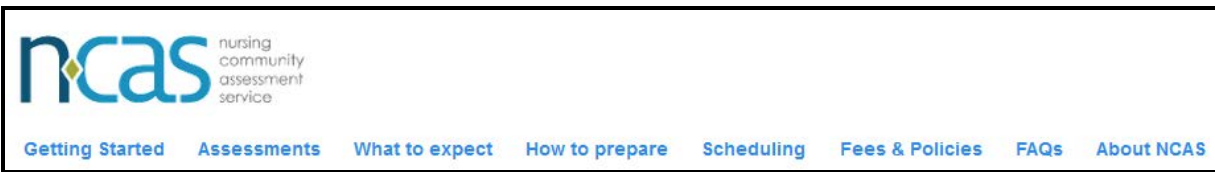


HEALTH CARE ASSISTANT (HCA) COMPETENCY ASSESSMENT THROUGH THE NURSING COMMUNITY ASSESSMENT SERVICE (NCAS)

Suggested Strategies & Resources to Support HCA Candidate Preparation¹

NCAS website: <http://www.ncasbc.ca/>

Carefully review information provided within each of the following tabs:



As an example, from the NCAS website 'What to Expect' 'Results' section, you will find a **sample HCA Performance Report** with descriptions of the competency dimensions. It will help you to interpret your results and also could help you consider areas to review as you prepare for the assessment.

https://www.ncasbc.ca/what_to_expect/Documents/SAMPLE_Performance_Report_HCA.pdf

Recommended Textbook: may be purchased at <https://www.amazon.ca> or at <https://www.vitalsource.com> in either paperback or e-book format. May also be available to take out on loan from your local public library.

Sorrentino, S. A., Remmert, L., & Wilk, M. J. (2016). *Mosby's Canadian Textbook for the Support Worker* (4th Edition). Elsevier.

OR the most recent edition:

Wilk, M.J. (2022) *Sorrentino's Canadian Textbook for the Support Worker* (5th Edition). Elsevier.

Review the [B.C. Health Care Assistants Core Competency Profile \(2014\)](#)

This HCA Core Competency Profile establishes a set of competencies (knowledge, skills, behaviours and attitudes) that HCAs in BC are expected to possess as an outcome of their baseline education. These competencies reflect the minimum standards required to ensure that HCAs provide the public with safe, competent and ethical care.

https://www.health.gov.bc.ca/library/publications/year/2014/HCA-Core-Competency-Profile_March2014.pdf

¹ *Disclaimer: While the material is intended to support NCAS candidate review and preparation, it is not intended to be comprehensive and there is no guarantee that reviewing this information will result in fully competent candidate performance on the NCAS assessment.*

Take the free, online overview course on Health Care Assistant (HCA) Practice in BC:

Health Care Assistant Practice in British Columbia

<https://learninghub.phsa.ca/Courses/24104/health-care-assistant-practice-in-british-columbia>

This free online, self-paced course provides an overview of information that is relevant to HCA practice in the province of British Columbia. This 5-hour course develops an awareness of HCA parameters of practice in BC and the different types of health care settings where HCAs work. It covers the importance of working collaboratively in the health care team and highlights key concepts such as person-centered care as well as legal, ethical and professional approaches to practice.

Review the BC HCA Curriculum Guide

<http://solr.bccampus.ca:8001/bcc/file/e4e61b7e-6615-436e-9cf1-ce808dce5c63/1/BC%20Provincial%20HCA%20Curriculum%20Guide%202015%20Final.pdf>

There is a standardized provincial curriculum for Health Care Assistants in British Columbia. Reviewing the required course concepts and learning outcomes would be a helpful way to assess your own knowledge, skills and abilities as you prepare for the NCAS HCA Competency Assessment.

As an example, you will find some example information from the HCA Curriculum Guide in [Appendix A](#) of this document (pp. 4-8).

Review the Health Care Assistant Program Supplement to the Provincial Curriculum Guide (2015) – Third Edition

<https://opentextbc.ca/hcasupplement/>

As an example, there are a number of Video Scenarios for Student Self-Assessment within the [Healing 3: Personal Care and Assistance course resources](#) which could be helpful. Please note, however, that these video scenarios have been developed for students to self-assess their learning prior to their first clinical practice experience. It is essential to recognize that students do not perform in the HCA role independently until after they have graduated, become registered and are employed. Please keep this in mind as you are reviewing the scenarios.

[Roles and Responsibilities of the HCA](#)

[Communicating with the Health Care Team](#)

[Isolation Precautions](#)

[Lifts and Transfers](#)

[Morning Care](#)

Visit these websites and review resources and videos:

Safe Practice Free Online Courses & Review Material / Information:

WorkSafeBC Injury Prevention Resources for Health Care

<https://www.worksafebc.com/en/health-safety/industries/health-care-social-services>

SafeCare BC Resources

<https://www.safecarebc.ca/tools/resources/>

Provincial Infection Control Network of BC, BC Infection Control and Hand Hygiene Module

<https://www.picnet.ca/education/education-modules/infection-control-module/>

Provincial Health Services Authority Patient Handling Videos

<http://learn.phsa.ca/phsa/patienthandling/>

Cognitive Health Challenges Review Material / Information:

Alzheimer Society British Columbia, Living with Dementia

<https://alzheimer.ca/bc/en/help-support/im-healthcare-provider/healthcare-resources-bc>

<http://www.alzheimer.ca/en/bc/Living-with-dementia/Ways-to-communicate>

<http://www.alzheimer.ca/en/bc/Living-with-dementia/Day-to-day-living>

Programs for Elderly, Documentary Films on Aging

<http://www.programsforelderly.com/documentaries-memory.php>

Teepa Snow, *Positive Approach to Brain Change*

<http://teepasnow.com/> and <https://www.youtube.com/user/teepasnow>

Violence Prevention Free Online Course & Review Material / Information:

WorkSafeBC, *Dementia: Understanding Risks and Preventing Violence*

<http://www.worksafebcmedia.com/media/WebBooks/Dementia/index.html#/>

Additional Resources

Government of British Columbia, Protection from Elder Abuse and Neglect

<http://www2.gov.bc.ca/gov/content/family-social-supports/seniors/health-safety/protection-from-elder-abuse-andneglect>

Seniors First BC, EBook – Understanding and Responding to Elder Abuse

<http://seniorsfirstbc.ca/?s=understanding+and+responding+to+elder+abuse>

Appendix A

Health Care Assistant Program: Provincial Curriculum 2015 – Page 18:

Program Learning Outcomes

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.

[Health Care Assistant Program: Provincial Curriculum 2015, pp. 56-59](#)

Assigned versus Delegated Care Activities:

Some of the care activities performed by the HCA may be assigned in one care setting but delegated in another setting. Care activities that are often/frequently delegated are noted as such in the following course content overview from the HCA Program Provincial Curriculum Guide.

Healing 3 Personal Care & Assistance Course

Course Content

Problem-solving when carrying out care-giving procedures

- Planning and implementing care based on the person's needs, the established care plan and agency policies.
- Assessing the client and the situation prior to commencing care.
- Identifying unsafe environments or situations.
- Seeking assistance if necessary in order to maintain the safety of the client and/or the care provider.
- Organizing equipment and supplies in order to efficiently complete tasks.
- Checking equipment for safety and functionality.
- Reporting equipment malfunction.
- Performing the procedure(s).
- Maintaining client privacy and dignity.
- Encouraging independence and self-care as much as possible.
- Cleaning equipment after use and returning to appropriate place.
- Tidying the client's environment.
- Evaluating effectiveness of the procedure.
- Reporting and recording actions, results and observations.
- Responding appropriately to emergency situations.

Asepsis and prevention of infection

- Microorganisms, including MROs, and the spread of infection.
- Principles and practice of medical asepsis.
- Routine practices.

- Hand Washing.
- Gloving.
- Isolation Precautions.

Promoting comfort and rest

- Admitting a person to a facility.
- Promoting comfort, rest and sleep.

Promoting personal hygiene

- Oral hygiene.
- Bathing – bed bath, tub baths and showers.
- Providing perineal care.
- Assisting with grooming and dressing.
- A.M. and h.s. care.
- Back massage and skin care.
- Using pressure relieving devices.

Moving, positioning and transferring a client

- Body mechanics.
- Turning a person in bed.
- Using positioning devices.
- Assisting with transferring and moving a person in a hospital bed and a regular bed.
- Transferring a person to a stretcher.
- Moving a person to the side of a bed and assisting him/her to sit.
- Transferring a person from a bed to a chair or wheelchair and back.
- Transferring a person from a wheelchair to a bath chair or toilet.
- Using mechanical lifts including ceiling lifts.
- Assisting the individual to use a walker safely.
- Cleaning of equipment (in the home).

Bedmaking

- Making a closed bed.
- Making an open bed.
- Making an occupied bed.

Promoting exercise and activity

- Bed rest.

- Assisting with ambulation.
- Assisting with walking devices – especially safe use of walkers with resting seat.
- Assisting with wheelchairs.
- Dealing with falls.

Promoting healthy nutrition and fluid intake

- Utilizing an understanding of basic nutrition related to the client's health needs and preferences.
- Serving meals in ways that encourage normalizing interactions.
- Assisting clients with eating and drinking.
- Utilizing safe feeding/eating assistance techniques with individuals who are experiencing difficulty biting, chewing and/or swallowing.
- Observing and recording intake and output.

Promoting urinary and bowel elimination

- Using bedpans and urinals.
- Toileting techniques.
- Using commodes.
- Assisting the person with urinary and bowel incontinence.
- Using urinary incontinence products.
- Assisting the person with condom catheter drainage.
- Assisting the person with an established catheter (may be delegated).
- Emptying drainage bags.
- Collecting urine specimens.
- Factors affecting bowel elimination.
- Assisting with bowel training.
- Administering enemas and suppositories (may be delegated).
- Assisting the person with an established ostomy (may be delegated).
- Collecting stool specimens.

Measuring vital signs

- Measuring height and weight.
- Measuring body temperature.
- Monitoring pulse and respirations.
- Being familiar with differing types of equipment.
- Reporting and recording vital signs.

Heat and cold applications (usually delegated)

- Knowing policies and procedures of facility/agency.
- Theory of heat and cold applications.

Assisting with oxygen needs (may be delegated)

- Safe use of oxygen.
- Recognizing oxygen concentrators, tanks (compressed oxygen) and liquid oxygen.
- Dealing with oxygen tubing.

Assisting with medications for clients able to direct own care (may be delegated)

- Assisting vs. administering in relation to parameters of practice.
- Roles and responsibilities, legal implications of actions.
- Observing client for untoward effects (i.e. recognizing what is not normal and reporting it).
- General types of medications (capsules, tablets, ointments, suppositories, liquids, drops).
- Common abbreviations used with medications.
- Label reading.
- Critical “rights” of assisting with medications.
- Individual’s right to refuse medication.
- Assisting with pre-packaged, pre-measured oral medications.
- Assisting with oral, eye and transdermal medications.
- Assisting with metered dose inhalers.
- Assisting with topical application of ointments.
- Documentation.

Administering medications (versus assisting) is a delegated care activity and requires further training by the employer.

Home management

- Application of agency policies and procedures.
- Assessing the home for safety risks (for client and caregiver).
- Fire hazards and safety precautions.
- Maintaining safety and medical asepsis in the home setting.
- Using common cleaning agents (application of WHMIS).
- Using body mechanics in a home environment.
- Dealing with emergencies in the home.
- Community resources and supports.