes are virtual, students will be required to attend on-site practical labs for certain modules.

CAREER OPPORTUNITIES

Career paths are wide and varied. Successful graduates can expect careers in nursing homes, homes for the aged, home support agencies, acute care facilities and private home care.

NOTE: In order to continuously improve our programs, Eastern College reserves the right to modify programs at any time. Program delivery order may vary depending on program start date. This diploma program may not be available at all campuses.

CERTIFICATION

- Alzheimer Disease and Other Dementia Care Course
- Standard First Aid/CPR Level C
- Food Hygiene Course or Basic Food Safety Training (BFST)
- LEAP Long-Term Care Pallium Canada
- WHMIS Awareness
- Occupational Health and Safety Act Introduction

PREREQUISITES

1. Student has Grade 12 or equivalent, OR can pass a qualifying test.
2. The approved qualifying test for this program is the Wonderlic test. A passing score for this program is 12.
3. Student must provide a current Immunization Record (based on Nova Scotia Health Authority standards).
4. Student must meet the CCA language proficiency requirement.
5. Student must provide a completed physician's assessment in order to demonstrate that they are evidently capable of taking the training and performing the functions normally expected of a worker in this field.
6. Student must provide a clear Criminal Record Check.
7. Student must provide a clear Vulnerable Sector Check.
8. Persons applying for admission to the Continuing Care Assistant - Progressive Education (CCA-PE) program while resident outside Canada or who have not been resident in Canada for the prior six months may use the form of International Police Certificate identified by Immigration, Refugees and Citizenship Canada at <https://www.canada.ca/en/immigration-refugees-citizenship/services/application/medical-police/police-certificates/how.html> in lieu of the requirement for persons applying from within Canada who have six months prior residence in the country, i.e. satisfactory results from searches through a Criminal Record Check (CRC) and Vulnerable Sector Search (VSS) through the Canadian Police Information Centre (CPIC).

Condition to this requirement:

The college will require students admitted with this prerequisite to complete the CRC and VSS searches as soon as they are eligible to apply for the screenings.

The college shall provide program placements and related work opportunities for students with employers who will accept the International Police Certificate in place of the CRC and VSS.

NOTE: Students are responsible for providing acceptable transportation to clinical agencies for program placements.

GRADUATION REQUIREMENTS

A student must attain an overall average in each module of at least 70% in each module to graduate and receive a diploma. A student must complete all requirements of the Student Success Strategies, Career Planning and Preparation modules, the Field Placement requirements, as well as meeting the attendance requirements as outlined by the Department of Labour and Advanced Education throughout the duration of their program.

Students may be required to go out of town for placement. You may incur additional costs associated with placements (i.e. travel, accommodations, etc.) At this time placements occur only in Canada.

Students are required to write and pass the provincial exam to achieve CCA Certification.

PROGRAM OVERVIEW

Course	Hours
Student Success Strategies for CCA Students	30
Introduction to the CCA Career	30
Safe Handling and Mobility	30
Standard First Aid/ CPR Level C/ WHMIS/ Occupation Health and Safety/ Food Hygiene	30
Meeting Personal Needs	150
Skills Development Placement 1	56
Communication Strategies	18
Safety and Wellness	36
Client Safety	54
Skills Development Placement 2	56
Growth and Development Across the Life Course	36
Home Care Mentorship Placement	80
Body Structure and Function	72
Medication Awareness	18
Mental Health and Social Well-Being	54
Dementia: Understanding the Journey (DUTJ)	27
Nursing Home Mentorship Placement	80
LEAP PSW	15
Open Placement	60
TOTAL WEEKS (without breaks)	37
TOTAL WEEKS (with Maximum scheduled breaks*)	40

*Number of break weeks will depend on student start date

**Work terms/internships are scheduled for a minimum of 20 hours per week, but the total number of hours worked and the timing of hours scheduled are at the discretion of the employer/host to a maximum of 40 hours per week.

COURSE DESCRIPTIONS

Student Success Strategies for CCA Students

Instructor Led

In this orientation module, emphasis is placed on developing non-technical skills to enhance personal, academic, and career success. This includes understanding learning styles and honing practical study skills, such as memory, reading, note-and test-taking techniques. Personal exercises will focus on teamwork, decision making and problem-solving skills, setting SMART goals and maintaining a positive attitude; techniques for managing change, stress and conflict will also be explored. The learner will complete several in-class assignments that require them to assess and reflect on their own skills and identify strategies that will promote their academic success within their program of study.

Introduction to the CCA Career

Instructor Facilitated

In this module, the learner will be introduced to the Continuing Care Assistant (CCA) program, the healthcare sector, and the role and general responsibilities of the CCA. The module also introduces the learner to the framework governing the delivery of care and the various types of healthcare services and service providers in Nova Scotia. The differences between the models of care present in long-term care, acute care, and home care will be highlighted. The learner will recognize how the social philosophy of care and the CCA Scope of Practice are consistent dimensions of the CCA role. This module will introduce the learner to effective interpersonal communication techniques for CCAs. The learner will become familiar with different types of professional relationships and the appropriate forms of interpersonal communication that occur in work/care settings. The learner will become familiar with different types of professional relationships and the appropriate forms of interpersonal communication that occur in work/care settings.

Safe Handling and Mobility

Instructor Led

This module provides an introduction to the various forms of written communication required of CCAs in care settings and how CCAs can approach care-related written communication appropriately and effectively. The learner will recognize the importance of documentation in the coordination and monitoring of care, and will overview various forms of documentation, including both the narrative and DAR documentation formats. The learner also will develop their written communication and documentation skills. Additionally, the learner will be introduced to the appropriate uses of technology by CCAs both inside and outside care settings. The learner will also be introduced to the principles of body movement and safety to be followed during the performance of all direct and indirect assistance activities in the classroom, lab, and placement settings, including positioning and transferring of clients. The learner will acquire and demonstrate the knowledge and skills necessary to ensure their own safety and that of the person when assisting with activities of daily living, and providing opportunities for meaningful activities.

Standard First Aid/CPR Level C/WHMIS/Occupation Health and Safety/Food Hygiene

Instructor Led

In this module, the learner will complete several certifications/trainings. The CPR component provides comprehensive CPR training to learners. It includes the latest first aid and CPR guidelines and meets federal and provincial regulations for Standard First Aid and CPR. Topics include preparing to respond; the EMS system; check, call, care; airway emergencies; breathing and circulation emergencies; first aid for respiratory and cardiac arrest; wound care; head and spine injuries; bone, muscle and joint injuries; sudden medical emergencies; environmental emergencies; and poisons. The WHMIS component teaches learners the basic elements of WHMIS 2015 and the Global Harmonization System. This covers the safety measures and guidelines to be followed when exposed to or working with hazardous materials. The Occupational Health and Safety Certificate will equip learners with the knowledge and skills required to assess and monitor the safety of themselves and others within the workplace setting. In this module, the learner will also attain the Food Hygiene Certificate by completing the Food Safe Level One program. This program is designed to prevent the spread of foodborne illnesses and explains the importance of practicing good personal hygiene, along with basic food safe principles, in effort to reduce the risk of contamination that leads to foodborne illnesses. Topics such as: microbes and foodborne illness, food

NOTE: In order to continuously improve our programs, Eastern College reserves the right to modify programs at any time. Program delivery order may vary depending on program start date. This diploma program may not be available at all campuses.

safety plans, food handler health and hygiene, receiving and storing food safely, preparing food safely, serving food safely, cleaning, sanitizing, and pest control will be covered. This program also covers information on how to prevent the spread of illnesses to immunocompromised individuals.

Meeting Personal Needs

Instructor Led

In this module, the learner will be introduced to the principles relating to personal care using a person-centred philosophy of care approach. The learner will acquire, practice, and demonstrate the skills necessary for respectfully, safely, and effectively providing personal care by becoming familiar with strategies, rules, regulations, and protocols that will help the learner to minimize workplace risk and the spread of infections. There is an emphasis on infection control, including handwashing and donning and doffing of personal protective equipment. There is a focus on nutrition and the role of the CCA in meeting the dietary needs of individuals of all ages, basic meal preparation practices, and how to prepare and serve meals to meet person-specific nutritional needs. The learner will learn how to apply care setting management and environmental cleanliness practices including light housekeeping and laundry. The learner will apply the principles as outlined by Canada's Food Guide when planning and preparing meals, including special diets, cultural considerations, and dietary restrictions.

Skills Development Placement 1

Instructor Led

During the Skills Development Placement 1, learners will be introduced to the care setting and develop their skills through hands-on experience under the direct supervision of the clinical instructor (RN or LPN) in a long-term care setting. The learner will be prompted to demonstrate basic care requirements (such as bathing, grooming, toileting, and dressing), lead through the care routine, and be guided to integrate their learning to safe practices that respect the dignity, individuality, and independence of the residents. The learner will be guided during the documentation process of all completed personal care activities. During this placement, basic care expectations are transferred from the instructor to the learner under active guidance and direction. The instructor will demonstrate/observe/sign off on personal care skills (on the Skills Development Checklist) for the duration of placement and provide opportunities for learners to be buddied up with one or two CCAs to practice newly witnessed skills.

Communication Strategies

Instructor Led

This module will introduce the learner to effective interpersonal communication practices for CCAs. The learner will become familiar with different types of professional relationships and the appropriate forms of interpersonal communication that occur in care settings. The learner will assess their strengths and areas for improvement in interpersonal communications generally. The learner will also understand and practice communication strategies and approaches that will strengthen their ability to deal with the varied situations they might encounter as a CCA.

Safety and Wellness

Instructor Led

The learner will recognize the professional responsibilities and attributes associated with the CCA role, including legal and ethical issues and legislative requirements that may be encountered by a CCA. The learner will incorporate the dimensions of personal wellness as specified by health promotion guidelines. In this module, they will also gain an understanding of the CCA's role in providing a safe and secure environment. The learner will become familiar with strategies, rules, regulations, and emergency protocols to minimize workplace risk. Additionally, the learner will be introduced to the appropriate uses of technology by CCAs both inside and outside care settings.

Client Safety

Instructor Led

In this module the learner will identify, apply, and practice effective measures, strategies, and protocols for minimizing the risk of falls. They will learn the guidelines for the safe use of restraints and strategies to minimize the use of restraints. The learner will also understand their role in providing healthcare needs by using individual care plans, including

NOTE: In order to continuously improve our programs, Eastern College reserves the right to modify programs at any time. Program delivery order may vary depending on program start date. This diploma program may not be available at all campuses.

developing strategies to maintain optimum oral health. The learner will gain an understanding of their role as a CCA in providing a safe and secure environment. They will become familiar with strategies, rules, regulations, and protocols that will help them to minimize workplace risk.

Skills Development Placement 2

Instructor Led

During the Skills Development Placement 2, learners will continue to practice and develop their skills through hands-on experience and perform basic care requirements independently. The learner will be aware of how to recognize signs of legal and ethical dilemmas, and how and to whom to report these. The learner will also apply new knowledge of how to prevent falls, and how to safely use restraints in appropriate situations to preserve the safety of the client. The learner will expand upon their infection control practices, including what infection control measures must be followed in specific situations. Upon the sign off on all skills on the Skills Development Checklist by the clinical instructor (RN or LPN), learners will be buddied up with one or two CCAs to practice newly acquired skills while integrating skills already practiced.

Growth and Development Across the Life Course

Instructor Led

In this module, a debrief of the skills development placement will occur. The learner will identify a person's needs as described by Maslow's Hierarchy of Needs, with an emphasis on how these needs change through the life cycle. The learner will identify the stages and characteristics of growth and development across the life course, with a focus on the strengths and resiliency of older adults. The learner will understand and apply the principles of growth and development to meet the person's needs appropriately and adequately. The learner will also discuss nutritional challenges such as nutritional needs across the life course, and food insecurity. Knowing the person's level of physical, emotional, and social development is crucial to planning and providing care. This module emphasizes how these needs change as the person progresses through the life cycle.

Home Care Mentorship Placement

Instructor Led

The home care mentorship placement provides learners with the opportunity to demonstrate their skills and competencies in home support/care agencies. The learner will apply knowledge regarding dementia care, and how to individualize these strategies in different situations. The learner will observe their mentors with in home care including personal care, cleaning, and cooking skills. The learner will also apply greater breadth of knowledge of the changing needs of individuals in different life stages, as applicable.

Body Structure and Function

Instructor Led

In this module, the learner will acquire basic knowledge of the normal structure and function of the body, from cells to tissues and organs. They will apply their knowledge of medical terminology to the anatomy and physiology of the body. The learner will be provided with an introduction to common health issues and the implications for care. The learner will explain the structure and function of all the systems of the body, identify age-related changes for each of the systems, as well as signs and symptoms of ineffective functioning of each of the systems. The following body systems are covered within this course: integumentary, musculoskeletal, circulatory, lymphatic, respiratory, digestive, urinary, reproductive, endocrine, and immune system. The learner will recognize acute and longer-term implications for care as they relate to illnesses/conditions of all the systems of the body.

Medication Awareness

Instructor Led

This module provides an introduction to commonly used medications, as well as some basic principles of pharmacology and medication issues that occur in care settings. This module also allows the learner to competently demonstrate the application of medicated topical creams, ointments, and drops to the skin, eyes, ears, nose, and perineal area as specified by individual care plans. Common health issues and the implications for care will continue to be discussed. This module also focuses on awareness of medications and the role of the CCA in supporting the needs of the person. It provides an

NOTE: In order to continuously improve our programs, Eastern College reserves the right to modify programs at any time. Program delivery order may vary depending on program start date. This diploma program may not be available at all campuses.

introduction to commonly used medications. Upon completion of this module, the student will be able to recognize the role of the CCA in the medication process as defined by the scope of practice; discuss the principles of pharmacology as outlined by current educational material; and discuss medication issues related to the client at home as outlined by current educational material.

Mental Health and Social Well-Being

Instructor Led

In this module, the learner will discuss, through a cultural lens, mental illness and its impact on individuals, families, and communities. This course will cover the following mental health illnesses: acquired brain-injury, anxiety disorders, affective disorders, schizophrenia, eating disorders, substance-use related disorders, personality disorders, and impulse control disorders. The learner will be introduced to the different forms of treatments used for mental health illnesses. The learner will also discuss strategies for maintaining mental and social well-being. The stigma associated with various mental health issues will also be covered. The learner will identify dementia and non-dementia responsive behaviours and apply strategies to be used when caring with individuals. This module will also include the role of the CCA in the prevention, identification, and reporting of abuse according to policies and legislation.

Dementia: Understanding the Journey (DUTJ)

Instructor Led

The Dementia: Understanding the Journey course, was developed by various healthcare professionals based on academic research and experience in the field. The course emphasizes that there is no singular approach to supporting persons living with dementia and aims to provide a standardized and foundational education for those supporting people living with dementia. This course is delivered in 27 hours and is segmented into nine sessions. During these 9 sessions of Dementia: Understanding the Journey, the learner will be equipped with the knowledge and skills to care for individuals with dementia. Learners will be taught about a holistic, person-centred philosophy for understanding dementia, strategies to maintain a balance between offering support and encouraging independence, and strategies to maintain a person's identity, dignity, and self-esteem. The learner will also be taught strategies to provide quality of care using an interdisciplinary team approach and tools to assist in understanding and responding to behaviours. The first of the nine sessions provide an introduction to dementia and its effect on cognition. The second session will focus on person-centred care and person-directed care approaches. The third and fourth sessions highlight the importance of engaging persons living with dementia in meaningful interactions based on their capabilities and preferences. The fifth session highlights individuals who have a meaningful relationship and connection the person living with dementia as partners in their care and support. The sixth session discusses the behaviours of persons with dementia. The seventh session focuses on care planning, while the eighth session focuses on the learner as the care provider and their role within a care team. The ninth and final session will allow all learners to present their final project to the class. To qualify for the Dementia: Understanding the Journey Certificate, the learner must attend all session in their entirety and complete a final project approved by the course facilitator.

Home Support Mentorship

Instructor Led

Home Support placements provide the learners with the opportunity to work in partnership with a mentor to practice behaviours and competencies in a home care setting. Specifically, learners can refine their behaviours and competencies unique to home care such as light housekeeping, laundry, and meal preparation. The Home Support Mentorship Placement occurs with a home support agency providing services to Department of Health and Wellness.

Nursing Home Mentorship Placement

Instructor Led

The nursing home mentorship placement provides learners with the opportunity to demonstrate their skills and competencies in nursing homes/homes for the aged, residential care facilities, or alternate approved care settings. The learner will apply knowledge regarding dementia care, and how to individualize these strategies in different situations. The learner will observe their mentors in the application of medicated creams, ointments, and drops, and describe the appropriate steps to take to ensure that the nine rights of medication administration have been met in all situations. The

NOTE: In order to continuously improve our programs, Eastern College reserves the right to modify programs at any time. Program delivery order may vary depending on program start date. This diploma program may not be available at all campuses.

learner will also apply greater breadth of knowledge of the changing needs of individuals in different life stages, as applicable.

LEAP PSW

Instructor Led

LEAP Personal Support Worker is an interactive module that was developed by Canadian palliative care experts. In this palliative care course, the learner will describe the philosophy of a palliative approach to care, and identify the needs of clients and their families from admission to end of life. Learners will explore the meaning of key terms related to Advance Care Planning and identify pain types and causes of pain. They will learn about their role in helping the care team to select medication. Learners will discuss the impact that delirium has on patients and families, and also learn how to identify and report when a client is affected by dyspnea. They will learn strategies for implementing appropriate and compassionate care for individuals progressing towards end of life. Within this course, the difference between normal grief and complicated grief will be discussed. Advocacy communication skills will also be further explored. At the end of each module within this course, learners will complete short quizzes to assess their knowledge of the material. The complete list of topics covered in this course is as follows: Taking Ownership, Advance Care Planning, Goals of Care and Decision-Making, Pain-Introduction to Pain, Pain-Observation and Screening, Pain-Understanding Pain Management, Depression, Anxiety, and Grief, Dyspnea, Hydration and Nutrition, Gastrointestinal Symptoms, Suffering, Spiritual Care and Maintaining Hope, Last Days and Hours, and Communication. After completing the LEAP Personal Support Worker course, learners will receive a LEAP certificate of completion.

Open Placement

Instructor Led

The open placement provides learners with the opportunity to demonstrate their skills and competencies in various placement sites, including acute care facilities, home support/care agencies, nursing homes/homes for the aged, residential care facilities, or alternate approved care settings. The learner will apply knowledge regarding dementia care, and how to individualize these strategies in different situations. The learner will observe their mentors in the application of medicated creams, ointments, and drops, and describe the appropriate steps to take to ensure that the nine rights of medication administration have been met in all situations. The learner will also apply greater breadth of knowledge of the changing needs of individuals in different life stages, as applicable. A review of the CCA PEP program may be completed within this placement.