



ALBERTA CAREGIVING

INSTITUTE

“dum vita est spes est”

**STUDENT HANDBOOK
2015/2016**

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WELCOME

Welcome to the latest edition of the Alberta Caregiving Institute Student Handbook. The handbook is designed to assist you in finding out about the goals of the school's educational standards, your program/courses requirements and other aspects of the school.

Education at the Alberta Caregiving Institute is unique. It aims to stretch your mind, broaden your experiences, and prepare you for your career and productive lives. The education also aims to promote community engagement, informed citizenship and a life time of learning.

The school accomplishes this by delivering its programs through

1. Conceptual learning, Fundamental reasoning and analysis of the subject matters
2. The application and integration of these concepts and analysis to real world problems;
3. Critical thinking through problem solving;
4. Pluralistic perspective-awareness of the relationship among culture, self, and others;
5. Understanding and evaluating the consequences of one's choices and the implications of one's actions;
6. Opportunities to develop and practice the skills of critical thinking, reasoning, communication, and integration of knowledge and skills
7. Working effectively and collaboratively (in small groups);
8. Developing information and technological literacy

We hope that through our educational standards, you again appreciation for the value of learning and also find the handbook helpful. Should you have any suggestions for improvement or additions for the future, please contact administration at admin@albertacaregivinginstitute.com

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ATTACHMENTS

Orientation Documents

Immunization Information Form

Immunization Form

SECTION 1 CONTACTS, PROGRAM INFORMATION & NOTABLE DATES
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1.1 Important Contacts

Office of the Registry

The office of the Registry undertakes the responsibility of both the office of the registrar and faculty administration. The office is responsible for:

1. Processing registration requests, scheduling classes and maintaining class lists, enforcing the policies and procedures for entering or existing classes or graduating from a program, and keeping a permanent record of grades and marks.
 2. Overseeing the school's relations with government and stakeholders
 3. Overseeing the school's strategic direction, sustainability and risk management.
 4. Overseeing complaints and resolutions (internal and external)
 5. Overseeing student payments and financial records and issues T220A for tax purposes to students.
 6. Overseeing faculty accounts payables and receivables
 7. Overseeing Human Resources for both the office and the faculty
- 780 761 2234(Phone), e-mail: admin@albertacaregivinginstitute.com

The Faculty

The faculty includes academic staff members whose major responsibility is to implement or deliver program curriculum. The faculty provides student marks/grades and skill assessments to the office of the Registry and clears the student for successfully completing course work. Both the Faculty and the Registry have signing authority on graduate certificates or diploma.

1.2 Program and Courses

The school utilizes the government of Alberta provincial curriculum to deliver and certify students to work within the scope of practice of a Health Care Aide in Alberta, Canada.

The theory courses are delivered through conceptual learning, fundamental reasoning and analysis of the rationale behind the best practice. The courses use real world case studies to illustrate the application and integration of concepts and care models learned. The student learns pluralistic perspective and gains awareness of the relationship among culture, self, and others as well as computer literacy through the use of the eclass system. The courses within the program are outlined below:

HCA 1001: Safe Work Practices

In this course, students will learn about what is involved in providing a safe environment for clients, staff and visitors. Creating a safe working environment involves learning to work effectively as part of an interdisciplinary team. In order to do this, the health care aide needs to understand his or her roles and responsibilities within the team framework. The health care aide also needs to follow agency policy and procedures and adhere to client's care plans. Creating a safe environment includes being familiar with and practicing the current standards in infection prevention and control. In addition, learning to use chemicals in a safe manner and practicing the principles of slips, trips and falls prevention will ensure that the environment is hazard free.

Module 1: Function Effectively as a Team Member

Module 2: Environmental Safety

Module 3: Client Safety

Module 4: Self-Care and Safety

HCA 1020: Working and Communicating in a Health Care Environment

During this course, students will focus on the role and responsibilities of a health care aide within a variety of employment settings. The focus of this course is to share information that will result in safe, ethical, respectful care based on the needs of the client. Strong communications skills are also an important part of being a successful health care aide. This course will focus on professional communication with other team members, clients, and clients' families; written communication, including documentation in client records and report completion; problem-solving strategies; and how to handle conflict. This course will also teach strategies to overcome barriers to communication between the client and the caregiver.

Module 1: The Role of the Health Care Aide

Module 2: Legislation

Module 3: Person-to-Person Communication

Module 4: Communication Impairments and Related Strategies

Module 5: Dealing with Conflict

Module 6: Documentation

HCA 1003: Assisting with Medication Delivery

This course will assist students to work safely within the legal roles and responsibilities of Health Care Aides. Assisting with medication delivery is a very challenging and highly responsible task. This course will allow students to undertake this task with competence and confidence.

Module 1: Assist with Medication Delivery

HCA 1030: Structure and Function of the Human Body - Health and Chronic Illness

In this course, students will learn about the systems that make up the human body and the milestones of growth and development across a lifetime. They will also learn about the most common chronic illnesses they may encounter and how to provide safe care based on best practices according to the clients' diagnoses, needs, and care plans.

Module 1: Body Systems and Function

Module 2: Human Growth and Development

Module 3: Healthy Aging and Independence

Module 4: Chronic Conditions

HCA 1002: Introduction to Activities of Daily Living

In this course, students will learn the basic care skills to give safe and efficient care to their clients. Safe lifting, transferring and client positioning techniques are important for client comfort and safety as well as staff comfort and safety. Another important aspect of daily care involves having a professional, caring and compassionate approach to assisting clients with their elimination needs. This course will also teach the principles of safely assisting clients to eat as well as guidelines for creating a safe, clean and socially inviting dining environment.

Module 1: Client Grooming and Personal Hygiene
Module 2: Assist with Elimination
Module 3: Positioning, Transfers, and Lifts
Module 4: Assisting at Mealtime

HCA 1100: Activities of Daily Living

During this course, students will learn to bathe clients safely in bed, whirlpool tubs and showers. In addition, they will learn bed making skills and how to keep the clients muscles and joints exercised by doing range of motion exercises on a regular basis.

Module 1: Bathing the Client
Module 2: Bed-Making
Module 3: Range of Motion (ROM)
Module 4: Assisting with Client Mobility
Module 5: Meeting Care Needs at the Time of Death

HCA 1200: Skills for Assisting Clients with Complex Care

The skills introduced in this course are sometimes referred to as advanced skills for health care aides, see list of modules below. HCA skills for supporting care activities such as ostomy care, respiratory care, catheter care, and tube feeds are taught in this course.

Module 1: Assisting with Wound Care
Module 2: Assisting With Nasogastric and Gastrostomy Care and Tube Feeds
Module 3: Assisting with Urinary Catheters and Drainage Systems Care
Module 4: Assisting With Ostomy Care
Module 5: Measuring Vital Signs, Pain, Height, and Weight
Module 6: Assisting with Specimen Collection
Module 7: Assisting with Respiratory Care and Oral Suctioning

HCA 1010: Working with Clients with a Diagnosis of Dementia

This course will assist students to understand the disease process in clients with dementia. It also teaches skills and strategies to provide the best possible care for these individuals.

Module 1a: Work with Clients with a Diagnosis of Dementia, “A Moment in Time”
Module 1b: Work with Clients with a Diagnosis of Dementia, “A Moment in Time”
Module 1c: Work with Clients with a Diagnosis of Dementia, “A Moment in Time”
Module 1d: Work with Clients with a Diagnosis of Dementia, “A Moment in Time”
Module 1e: Work with Clients with a Diagnosis of Dementia, “A Moment in Time”

HCA 1300: Special Care for Diverse Clients

This course discusses care strategies for assisting diverse client groups such as clients with a mental health diagnosis, and clients with developmental delays and physical disabilities. Health care aides employed in home-care situations may have the opportunity to work with families to provide care for infants and children.

Module 1: Assisting with the Care of Infants

Module 2: Assisting with Child Care

Module 3: Assisting Clients with Physical Disabilities and Developmental Delays

Module 4: Caring for Clients with a Mental Health Diagnosis

Module 5: End-of-Life Care

HCA 2000: Lab Course

The lab course provides students opportunity to integrate theoretical concept into real world situation, opportunity to develop and practice the skills of critical thinking, reasoning, communication, and integration of knowledge and skills. Student learns how to work effectively and collaboratively (in small groups); evaluate the consequences of one's choices and the implications of one's actions as well as time management. The course is fast paced and simulated close to real working environment (Long Term Care). The student is required to be physically fit, able to stand for long period of time, able to bend and lift and critically think.

The lab course focuses on the skills below:

1. Hand Washing
2. Hand Hygiene Using Waterless Hand Sanitizer
3. Hand Hygiene Using Waterless Hand Sanitizer
4. Removing a Disposable Mask
5. Putting On Non-Sterile Disposable Gloves
6. Removing Gloves
7. Gowning
8. Removing a Gown
9. Assisting Client with an Affected Limb to Dress
10. Oral Care for Conscious and Unconscious Clients
11. Denture Care
12. Hair Care
13. Toenail Care
14. Shaving a Client
15. Perineal Care
16. Assisting the Client to Use a Commode
17. Assisting the Client to Use a Bedpan
18. Assisting the Client to Use a Urinal
19. Observe Client for Changes that Impact Transfers and Lifts
20. Proper Body Mechanics during a Client Transfer or Lift
21. One and Two Person Transfer to a Wheelchair
22. Transfer from Bed to Wheelchair Using a Transfer Board
23. Mechanical Lifts
24. Transfer from Bed to Stretcher Using a Slider Board (Three Caregivers)
25. Moving a Client in Bed
26. Positioning the Client in Bed
27. Positioning the Client in a Chair or Wheelchair
28. Observing and Performing Safe Feeding Techniques
29. Modifying the Texture of Fluids
30. Measuring Intake and Output
31. Assisting with Oral Medication

32. Assisting With Eye Medications
33. Assisting With Ear Medications
34. Assisting With Topical Medications
35. Assisting With a Nebulizer
36. Assisting With Rectal Medications
37. Assisting With Inhalers
38. Assisting With Pre-Drawn Insulin
39. Assisting a Client with a Bed Bath(Complete bed bath, Partial bed bath)
40. Assisting with Bathing a Client (Whirlpool bath, Stretcher shower or bath, Regular tub bath)
41. Making an Unoccupied Bed
42. Observe Clients for Changes That Impact Mobility
43. Making an Occupied Bed
44. Observe Clients for Changes That Impact Mobility
45. Making an Occupied Bed
46. Applying a Transfer Belt
47. Assisting the Client in Ambulating with a Cane
48. Assisting a Client in Ambulating with a Walker
49. Assisting a Client in Ambulating with Crutches
50. Transporting a Client in a Wheelchair
51. Changing a Simple Dressing Using Clean Technique
52. Preparing the client for a tube feed, setting up equipment, and measuring and recording intake
53. Providing Catheter Care
54. Emptying a Urinary Bag
55. Removing and Applying an External Drainage System (Condom Catheter)
56. Changing an Ostomy System
57. Emptying a Reusable Pouch
58. Measuring Body Temperature
59. Measuring Radial Pulse
60. Measuring Respirations
61. Measuring Blood Pressure with a Digital Manometer
62. Measuring Oxygen Saturations
63. Measuring Height and Weight
64. Measuring Height and Weight
65. Collecting a Stool Specimen
66. Measuring Pain Using Observation Tools
67. Collecting a Urine Specimen (Routine or Random)
68. Collecting a Stool Specimen
69. Collecting a Sputum Specimen
70. Assisting With Oxygen Therapy
71. Assisting With Oral Suctioning
72. Observing From Head to Toe
73. Care of the Circumcision site
74. Care of the Umbilical Cord Stump
75. Dressing an Infant
76. Diapering an Infant
77. Feeding an Infant

HCA 2020: Practicum (long-term care stream)-Instructor led

In this course, students integrate theoretical concepts, lab skills, critical thinking, reasoning, communication into real life situation at the St. Michael's Long Term Care Centre. Students work effectively and collaboratively on the Health care team to deliver client centred care to

assigned residents under the supervision of the nurse instructor. The student is required to be physically fit, able to stand for long period of time, bend and lift.

HCA 2100: Advance Practicum -Preceptored

In this course, students integrate theoretical concepts, lab skills, experience gained from the Instructor Led practicum, critical thinking, and reasoning and communication skills into real life situation at the St. Michael's Long Term Care Centre. Students work effectively and collaboratively on the Health care team to deliver client centred care to assigned residents under indirect supervision of the charge nurse and the nurse instructor. The student is required to be physically fit, able to stand for long period of time, bend and lift.

1.3 Notable dates

Enrolment Dates

May 3 2014	Oct 19 2014
July 5 2014	Dec 21 2014
September 6 2014	Feb 22 2015
November 8 2014	April 26 2015
January 3 2015	Jun 21 2014
February 28 2015	Aug 16 2014
May 2 2015	Oct 18 2014
July 4 2015	Dec 20 2014
September 5 2015	Feb 21 2016
November 8 2015	April 24 2016

SECTION 2 INFORMATION ON SERVICES AND SUPPORT

Now that you have enrolled on one of our courses, you are formally a student of Alberta Caregiving Institute. The information on the next few pages tells you about the benefits that are available to you. Additional information is also available on the [Alberta Caregiving Institute Web](#)

2.1 Obtaining Identification Cards

All full-time and part-time students need Identification (ID) cards

To get an ID card, e-mail your photo to admin@albertacaregivinginstitute.com ID card will be issued to you in the next couple of days.

2.2 Learner Guides and Text Books

Learner Guides are supplied to students during the first day of class. Once a student pays the tuition down payment, text book(s) is/are issued within 2 weeks.

2.3 Opportunities for Employment, Voluntary Activities, Groups and Societies

Students are encouraged to check under Resources for employment and News & Events on our website for employment, volunteering opportunities and upcoming events. In order for you to make the most of your campus experience, we encourage you to join group activities and societies such as the ACI Learning Community and the Student Union.

2.4 Personal Development Planning

Alberta Caregiving Institute offers all students the opportunity to participate in a process of Personal Development Planning.

What is Personal Development Planning?

Personal Development Planning is a process which aims to improve your ability to understand what and how you are learning and will help you to get the most out of your student experience by helping you to take responsibility for your own learning and raising your awareness of the variety of opportunities for development.

Why is it Relevant?

Whatever your motivation for enrolling in a course at Alberta Caregiving Institute, the Personal Development Planning Process aims to help you make the most of your time at the School and ensure that you access all of the opportunities on offer.

2.5 Student Representation and the Staff-Student Panel

The school ensures that the opinions of its students are heard and for this purpose we have established a Staff-Student Panel. Student Representatives will be on the Boards of Studies as a means of involving students to ensure that their views are heard on academic matters. Further information will be posted on www.albertacaregivinginstitute.com

If you wish to contact your representatives, you may do so by leaving a message with Office support.

What does a student representative do?

The Student Representative's role is to give staff the student's perspective on the School's work. We require the Student Representatives to canvass opinions from their fellow students and then to bring this feedback to the Staff-Student Panel and our Board of Studies. There will be two formal Board meetings each year, scheduled

meetings can be obtained from office support. A summary of the meetings will be e-mailed to all students.

Would you like to be a student representative?

The Student Representatives will become more involved in the life of the School, not just the courses they are studying.

Interested in becoming a student representative?

Please contact Academic Services

SECTION 3
Students with long-term health problems

Disclosing disabilities

In the event that your disability is not obvious, please submit a medical note from your doctor confirming your disabilities prior to enrolment. Please note that all Health Care Aide students require an optimum level of fitness to provide care to their care recipients. Please disclose all medical conditions using the school's medical conditions form.

Helping us help you

Like any large organisation we know we don't always get things right, but we are keen to improve your learning experience. Please email and tell us if you feel we could improve in a certain area. In addition if you are experiencing specific difficulties accessing your course, in the first instance, please contact the **Registrary**

SECTION 4
POLICIES, PROCEDURES AND REGULATIONS

When you enrol with us you become a student of Alberta Caregiving Institute and as such are bound by a number of policies and procedures including the School's:

- Code of Behaviour for Students
- Student Disciplinary Procedure
- Complaints Procedure
- Safety Procedures
- Practicum Code of Conduct

The above are detailed in the next few pages.

In addition, the school's practicum provider's policies and regulations also apply to you.

4.1 Code of Behaviour for Students

1. Both instructors and students in a classroom have rights and responsibilities, both should respect the other and treat them with common human reverence, both should do all they can do to help the educational process achieve its maximum effectiveness and to help the classroom truly become an environment for learning by all present.
 2. A student violating any of the following standards of conduct may be subject to progressive and corrective disciplinary process which includes disciplinary action up to and including dismissal. The level of discipline will depend on the severity of the infraction and other relevant factors
 3. **Respect for others:** Students will conduct themselves in a positive and cooperative manner and demonstrate respect for the instructors, their fellow students and all the staff at Alberta Caregiving institute and the hospital. Kindness, courtesy and concern for others are important parts of this standard.
 4. **Language:** Students will speak only English in the classroom and during the practicum.
 5. **Classroom interaction:** Talking or whispering between students should be avoided during the class period. If the student would like to ask a question or make a comment, he/she should *raise his/her hand* until the instructor calls on him/her. Every student in the class has equal rights in the class. Therefore, no one should monopolize the instructor's time to the detriment of the educational environment.
 6. **Honesty:** Students will be honest in their dealings with the instructors, their fellow students and the staff.
 7. **Smoking:** Students are permitted to smoke during meal breaks in the designated smoking areas outside.
 8. **Alcohol and Illegal Drugs:** Students will not be under the influence of, smell of, in possession of or consume alcohol and/or illegal drugs in the classroom during the instruction time.
- 9. Attendance:**
- ✧ Students are required to attend all scheduled classes, complete all course work, pass all exams and fulfill requirements for graduation in order to obtain certification.
 - ✧ Excused absences may be granted by the **project manager or by the instructor** for emergencies (i.e., death of an immediate family member, personal illness documented by a physician) or legal proceedings (documentation required). **ALL EXCUSED ABSENCES MUST BE DOCUMENTED.** The student will be provided the opportunity

to join future classes to make up missed course work without additional tuition charges. Please note that the student is still responsible for outstanding tuition from the previous academic term for which the student was originally enrolled in. If there was a tuition refund made, the remainder of the program tuition must be forwarded to the student's next enrollment under the excused absences policy. If the student completed full tuition in the previous academic term, no additional tuition should be charged to the student. Excuse of Absence form is available on eclass for students to complete when required. In the event of one (1) absence, a conference will be scheduled for the student to discuss remedial action.

✧ **Unexcused absences/Absences without documentation**

Unexcused absences will adversely affect a student's standing in a course and opportunity to return into a future program. The student will not be eligible to enroll in future classes once the student is withdrawn from the class and the program.

10. Submission and Assessment of Late Assignments and Quizzes Policy

- ✧ Every assignment or quiz has a due date and submission procedure. Students are expected to submit assignments on or before the assigned due date.
- ✧ All assignments must be submitted on eclass
- ✧ All quizzes must be completed on eclass
- ✧ In the event of extenuating circumstances, a student may request an extension. Students must submit a completed copy of the **Request for Extension due to Extreme Circumstances Form** explaining the extenuating circumstance prior to the assigned due date. Reasons for which an extension may be granted must be significant, unusual or unpredictable circumstances.
- ✧ Examples of acceptable reasons include: treatment by a physician or death of a family member.
- ✧ Examples of unacceptable reasons include: broken printer or computer virus, behind on other assignments, cannot get to a library, general busyness at work or in family life, not sure of how to upload assignment on eclass and etc.
- ✧ It is recommended that students work on the assignments and quizzes as soon as they are given. Do not wait until the last minute as you will be under tremendous stress to get it done. If you need help with assignment and quiz submission, please make time to meet the Lab Assistant during the designated hours (made available to you at the program orientation) for in person assistance.
- ✧ Due to the unique nature of the program those students who are granted an extension will be given opportunity to complete this work with the future class.

11. **Promptness:** Students will be at their work stations in time, prepare to start work at the beginning of the class and will be at their work stations at the completion of the class. If a student arrives more than 15 minutes late, he/she will not be permitted to enter the classroom. If there is an exam on that day, the student will be noted as absent. Entering the classroom after the instructor's presentation has started is distracting both to the instructor as well as to other students. Those who come less than 15 minutes late should seat themselves as close to the entrance as possible and avoid any sort of disruption. Students should hand in their assignments on the assigned date. A failure to do so will result in the student receiving a 0 for that particular assignment. **For**

Practicum, students who are more than 5minutes late for reporting will be considered absent for the day.

12. Exam Policy

- ✧ Communications: During the exam, all communications should be addressed to a supervisor. Students should not, under any circumstances, speak to or communicate with other candidates.
- ✧ Passing grade for all theory exams,quizzes and assignments is 60%
- ✧ Passing grade for all labs and practicum assignments,quizzes,assessments and evaluation is 70%
- ✧ Students have only ONE attempt for all theory assignments and quizzes and lab assignments and projects
- ✧ Students have only TWO attempts for all theory exams and final exams
- ✧ Students have only TWO attempts for all lab quizzes and weekly lab assessments(if the student has more than 3 lab cases to re-attempt for the week,the student will automatically be selected for remedial.This remedial must be completed with the next batch of lab students)
- ✧ Students have only ONE attempt for the final lab assessment
- ✧ All second attempts must be completed at designated schedule provided to the student. It is the student's responsibility to make time to complete second attempted.

13. Breaks: When students take their scheduled breaks, they will take them during the designated times and in the designated areas. Students should not eat during the class period or while working on the unit. (Discuss length of breaks). ***During Practicums, scheduled breaks will be decided by the Clinical Instructor.***

14. Telephones: Students must make sure that their cell phones and pagers are ***off*** before the beginning of the class and the practicum. If a student leaves the classroom or the unit to answer his/her phone, he/she will not be permitted to enter the classroom again or to continue working on the unit. If a student needs to have his/her phone or pager ON due to a legitimate reason, the student is required to have the authorization of his/her instructor prior to the beginning of the class or clinical.

15. A student must not engage in conduct which may involve an offence against a person; cause a nuisance; damage, deface, misappropriate or misuse any property of the School and its practicum providers; or otherwise behave in a manner likely to bring the School into disrepute or likely to cause offence to others.

16. A student must not engage in conduct which disrupts or is likely to disrupt teaching, study, examining, practicum, administration or social activities in the School/premises used by the school or which obstructs or is likely to obstruct any student in pursuit of his/her studies or person employed by the School in the performance of his/her duty.

17. Students will not threaten, intimidate or harass the instructors, the other students or the staff inside or outside the classroom or the clinical setting.

18. A student must leave any premises of the School or the practicum sites, or any other premises officially used by the School, when reasonably requested to do so by any person employed by the School.
19. A student must not engage in, or act as a party to, any academically improper or dishonest practice.
20. A student must comply with all requirements as to safety.
21. The School shall maintain a constructive relationship with the Police, shall co-operate fully in any Police enquiry, and shall report any matter which appears to constitute a serious criminal offence, or where otherwise the School deems it appropriate to do so, directly to the Police.
22. Where a possible breach of the above Code of Behaviour has taken place the School's Disciplinary Procedure shall apply.

4.2 Student Behaviour Policies and Procedures

Definition of Incidents:

Severe altercations, threats, intimidation and harassment, disruption of school activities by student(s), events that are dangerous or potential warning signs of such events (threats, intimidation and harassment) including student(s) inside or outside the classroom or the clinical setting

Code of Conduct:

The Alberta Caregiving Institute code of conduct is a set of principles, values or standards outlining the responsibilities of or proper practices for students. They guide the decisions and procedures of the school to ensure the welfare of students, instructors, staff and others inside or outside the classroom and clinical setting

Student Behaviour Policies and Procedures:

Alberta Caregiving Institute acknowledges that society expects good behaviour as an important outcome of the educational process. The school therefore has principles for promoting good student behaviour and procedures for handling students who violate the code of conduct. The Student Behaviour Policies comprise of the code of conduct, immediate protocol for incident occurrence, protocol for incident reporting, incident investigation, conclusion and letters of apology for parties involved.

Immediate protocol for incident:

The Instructor or person representing the school must call the site security immediate at the onset of all incidents to remove the student(s) involved from the site. The student(s) involved

will not be permitted back to the site or school activities until an investigation has been completed and a conclusion made.

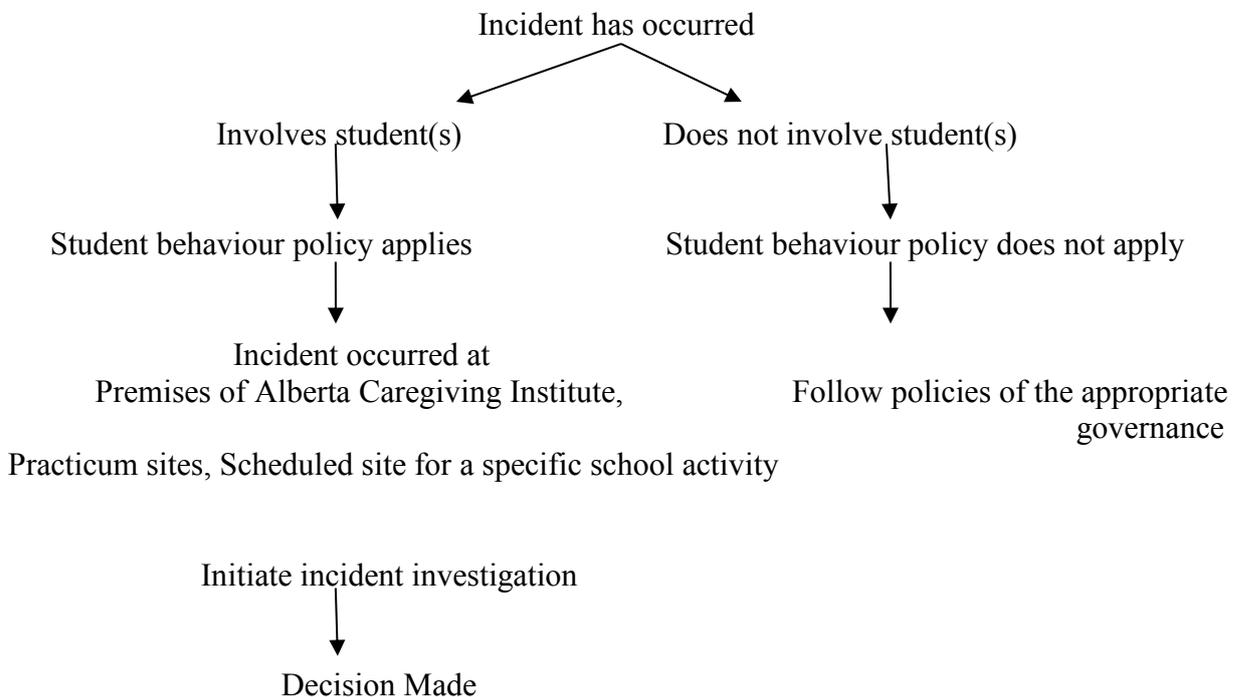
Protocol for incident reporting:

All incidents will be reported immediate to the project and program manager by the instructor or a third party

Incident investigation:

Alberta Caregiving Institute will only investigate incidents that fall under Student Behaviour Policies and violation of the code of conduct. Incidents that fall under the authority of specific practicum governance will be turned over to that governance.

Pathway for Incident Investigation under Student Behaviour Policies



4.3 Incident Investigation

This procedure shall apply to all students, that is, any person who is enrolled in one of the School's courses:

1. In the case of an alleged breach of the Code of Behaviour of the Alberta Caregiving Institute, a preliminary assessment will be undertaken by the Projects & Program Manager

to determine whether the issue may be resolved without instigating formal disciplinary procedures.

2. Following the preliminary assessment of the alleged incident, the Projects & Program Manager shall have the discretion to:
 - Dismiss the complaint
 - Deal with the complaint within the School
 - Refer the complaint to a relevant officer within the School
 - Refer the matter to the police

3. In cases where the complaint will be dealt with within the School, the following procedure will be followed:
 - The Projects & Program Manager (or his/her nominee) will investigate the complaint (which shall include contacting the subject of the complaint).
 - The Projects & Program Manager (or his/her nominee) will contact the subject of the complaint by phone or in writing and will request a verbal or written response from him/her within 10 working days.
 - Following receipt of a response from the subject of the complaint, or in the absence of any response after 10 working days, the Projects & Program Manager will form a view on the substance of the allegations and then take one or more of the following steps:
 - take no action
 - issue a warning which shall not be recorded on the student's record
 - issue a warning which shall be recorded on the student's record
 - issue a reprimand which shall be noted against the student at the School and shall include a formal warning that treatment of any future misconduct will take such reprimand into account
 - issue a final warning
 - exclude the student from the course immediately
 - exclude the student from the course immediately and exclude him/her from any of the School's other courses either for a specific period or indefinitely
 - exclude the student from the course immediately and exclude him/her from any of the School's other courses and the School's building(s), or sites either for a specific period or indefinitely

4. A student dealt with under 3 above is entitled to appeal against such a decision to the Projects & Program Manager, in the first instance. This must be done in writing within 10 working days and include a written statement for the grounds of the appeal.

4.4 Complaints Procedure

The Alberta Caregiving Institute is committed to providing students with high quality teaching in a high quality learning environment. Students are encouraged to take responsibility for communicating their needs and seeking support within the School. If a student feels that any aspect of their experience at the School gives grounds for complaint, the Projects & Program Manager can assist and advise you on the correct procedure to follow.

4.5 Safety Procedures

Safety Procedures should be discussed at all orientations to ensure that you are aware of the procedures in the event of an emergency evacuation or accident. On campus, safety documentations are located in every classroom and should be easily visible; exit routes are marked in all hallways. Off campus, please acquaint yourself with local emergency procedures.

On discovering a fire:

- sound the alarm by breaking the glass in the nearest call point;
- call for assistance;
- attack a fire only if safe to do so;
- always use the correct extinguisher.

On hearing the alarm:

- close all doors and windows behind you and leave by the nearest exit;
- do not stop to collect personal belongings;
- do not use the lifts;
- dial 911 to ensure the Fire Service has been called.

After leaving the building:

- move well away from the building;
- assemble at the designated assembly area;
- leave clear access for the Emergency Services;
- do not attempt to re-enter the building until you are told it is safe to do so.

Accidents:

- seek help from a first-aider in the vicinity of the accident;
- report the incident to the Instructor/Site Manager in the area;
- if in any doubt about the condition of the patient, dial 911 and ask for the Ambulance Service;

4.6 Practicum Policies

While in the clinical practicum, the student will:

- Maintain appropriate dress and hygiene habits
- Communicate with faculty, staff and patients in a clear and concise manner
- Show initiative by performing above and beyond assigned tasks
- Follow directions
- Come prepared to clinic by having all necessary items
- Conduct oneself in a professional manner
- Demonstrate an excellent attitude by being interested in learning new skills and accepting constructive criticism

- Follow through on all tasks to completion
- Work well with others by being willing to help staff and other students
- Maintain self-confidence by not being overly confident or possessing no confidence
- Be in attendance in clinic and in assigned area
- Retain composure under most conditions by not becoming agitated or upset when confronted with new or difficult situations
- Show regard for patient safety

Dress Code

A uniform is an external indication of professionalism. Consequently, all uniforms must be neat, clean, and professional in appearance.

Hair will be neat, clean and of acceptable length (acceptable length will be determined by the clinical instructor /Preceptor) at all times. While in the clinical practicum, the hair will be kept up and away from the face and off the collar to prevent hair from falling into patient's wounds and from being a safety hazard. Hair adornments or accessories may not be worn. Hair color shall be conservative, that is a color that is customary for human hair and not a decorative color such as blue, green, pink, orange, etc. Makeup may only be used discreetly; eye shadow, mascara and rouge shall be avoided. Male students will maintain a neat hairstyle consistent with good taste. Male students shall be clean-shaven or shall have neatly trimmed beards, mustaches, and sideburns. Male students growing beards/mustaches may do so over the break but may not do so while in clinic practicum.

All fingernails shall be short, neat, and clean. Nail polish and/or acrylic nails are not acceptable in clinical education centers. Perfumes, colognes and any other fragrances may not be used in the clinical education center.

To the extent possible, tattoos or other body art will be covered while in the clinical setting.

Jewelry is limited to a watch, one (1) ring to include a wedding set, engagement ring or class ring, one (1) pair of small stud earrings in the ear lobe, which are not to hang below the ear lobe. No other piercing may be adorned with jewelry while in clinical.

Students may not chew gum, eat candy/mints, eat or drink beverages while in the clinical setting.

Identification

Students are required to wear appropriate identification in the clinical centers at all times. Proper identification includes a regulation name badge. Students not having proper identification on the uniform will be removed from the clinical center for the day.

In the event the nametag becomes defective or lost, the student must report this to the Clinical/Program Coordinator and a new badge must be ordered and proof shown to the Clinical/Program Coordinator the following day.

Clinical Assignments

The School makes assignments to specific Clinical Education sites. Students are assigned based on the needs of the program. These assignments are based on the student's clinical

needs during the course of their program. Students are not permitted to enter clinical education centers at times other than scheduled clinical rotations without permission of the clinical faculty.

Attendance Policy

The Alberta Caregiving Institute expects all students to conduct themselves in a professional manner. This includes practicing good attendance habits.

“Good attendance habits” mean the following:

Being in your assigned area ready for work by the start of your shift

Remaining in your assigned area unless a need arises that require being elsewhere

Taking only the time normally allowed for breaks

Remaining in the clinical site during your entire shift, unless excused by **staff**

Not leaving until the scheduled end of your shift, unless excused by **staff**

Calling in and personally notifying the **clinical instructor and project manager** if you are going to be either absent or tardy, unless a verifiable emergency makes it impossible for you to do so.

Students are required to attend all scheduled classes, complete all course work, pass all exams and fulfill requirements for graduation in order to obtain certification.

Excused absences may be granted by the **project manager or by the instructor** for emergencies (i.e., death of an immediate family member, personal illness documented by a physician) or legal proceedings (documentation required). **ALL EXCUSED ABSENCES MUST BE DOCUMENTED.** The student will be provided the opportunity to join future classes to make up missed course work without additional tuition charges. Please note that the student is still responsible for outstanding tuition from the previous academic term for which the student was originally enrolled in. If there was a tuition refund made, the remainder of the program tuition must be forwarded to the student’s next enrollment under the excused absences policy. If the student completed full tuition in the previous academic term, no additional tuition should be charged to the student. Excuse of Absence form is available on eclass for students to complete when required. In the event of one (1) absence, a conference will be scheduled for the student to discuss remedial action.

Unexcused absences/Absences without documentation

Unexcused absences will adversely affect a student’s standing in a course and opportunity to return into a future program. The student will not be eligible to enroll in future classes once the student is withdrawn from the class and the program.

Clinical Preparedness

Students are required to have all required items deemed necessary by the clinical instructor at each clinical site. Failure to be properly prepared will result in a written warning. Upon receiving the second and subsequent written warning, the student will be removed from the clinical site that day and counted absent.

SECTION 5 ASSESSMENT, MARKING CRITERIA &

GUIDANCE ON WRITING ASSESSMENTS

To award grades we need to have evidence of the knowledge and skills you have gained or improved. Some of this has to be in a form that can be shown so that we can be absolutely sure that standards are met across all courses.

The most important element of assessment is that it should enhance your learning.

5.1 What are the Marking /Assessment criteria

The tables on the following pages show the generic marking criteria that have been adopted by the School.

Grading System:

Letter Grade Point Percent

GRADES		
Letter	Grade Point	Percent
A+	4.33	95-100
A	4.0	90-94
A-	3.67	85-89
B+	3.33	80-84
B	3.0	75-79
B-	2.67	70-74
C+	2.33	65-69

C	2.0	60-64
C-	1.67	55-59
D	1.0	50-54
F	0 (Fail)	0-49
DNC	0	
P	N/A	
TRF	N/A	
TRD	N/A	

5.2 Competency Assessment

Mark			Criteria
Excellent			An outstanding answer, showing excellent knowledge, understanding, skills and attitude with evidence of thorough reading and practice
			Clear indication that the question has been thoroughly understood and its implications realised
			Excellent analytical and evaluative skills
Very Good			A very good answer, showing considerable knowledge and understanding, with evidence of reading and practice
			Clear indication that the question has been understood and its implications realised
			Evidence of strong analytical and evaluative skills

Good			An answer showing a generally thorough knowledge and understanding, but with relatively little insight
			Good use of taught course material and some evidence of relevant reading and practice
			Evidence of good analytical and evaluative skills
Pass			An answer showing adequate knowledge and understanding
			Some evidence of analytical and evaluative skills
Fail			Some evidence of knowledge and understanding of the subject
			Significant omissions or errors
			Very limited evidence of analytical and evaluative skills
Fail			An inadequate answer with major lapses in knowledge and understanding
			Serious omissions or major errors
			Little (or no) analysis or evaluation, or major flaws in these skills
Fail			
			A seriously inadequate answer with little discernible knowledge and understanding
			Both serious omissions and major errors
			Major inadequacies in argument, coherency and presentational skills
Fail			
			Shows no discernible knowledge or understanding
			Little (or no) relevant material
			Little (or no) evidence of argument, coherency and presentational skills

5.3 Standing

Acronym Meaning

G	Graduated
<hr/>	
CIP	Course in Progress
<hr/>	
CS	Continuing Status
<hr/>	
EXM	Exempt
<hr/>	
INC	Incomplete
<hr/>	
NGR	No Grade Reported
<hr/>	
W	Withdrawal
<hr/>	

Prior Learning Assessment (PLA) is letter graded as above (A+, B, C-, etc.). Grade requirements differ in some programs. For example, 70% may be required to pass in the Health Care Aide Program.

Definitions

Course Credit: In general, one (1) course credit is the equivalent of one (1) hour a week of classroom instruction.

Grades: A grade is the measure of a student’s achievement in a course and is indicated on the transcript upon course completion.

- a. **Did Not Complete (DNC):** The student does not complete required course work and does not formally withdraw from the course by the official withdrawal date. “Did not complete” constitutes a failing grade.
- b. **Pass/Fail (P/F):** A grade of “P” indicates course outcomes have been met and credit has been awarded. A grade of “F” indicates course outcomes have not been met and credit is not awarded.
- c. **Prior Learning Assessment and Recognition (PLAR):** Prior learning is assessed, credit is awarded.

- d. **Transfer (TRF):** Course credit is transferred from another accredited institution

Standing: Standing is an indication of a student's status in a course. Standings do not carry course credit.

1. **Course in Progress (CIP):** The student is currently enrolled in a course with a future end date. The final grade is to follow.
2. **Continuing Status (CS):** The student is continuing studies in a course for a definite period(registered end date of the course section). Final grading for the course has not occurred.
3. **Exempt (EXM):** An exemption is based on documentation of successfully completed course work. Exempted courses allow a student to register in a course for which the exempted course is a prerequisite.
4. **Incomplete (INC):** The student is unable to complete a course or program in the scheduled time due to demonstrated, exceptional circumstances. "Incomplete" is a temporary standing applied to a course for a specified period with an extended end-date specified.
5. **No Grade Reported (NGR):** The student has completed the course but the grade is not yet submitted.
6. **Withdrawal (W):** The student formally withdraws from the course by the designated withdrawal date (does not appear on transcript).

SECTION 6 AWARDS

cum laude, meaning "with honor" (pronounced /kʊm'laʊdeɪ/ or /kʊm'lə:deɪ/.)

cum laude is to be given to those who attain seventy-five percent on the general grading scale for each course and overall program grade of 80%-85%. The student or graduate must have also attained a minimum course exam grade of 75%.

magna cum laude, meaning "with great honour"

magna cum laude is to be given to those who have attained eighty percent on the general grading scale for each course or have attained a minimum course grade of 80% and overall program grade of 86%-94%. The student or graduate must have also attained a minimum course exam grade of 80%.

summa cum laude, meaning "with highest honour"

summa cum laude is to be given to those who have attained eighty percent on the general grading scale for each course or have attained a minimum course grade of 85% and overall program grade of 95%-100%. The student or graduate must have also attained a minimum course exam grade of 85%.

SECTION 7 OUT OF PROVINCE STUDENTS

Coming to Edmonton, Alberta to study is an exciting adventure in the sense that there is so much to see, learn and appreciate. (*Alberta*) provides a wide variety of things to do and places to visit to make your experience memorable.

Education at the Alberta Caregiving Institute is unique. We have small size classes where instructors know the complete names of each student as well as their strengths and weakness. Students receive individualized assessments at the simulation lab and practicum. The school presents opportunities to make friends and seek help within the learning community.

Traveling to a new province also presents challenges, challenges of living your family and friends behind, challenges of moving from a familiar place to an unfamiliar city/province and many more. The good news is that, you will be welcomed into a great family of students, you will be able to stay connected with your family and friends via skype; you will broaden your experiences, stretch your thinking and prepare for a lifelong learning experience.

We hope you enjoy your stay and appreciate the value of education Alberta Caregiving Institute presents.

7.1 Preparing to come to Alberta-Checklist

1. Confirm funding arrangements
 2. Pay for your tuition or make a payment plan with the school
 3. Find accommodation. You can also find potential roommates by going to [The Market At ACI](#) (this site is under development)
 4. Make a budget plan -Work out how much income you will have as a student and then map out your expenditure for the term and year. You can find a financial planning template on the main school website.
3. Living Expense

- Rent
- Phone & Internet
- Food, laundry and household goods
- Bus pass
- Personal Insurance, Health Insurance
- Books, equipment, photocopying, stationery

Clothing
Socialising/leisure
Miscellaneous

4. Get a student account-Take advantage of the great student bank accounts available out there, but be careful to choose the right one .Watch out for hidden charges/catches.

5.Connect with our social media-Connect with ACI and the rest of the student community via facebook

7.2 Preparing for the Weather

Edmonton Weather Information-[Edmonton Weather](#)

Prepare for the weather:

Edmonton has four distinct seasons and the temperature can vary considerably from 35° at the peak of summer to –40° Celsius in winter (90° to –40° Fahrenheit).

Fall: Days are generally warm averaging around 15° Celsius (60° Fahrenheit). Combined with the changing colours of the leaves, autumn is a pleasant season in Edmonton.

Winter: May seem long and cold, especially if you come from a hot climate. However plenty of winter activities are available in and around Edmonton, including cross-country skiing, downhill skiing, skating, hockey, snowshoeing and tobogganing. Winter can be enjoyable!

Spring: A mix of warm and cool days as snow from the winter melts.

Summer: Generally warm, with average daytime temperatures over 23° Celsius (75° Fahrenheit).

Seasonal Clothing

Winter

Many newcomers ask about the winter and what winter clothing they should wear. Here are some ideas to help you stay warm and enjoy the winter season in Edmonton:

- Wear a light shirt and long underwear underneath your sweater and pants;
- Winter coats should have a hood and warm lining, and be waterproof and windproof. They should be loose fitting to trap body heat while ensuring air circulation;
- Wear a hat because most body heat is lost through your head. Winter hats should cover your ears;

- Choose winter boots that have a warm inner lining and thick soles with a rough surface to prevent slipping on ice;
- Wear mittens or gloves; and,
- In extremely cold weather, wear a scarf that covers your neck and the lower part of your face.

Summer

In the summer, you will want to wear cool, comfortable clothing. Here are some ideas on what you should wear during the summer season in Edmonton:

- Wear light colored, loose fitting clothing when it is very hot outside.
- Wear a hat with a wide brim to shade your face, ears and neck from the sun; and,
- Shorts, sleeveless tops and sandals are popular summer wear.

Spring and Fall

During the spring months (March to May), and fall months (August to October), the weather varies from cloudy, rainy and cool to warm and sunny. When the weather is cool and rainy, you should wear a water-proof jacket with a hood or carry an umbrella. Even if it is sunny and warm, you may still want to keep a jacket in your car in case the weather changes.

7.3 Arriving in Edmonton, Alberta-Checklist

E-mail the **Registry** to confirm your arrival, include your new contact information such as address and phone number.

Exploring the city but be safe! Purchase your Bus pass and take a trip to the Edmonton General Hospital to make sure you know how to get to your program site.(Buy your bus pass-Check out [Edmonton Transit](#) for information on city bus routes, trip planning, bus go times/schedules and student pass)

Take care of all banking matters

Check out Clinics & Pharmacy shops around your area

Check out Grocery shops around your area

Check out the local Library around your area and obtain a library card

Respond to all correspondences from the school and stay connected with the learning community via face book.

Academic Affairs –take a trip to the program orientation site and organise yourself prior to class start date

Plan to eat well, stay current on immunization, exercise and get some sleep!

What you will need for accommodation

First you need to find out what your accommodation provides. If there is nothing but four walls, a bed, desk and chair, the following list may be a good guide:

Bedding

- 1 or 2 pillows
- Quilt/duvet
- 2 sets of bed covers

Clothes

- Lots of them
- Take enough to not have to do washing often
- Lots of socks is essential, as they go missing from laundry
- Some nice outfit for fancy nights out
- Party/clubbing wear

Grooming stuff

- Toothbrush and toothpaste
- Soap/showergel
- All your makeup/beauty products
- Towels
- Flip Flops (for walking to the bathroom)

Other stuff

The rest of what you take is optional, but here's a list of things you will probably need.

- Alarm clock
- Desk lamp
- Washing powder
- Bin bags
- Laundry bag
- First Aid Kit - plasters, aspirin, antiseptic cream, cotton wool
- Mobile phone and charger
- Umbrella
- Camera
- Clothes hangers
- Proof of age to go to bars and clubs. usually a valid ID

Kitchen stuff

- Cheap cutlery, as they might go missing
- 2 dinner plates and 2 bowls
- 2 mugs
- 2 glasses
- 2 saucepans - 1 large and 1 medium/small
- 1 frying pan - preferably non stick
- 1 big oven tray - good for lots of fries
- 1 wooden spoon for stirring
- 1 colander for pasta draining (don't try using the saucepan lid)
- 1 chopping board
- 1 sharp knife
- Washing up liquid and sponge thing
- Tea towels and an oven glove
- Tin Foil - use it to cover grill pans before putting fries etc on. This way the foil catches all the oil, and you don't have to wash the pan up!
- Dish wash soap/detergent

School stuff

- Backpack or bag of some sort
- Folders for work
- Notepad
- Well-stocked pencil case
- Loads of dividers for your folders
- Calculator,
- Computer/laptop, wires & chargers (if you're bringing your own). *TIP: Keeping all your work organised is the secret of doing well: Make sure you have a folder for each subject.*

TIP: Get the folders at the start of term, and keep it organised from the start. Even if you don't do any work in the evening to start with, make sure you've got all the notes, and in the right order.

SECTION 8 REQUIREMENTS FOR GRADUATION

To receive a certificate of completion, a student must satisfy requirements related to program of study and course work. It is the student's responsibility to ensure that all requirements for graduation are fulfilled in timely fashion. To assist students in this, the Registrar's Office provides notification to students indicating whether the student has met the requirement and, if not, what the student must do to meet the requirement. The Registrar's Office and the Nursing Instructor with signing authority certify completion of program requirements and clears students for graduation. The requirements for graduation, and the rationale for curricular requirements, are as follows.

8.1 Main Stream Students

- Completion of all theory course work with a minimum passing grade of 50%
- Completion of lab course work with a minimum passing grade of 70%
- Successfully passing the final lab skill assessment (passing grade of 70%)
- Successful completion of Instructor Led practicum through completion of course work and recommendation from the Nursing Instructor
- Successful completion of Preceptorship through completion of course work and recommendation from both the preceptor and Nursing Instructor
- Recommendation to graduate from all members of the Nursing Instruction team attesting to your knowledge, skill and conduct (including instructors with signing authority on certificates)
- Clearance from the Registrar indicating that you have met the requirements for certification

8.2 PLAR students

- Completion of all theory course work with a minimum passing grade of 70%
- Completion of lab course work with a minimum passing grade of 70%
- Successfully passing the final lab skill assessment (passing grade of 70%)

Successful completion of Instructor Led practicum through completion of course work and recommendation from the Nursing Instructor

Recommendation to graduate from all members of the Nursing Instruction team attesting to your knowledge, skill and conduct (including instructors with signing authority on certificates)

Clearance from the Registrar indicating that you have met the requirements for certification.

8.3 Returning Students- Main Stream

Completion of all theory course work with a minimum passing grade of 50%

Completion of lab course work with a minimum passing grade of 70%

Successful passing of final lab skill assessment (passing grade of 70%)

Re-assessment of skill and knowledge of the scope of practice if the returning student has been away from the program for more than 1 year (Mode of Assessment must be determined by the nursing instructor with signing authority on graduate certificates)

Successful completion of Instructor Led practicum through completion of course work and recommendation from the Nursing Instructor

Successful completion of Preceptorship through completion of course work and recommendation from both the preceptor and Nursing Instructor

Recommendation to graduate from all members of the Nursing Instruction team attesting to your knowledge, skill and conduct (including instructors with signing authority on certificates)

Clearance from the Registrar indicating that you have met the requirements for certification

8.4 Returning Students-PLAR

Completion of all theory course work with a minimum passing grade of 70%

Completion of lab course work with a minimum passing grade of 70%

Successful passing the final lab skill assessment (passing grade of 70%)

Successful completion of Instructor Led practicum through completion of course work and recommendation from the Nursing Instructor

Successful completion of Preceptorship through completion of course work and recommendation from both the preceptor and Nursing Instructor

Re-assessment of skill and knowledge of the scope of practice if the returning student has been away from the program for more than 1 year (Mode of Assessment must be determined by the nursing instructor with signing authority on graduate certificates)

Recommendation to graduate from all members of the Nursing Instruction team attesting to your knowledge, skill and conduct (including instructors with signing authority on certificates)

Clearance from the Registrar indicating that you have met the requirements for certification.