



Edison College Canada
SINCE 1973
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Health Care

Assistant with Co-op Diploma

51 Weeks Program





Program Duration:

Theory & Labs: 20 Weeks / 499 Hours
Cooperative Placement: 24 Weeks / 495 Hours
Practicum Hours: 2 Weeks / 60 Hours
Clinical: 5 Weeks / 210 Hours



Delivery Methods:

Combined In-Class & Online



Campus Location:

Victoria, British Columbia

Program Description

This Health Care Assistant with Co-op Diploma helps students develop the core skills needed to care for clients in a variety of care settings. The courses in this program include personal care, assisting with mobility and feeding needs, communication, assisting with medication, and clinical skills related to palliative and acute care.

Edison College's Health Care Assistant with Co-op program prepares students for diverse opportunities in the health care field. Graduates of this Co-op program can work in a variety of health care environments, such as acute care hospitals, long-term care facilities, group homes, assisted living facilities, and in the community providing home care.

Workplace Settings

- Complex Care
- Acute Care
- Home Support
- Assisted Living
- Group Homes
- Adult Day Care

Estimated Salary

Health Care
Assistant with Co-op
\$67,899

AVERAGE ESTIMATED
EXPERIENCED WAGE PER YEAR

*This estimate is based on available employment data at the time. Actual salary will be based on numerous factors.
Source: ca.indeed.com



Admission Requirements

- Proof of B.C. secondary school graduation or equivalent, or mature student status at least 19 years of age
- English as First Language Speakers: Evidence of one of the following:
 - Proof of completion of Grade 10 English graduation. Applicants must produce transcripts as evidence of completion.
 - A minimum of a C grade is acceptable.
 - College courses determined to be equivalent to completion of Grade 10 English (or higher) by post-secondary institutions. Applicants must produce transcripts as evidence of completion. A minimum of a C grade is acceptable.
 - ACCUPLACER Next Generation: Recommended minimum cut scores are as follows: Reading (230), Writing (230), Writeplacer (4).
- English as Second Language Speakers: Evidence of one of the following assessments, completed within the last two years:
 - Test of English as a Foreign Language (TOEFL): test must be within the last two years, IBT only – Overall score of 76 with no score lower than 20 in Speaking and Listening and no score lower than 18 in Reading and Writing.
 - International English Language Testing System (IELTS): Academic or General — test must be within the last two years: Overall score of 6 with a minimum of 6 in Speaking and Listening and no score lower than 5.5 in Reading and Writing.
 - Canadian Language Benchmark Placement Test (CLB PT): test must be within the last year: Listening 7, Speaking 7, Reading 6 and Writing 6 – Note: a CLB Report Card from a LINC Program may also be accepted.
- Canadian English Language Proficiency Index Program (CELPIP): Academic or General — Academic: Aggregate score of 4L or better, with 4L or better in Speaking and Listening and 3H or better in Reading and Writing. General: CELPIP 7 or better in Speaking and Listening and CELPIP 6 in Reading and Writing.
- Canadian Academic English Language Assessment (CAEL): Test in last two years. Overall Score of 60, with no section less than 50.
- Pre-Practice Experience Requirements:
 - A clear criminal record check via the CRRP – Criminal Records Review Program.
 - Immunizations as per Practice Education Guidelines:
 - Provide proof of a negative reaction to a TB skin test or a chest x-ray with a note from a physician stating that you are not contagious.
 - A note from a physician stating that you are mentally and physically able to perform duties normally associated with your chosen field.
 - It is strongly recommended that student immunizations remain current for Hepatitis B, Measles, Mumps, Rubella, Tetanus, Polio, and Diphtheria.
 - Completion of Student Practice Education Core Orientation modules.
 - Completion of First Aid and CPR 'C' Certification.
 - Completion of Food Safe.
 - Completion of Workplace Violence Prevention Modules.
- Successful completion of all theoretical courses with a minimum 70% grade in each course.
- Successful demonstration of skills testing in preparation or practice experiences.



Courses

Concepts for Practice

This course provides students with the opportunity to develop a theoretical framework for practice. Students will be introduced to the philosophical values and theoretical understandings that provide a foundation for competent practice as a healthcare assistant (HCA). The course focuses on concepts of caring and person-centred care, basic human needs and human development, family, culture, and diversity as they relate to health and healing. Students will also be introduced to a problem-solving model that will be critical to their practice.

Introduction to Practice

This course introduces the role of the HCA within the health care system of British Columbia. Students will be introduced to the health care team and the roles and functions of HCAs within the team in residential, community, and acute care settings. Students will also have opportunities to develop self-reflective skills required for competent practice and will be introduced to effective job-finding approaches.

Interpersonal Communications

This course focuses on self-awareness, increased understanding of others, and effective interpersonal communication skills that can be used in a variety of caregiving contexts. Students will be encouraged to become aware of the impact of their own communication choices and patterns. They will have the opportunity to develop and use communication techniques that demonstrate personal awareness, respect, and active listening skills, etc.

Lifestyle and Choices

This course introduces students to a holistic concept of health and the components of a health-enhancing lifestyle. Students will be invited to reflect on their own experience of health, recognizing challenges and resources that can impact lifestyle choices. Students will be introduced to a model that can be applied in other courses to understand the multi-faceted aspects of health and healing.

Common Health Challenges

This course introduces students to the normal structure and function of the human body and normal bodily changes associated with ageing. Students will explore common challenges to health and healing in relation to each body system. Students will also be encouraged to explore person-centred practice as it relates to the common challenges to health and, in particular, to end-of-life care.

Cognitive and/or Mental Health Challenges

This course builds on content from other courses to assist students in exploring concepts and care-giving approaches that will allow them to work effectively with individuals experiencing cognitive or mental challenges. The emphasis in this course is on supporting clients with dementia, recognizing responsive behaviours, and identifying person-centred intervention strategies.

Personal Care and Assistance

This practical course offers students the opportunity to acquire personal care and assistance skills within the parameters of the HCA role. The course is comprised of class and supervised laboratory experiences that assist the student to integrate theory from other courses to develop caregiver skills that maintain and promote the comfort, safety, and independence of individuals in community and facility contexts.

Practice Experience in Multi-Level and/or Complex Care

This supervised practice experience provides students with an opportunity to apply knowledge and skills from all other courses in the program with individuals in a multi-level or complex care setting. A portion of this clinical experience will be devoted to working with individuals with dementia. Opportunity will be provided to students to gain expertise and confidence with the role of the HCA within a complex care facility.

Practice Education Placement in Home Support, Assisted Living and/or Group Home

This practice course provides students with an opportunity to apply knowledge and skills from all other courses with individuals and families in a community setting. Opportunity will be given to students to become more familiar with the role of the HCA within a home support agency, assisted living facility, and/or a group home and to gain abilities that will prepare graduates for employment in these settings. It is important that students understand the philosophy of community care settings and its emphasis on client choice and independence.



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