

PROGRAM OBJECTIVES

The continuing care sector continues to be 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 (CCA) program was developed to equip graduates with the necessary competencies and skills to deliver appropriate, timely, and respectful person-focused care to individuals requiring continuing, acute or residential care and their families.

The CCA program prepares students to work in either facility-based or home care settings. 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.

The program incorporates theory and practice through the use of classroom, laboratory and placements, as approved by the Department of Health and Wellness. 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.

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.

CERTIFICATION

- Alzheimer Disease and Other Dementia Care Course
- Standard First Aid/CPR Level C
- Food Hygiene Course or Basic Food Safety

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Training(BFST)

- LEAP Long-Term Care Pallium Canada
- WHMIS Awareness
- Occupational Health and Safety Act Introduction

PREREQUISITES

- Grade 12 or equivalent
- If a student does not have Grade 12 or equivalent, he/she must achieve a score of 12 on the WonderlicTest
- Clear Conduct Certificate: Students acquiring a Clear Conduct Certificate for admission into a program take on the rationale that it is valid. Students are solely accountable for any offences that remain uncovered which when discovered by the investigation preclude the student from sustainable field placement or employment.
- Vulnerable sector search
- Complete a standardized health form and proof of immunization.
- Applicants may be required to demonstrate proficiency in English per the CCA Language Proficiency Policy.

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 in order 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 his/her 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	Course	Hours
Student Success Strategies	20	Acute Care	20
Digital Literacy for Professional CCA	40	Standard First Aid/CPR Level C/WHMIS	20
Introduction to the CCA Program and the Health Care Sector/CCA Professional Development	40	Skills Development Placement	110
Communication in the Care Setting/Documentation and Technology	40	Home Support Mentorship	80
Environmental Safety	20	Nursing Homes/Homes for the Aged Mentorship	80
Body Mechanics	20	Open Mentorship	60
Care Setting Management and Nutrition and Meal Preparation	60	Career Planning and Preparation Level I	20
Growth and Development	20	Career Planning and Preparation Level II	20
Body Structure, Function and Related Health Issues/Medication Part I	40	TOTAL WEEKS (without breaks)	44
Body Structure, Function and Related Health Issues/Medication Part II	60	TOTAL WEEKS (with Maximum scheduled breaks*)	47
Personal Care	140		
Mental Health and Social Issues	60		
Palliative Care	20		

*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.

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COURSE DESCRIPTIONS

Student Success Strategies

Instructor Led

In this orientation module, emphasis is placed on thinking about achieving success from Day One. This module stresses the importance of 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. Students will be evaluated through a variety of assignments, projects, presentations, quizzes and exams in addition to their participation throughout the course.

Digital Literacy for Professional CCA

Instructor Facilitated

This course will cover the following elements: using devices and handling information, creating, and editing information, communicating, and collaborating, and being safe and responsible online. This course has four units that introduces you to the fundamental concepts and principles of learning and working in a digital environment. The first unit introduces you to using devices and handling information with topics on operating systems (Windows, MAC, and Linux), computer organization (folder management and naming conventions), cloud storage (including Microsoft OneDrive), types of web browsers including Google Chrome, Mozilla Firefox, and Apple Safari), and fundamental troubleshooting. In the second unit, you will become familiar with creating and editing information through learning about file formats (pdf, mp4, docx), productivity (including iWork and Microsoft Office Suite) and creativity (Adobe, Canva, iMovie) platforms, and basic introduction to Microsoft Word, Excel, and PowerPoint. The third unit on communicating and collaborating will introduce you to web conferencing applications (Slack, Zoom, Microsoft Teams), mail applications (including Microsoft Outlook and Gmail,), project management tools (Trello, Asana), and time management tools (including Todoist, Outlook Calendar, and iCal), and building rapport virtually. In the final unit, you will gain an understanding on netiquette, cybersecurity, and digital wellness. After completing this course, you will have enhanced digital literacy skills as a professional in the working and learning environment.

Introduction to the CCA Program and the Health Care Sector/CCA Professional Development

Instructor Led

This module This module introduces the learner to the Continuing Care Assistant (CCA) program, the health care sector as well the role of the CCA and the CCAs general responsibilities as an integral provider of care and member of the health care team. The module also introduces the learner to the framework governing the delivery of care and the various types of health care services and service providers in Nova Scotia. Components of the health care system including long term care, home support, acute care and mental health across the continuum will also be discussed. The learner will recognize how the social philosophy of care and the CCA Scope of Practice are consistent dimensions of the CCA role, regardless of environment. The learner also will recognize the professional responsibilities associated with the CCA role and will be introduced to the professional qualities and behaviours that contribute to a successful career as a CCA. Students will be evaluated through a variety of assignments, projects, quizzes and exams in addition to their participation throughout the course.

Communication in the Care Setting/ Documentation and Technology

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 his/her strengths and areas for improvement in interpersonal communications generally. The learner also will understand and practice communication strategies and approaches that will strengthen his/her ability to deal with the varied situations s/he might encounter as a CCA. This module will also provide 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. The learner also will develop his or her 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. Students will be evaluated through a variety of assignments, projects, quizzes and exams in addition to their participation throughout the course.

Environmental Safety

Instructor Led

In this module, the learner will gain an understanding of his/her role as a CCA in providing a safe and secure environment. S/he will become familiar with strategies, rules, regulations, and protocols that will help him/her to minimize workplace risk. There is an emphasis on infection control. Students will be evaluated through a variety of assignments, projects, quizzes, exams, and practical demonstrations in addition to their participation throughout the course.

Body Mechanics

Instructor Led

In this module the learner will 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. S/he will acquire and demonstrate the knowledge and skills necessary to ensure his/her own safety and that of the person when assisting with activities of daily living. Students will be evaluated through a variety of assignments, projects, quizzes, exams, and practical demonstrations in addition to their participation throughout the course.

Care Setting Management and Nutrition and Meal Preparation

Instructor Led

This module is designed to enable the learner to develop the skills required for the basic safety and cleanliness of the person's care setting, whether a private residence or within another type of care setting, according to the scope of employment policies. It prepares the CCA to organize and complete daily care setting management tasks. S/he will also learn how to set priorities and develop time management skills. Also, in this module the learner will focus on nutrition and the role of the CCA in meeting the dietary needs of individuals of all ages. S/he will plan menus, understand basic meal preparation practices, prepare and serve meals to meet person-specific nutritional needs. Students will be evaluated through a variety of assignments, projects, quizzes, and exams in addition to their participation throughout the course.

Growth Development

Instructor Led

In this module the CCA will understand and apply the principles of growth and development to meet the person's needs appropriately and adequately. 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. Students will be evaluated through a variety of assignments, projects, quizzes, and exams in addition to their participation throughout the course.

Body Structure, Function and Related Health Issues/Medication Part I

Instructor Led

This module will enable the learner to acquire a basic knowledge of the normal structure and function of the body. It provides an introduction to common health issues and the implications for care. Students will be evaluated through a variety of assignments, projects, quizzes, and exams in addition to their participation throughout the course.

Body Structure, Function and Related Health Issues/Medication Part II

Instructor Led

This module builds on knowledge acquired in Part I and will enable the learner to acquire a basic knowledge of the normal structure and function of the body. It provides an introduction to common health issues and the implications for care. It will continue to allow the learner to cultivate an awareness of medications and the role of the CCA in supporting the needs of the person. Students will be evaluated through a variety of assignments, projects, quizzes, and exams in addition to their participation throughout the course.

Personal Care

Instructor Led

In this module the learner will be introduced to the principles relating to personal care using a person-centered philosophy of care approach. S/he will learn, practice and demonstrate the practical skills necessary for respectfully, safely and effectively providing personal care to individuals across the life cycle. Students will be evaluated through a variety of assignments, projects, quizzes, exams, and practical demonstrations in addition to their participation throughout the course.

Mental Health and Social Issues

Instructor Led

This module is designed to prepare the learner to recognize and support individuals who are experiencing mental health issues as well as various types of abuse and neglect. It explores strategies to maintain mental health and social well-being. Community resources are also identified. Challenging/responsive behaviours are briefly discussed but are explored in further detail in the Alzheimer Disease and Other Dementia Care Course. Students will be evaluated through a variety of assignments, projects, quizzes, and exams in addition to their participation throughout the course.

Palliative Care

Instructor Led

This module is designed with the goal to improve the knowledge, skills, and understanding of palliative patients and their families. The learner will complete the Palliative Care training provided through Pallium Canada - LEAP program. The learning outcomes of the LEAP LTC course are aligned with the palliative care competencies for CCAs identified in the Palliative Care Competencies for Health Professionals and Volunteers in NS, the provincial palliative care framework. Pallium Canada LEAP LTC is an education program for healthcare providers focused on basic, essential competencies for a palliative approach to care. Students will be evaluated through a variety of assignments, projects, quizzes, and exams in addition to their participation throughout the course.

Acute Care

Instructor Led

This module provides additional knowledge and skills to support clients in the hospital setting. The learner will acquire skills to assist the health care team with heat and cold applications, meeting client oxygen needs, physical examinations, medication, enteral nutrition and I.V. therapy. The learner will also learn to assist with urinary and fecal elimination. Students will be evaluated through a variety of assignments, projects, quizzes, exams, and practical demonstrations in addition to their participation throughout the course.

Standard First Aid/CPR Level C/WHMIS

Instructor Led

The CPR component provides comprehensive CPR training to students. 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

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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 students 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.

Skills Development Placement

Instructor Led

During the Skills Development placement, learners will have the opportunity to develop their skills in the Nursing Homes/Homes for the Aged setting. This placement is meant to introduce the student to a real work environment to develop their skills by providing hands on experience under the direct supervision of an RN or LPN. Learners gain practical experience in meeting the Activities of Daily Living (ADLs) and Instrumental Activities of Daily Living (IADLs) needs of individuals. All Skills Development placement hours must be completed by learners to meet program requirements and may occur during any 24 hour/7 day a week period over 12 months of the year. Students will be evaluated through a variety of assignments, projects, and quizzes in addition to their participation throughout the course.

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 Homes/Homes for the Aged Mentorship

Instructor Led

Nursing Homes/Homes for the Aged placements provide the learners with the opportunity to demonstrate behaviours and competencies in the workplace as they work in partnership with a mentor. The Nursing Home/Homes for the Aged Mentorship Placement occurs in Department of Health and Wellness licensed settings. Learners gain practical experience in meeting the Activities of Daily Living (ADLs) and Instrumental Activities of Daily Living (IADLs) needs of individuals.

Open Mentorship

Instructor Led

Open placements provide learners with the opportunity to demonstrate their behaviours and competencies in one or more placement sites including acute care facilities, home care agencies, nursing homes/homes for the aged, residential care facilities, or alternate approved care settings.

Career Planning and Preparation Level I

Instructor Led

This module introduces tools for planning and preparing for a successful job search, so that students can maintain a career-focused approach throughout their education program. Students will learn about the "Hidden" Job Market and ways to access it in their upcoming job search, how to research opportunities and network for industry contacts, and use appropriate etiquette when communicating with prospective employers. Students will identify their personal skills, values and preferences for the workplace, begin preparation of a professional resume and references, and organize proof documents for their career portfolio. Class discussions on various self-management topics introduced in Student Success Strategies will round out this module, which is a pre-requisite for Career Planning and Preparation - Level II.

An introduction to Occupational Health and Safety will also be discussed, specifically the definition of occupational health and safety; an individual's safety rights; responsibilities under Nova Scotia law; hazard identification and control; WHMIS, First Aid and fire safety requirements. Students will be evaluated through a variety of assignments, projects, and quizzes in addition to their participation throughout the course.

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Career Planning and Preparation Level II

Instructor Led

This module continues to build on the concepts and skills introduced in Career Planning and Preparation - Level I. Students will learn how to conduct an effective job search and identify various methods of applying for work with today's technology. Students will create a personal list of "Top Employers" and target current industry opportunities, while finalizing their professional resume, portfolio and career correspondence. Students will learn to identify the different types and forms of interviews, practice responding to typical questions, and practice follow-up, evaluation and negotiation techniques they can use to ensure success. Self-management topics from Career Planning and Preparation - Level I will be reviewed, with a focus towards on-the-job success in both learner placements and post-graduate employment. Students will be evaluated through a variety of assignments, projects, and quizzes in addition to their participation throughout the course.