

## 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 Training (BFST)

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.

- LEAP - PSW
- WHMIS Awareness
- Occupational Health and Safety Act Introduction

## PREREQUISITES

1. Grade 12 certificate or equivalent:
  - GED or CAEC equivalent to grade 12
  - High School Graduate with an IPP/IEP identified, must meet minimum literacy and numeracy skills
  - Mature Learner, minimum of 19 years of age and meet a minimum literacy and numeracy skills
2. Approved Academic Testing Tools and scores set by CCA Program Administrator
  - TABE 8
  - Wonderlic 12
  - TOWES 2
  - CAAT 10
3. Criminal Record and Vulnerable Sector Check issued through a Canadian Police Information Check (CPIC) issued within 6 months of start date
  - Note: The presence of a criminal record does not automatically disqualify a candidate from the CCA Program. Admission consideration for non-violent convictions will be determined on a case-by-case basis using the CRC/VSC Policy
4. Newcomers with less 6 months in Canada require a Police Clearance Check (e.g., Federal Background Check used for immigration)
5. Canadian Police for admission to the Continuing Care Assistant (CCA) 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.
- 5. Applicants who are admitted prior to turning 18 years must submit a criminal record and vulnerable sector check prior to 1<sup>st</sup> day of practicum-clinical placement.
- 6. Approved Language Testing Tools and scores set by CCA Program Administrator
  - Duolingo 95
  - CELBAN Level 7
  - CELPIP Level 7
  - IELTS (General Testing) Band Score - 6
  - IELTS (Academic Testing) Band Score - 5.5
  - ISANS English Language Testing Level 7

## STUDENT FORMS

1. Disclosure to International Student Applicants – Employability
2. Disclosure to Student Applicants Transportation Requirements

## PRACTICUM REQUIREMENTS

1. Student must provide a 2-Step TB test with Negative results or a Chest X-ray ruling out TB symptoms for entry into the program
2. Students may be required to provide additional Health Records depending on Placement Host requirements

## OCCUPATIONAL REQUIREMENTS

1. Maintain access to transportation acceptable for practicum placements
2. Perform basic computer literacy skills (basic word processing, check and send email, basic web browsing skills)
3. Perform job requirements (physical and other)

## 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 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, accommodation, 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

<b>Course</b>	<b>Hours</b>
CCA Fundamentals	30
Practicum Essentials	60
Dementia: Understanding The Journey	27
Personal Care	90
Safe Handling & Mobility	48
Practicum	204
○ Part 1 Clinical Placement (108 hours)	
○ Part 2 Mentorship Placement: Home Care (40 hours)	
○ Part 3 Mentorship Placement: Open (56 hours)	
Integrative Skills	30
Body Structures, Functions, and Related Health Issues	54
Social & Mental Wellbeing	30
Mealtime Assistance	30
Medication	30
LEAP – PSW	10
Standard First Aid/CPR Level C	16
WHMIS	04
Occupational Health and Safety	04
Food Handling	07
<b>TOTAL HOURS</b>	<b>674</b>
<b>TOTAL WEEKS</b>	<b>24</b>

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## COURSE DESCRIPTIONS

### **CCA Fundamentals**

*Instructor Led*

This course introduces learners to the CCA role, the Framework, and the healthcare sector. It sets expectations and provides a theoretical understanding of the workplaces of a CCA. Learners will also begin to develop awareness of self-care and learn the importance of self-care as a CCA. Instructors will provide a psychologically safe space for learners to explore and learn about self-care, EDIRA, and psychological safety.

### **Practicum Essentials**

*Instructor Facilitated*

In this course learners will gain the knowledge and skills needed to successfully participate in lab demonstrations and practicum placements. This course focuses on the fundamentals of a CCA deepening their understanding of the SoP and the Framework by exploring and practicing the behaviours and essential skills of a CCA. Additionally, learners will build the foundational knowledge of teamwork, reporting, and documenting, infection control, and risk management to develop the theoretical foundation to inform and shape their approach to care.

### **Dementia: Understanding The Journey**

*Instructor Led*

No two persons experience dementia in the same way, and there is no singular approach to supporting persons living with dementia. The course provides a range of information that should be used to support and enhance the student's approach. Each of the sessions leads into the next, supporting the care practices collaboratively and collectively. The session addressing behaviours is situated toward the end of the course. In doing so, we want the student, as a care provider, to understand that if they approach care for persons with dementia in ways that are appropriate and meaningful for them, they can reduce the potential for, or eliminate, behaviours that are difficult to understand. Earlier sessions provide the information to set up relationships, approaches, and environments that best meet the needs of the person living with dementia. As the course progresses, tools and approaches are offered to assist the student in recognizing when to change their own perceptions and approach. The program finishes with a session dedicated to the student as the care provider and their role within a care team, as well as barriers they may encounter.

### **Personal Care**

*Instructor Led*

This course is an introduction to the principles relating to activities of daily living and personal care. The learner will learn, practice, and demonstrate the practical skills necessary for respectfully, safely, and effectively providing personal care by providing meaningful engagement and applying the philosophy of care.

### **Safe Handling & Mobility**

*Instructor Led*

The learner is 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. The learner will acquire and demonstrate the knowledge and skills necessary to ensure personal safety and that of the person when assisting with positioning and transferring. The learning of this course aligns and integrates with PACE.

### **Integrative Skills**

*Instructor Led*

This is a lab and simulated course that integrates theoretical learning across the program into practical experience. The objective of this course is to provide real-world simulated scenarios that incorporate as many of the CCA competencies and skills across a full process/task sequence. The instructor's main objective is to connect the theoretical learning from Course 8 Body Structures and Functions into application to draw the connections from theory into practice. This is a test-try learning environment where the instructor is encouraged to pause, change a status/condition/illness/need, and resume during a scenario. Instructors can also pause and restart scenarios.

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## **Body Structures, Functions, and Related Health Issues**

*Instructor Led*

This is an introductory course of basic body structures, functions, and related health issues common within Continuing Care. The student will gain a basic understanding of the normal structure and function of the body systems and be introduced to signs and symptoms of ineffective functioning, common illnesses/conditions, and the related care implications. This course aims to connect body anatomy and physiology to the technical skills and tasks of a CCA to draw the connection between theory and practical application to the role of a CCA.

## **Social & Mental Wellbeing**

*Instructor Led*

This course prepares learners to recognize and support persons living with various mental health disorders. The course introduces types of mental health disorders, identifies impacts of mental health disorders, neuro-affirming care, and prevention and intervention strategies for behaviour expressions. This course extends the knowledge learners acquired from Course 3 – DUTJ by providing practical application for behaviour expressions.

## **Mealtime Assistance**

*Instructor Led*

The focus of this course is on basic nutrition and entry-level proficiency for preparing and cooking meals. The learner will understand the role of nutrition to health and wellbeing and the various types of therapeutic and special diets common in Continuing Care. Learners will demonstrate the preparing and cooking of basic meals, developing entry-level cooking skills.

## **Medication**

*Instructor Led*

This course allows the learner to cultivate an awareness of medications and the role of the CCA in supporting the needs of a person. The SoP and the Framework identifies the role of a CCA in medication administration and learners gain hands on experience applying medicated and non-medicated drops, ointments, and creams. Learners will gain a basic understanding of medications and the effects to support their tasks and responsibilities specified in the SoP.

## **LEAP - PSW**

*Instructor Led*

LEAP™ Personal Support Worker is a course that provides personal support workers and care aides with the essential competencies to provide a palliative care approach.

## **Standard First Aid/CPR Level C**

*Instructor Led*

This CPR course provides you with comprehensive CPR training. 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.

## **WHMIS**

*Instructor Led*

The WHMIS course teaches you 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.

## **Occupational Health and Safety**

*Instructor Led*

This introductory course is intended to give you an overview of the eight key aspects of workplace health and safety in Nova Scotia workplaces, including: (i) the Internal Responsibility System; (ii) Worker and employer rights & responsibilities; (iii) Workplace health and safety policy and programs; (iv) Health & safety committees and representatives; (v) Hazard identification and control; (vi) Investigating incidents; and (vii) Safety training.

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### **Food Handling**

*Instructor Led*

This course will provide you with food safety information required for your role. Topics include cleaning and sanitizing, proper food handling and temperatures, pest control, food safety management, foodborne illness, receiving, storage and contamination of food.

### **Practicum Part 1: Clinical Placement (108 hrs.)**

The learner will apply technical and essential skills identified in the Practicum Guide: Skills Checklist - Skills Development for supporting persons in care with the oversight and guidance of a CCA mentor within a Long-Term Care facility. The learner will demonstrate technical and essential skills identified in the Practicum Guide: Skills Checklist - Skills Assessment within a Long-Term Care facility under direct supervision by a Primary or Secondary Instructor.

### **Practicum Part 2: Mentorship Home Care (40 hrs.)**

The learner will consistently demonstrate entry-level technical and essential skills identified in the Practicum Guide: Skills Checklist - Mentorship for supporting persons in Home Care with the oversight of a CCA mentor.

### **Practicum Part 3: Mentorship Open (56 hrs.)**

The learner will consistently demonstrate entry-level technical and essential skills identified in the Practicum Guide: Skills Checklist for - Mentorship supporting persons in Home Care, long term care, or acute care setting with the oversight of a CCA mentor.