

Orientation Manual

For Health Care Support Workers



Vancouver 
CoastalHealth

Table of Contents

Welcome Message	3
The Health Career Access Program (HCAP).....	4
Onboarding Orientation	5
Buddy Shifts.....	6
Health Care Support Worker Peer Mentorship Guide	7
Key Contact and Resources for Staff.....	11
Respectful Workplace Conduct	12
Appendix A: Care Contributions of Health Care Support Workers in Long- Term Care and Assisted Living (Roles and Responsibilities).....	15
Appendix B: Role Clarification between (HCSW) and School Practicums.....	19
Appendix C: A Day in the Life of a Health Care Support Worker.....	20
Appendix D: Getting to know the Unit.....	25
Appendix E: List of Learning Hub Courses.....	28
Appendix F: In-Person Orientation Evaluation Forms.....	30

Welcome Message

Welcome to Long Term Care and Assisted Living! We are excited that you are joining our team. As a Health Care Support Worker (HCSW), you will become a valued member of the healthcare team and work alongside other interdisciplinary members to provide the best possible care to those living in long-term care or assisted living homes.

You will provide a variety of important non-direct care supports to the person living in the care home, hereafter referred to as the *Person*. During your orientation to the care home, the designate/manager and/or an assigned buddy will show you what your roles and responsibilities are as an HCSW. This orientation manual also contains detailed information to help orientate you to the HCSW duties and responsibilities, your work environment, and much more!

Your onsite orientation will consist of an introduction to the staff and what their roles involve, meeting the people living in the care home, and reviewing the care home's current policies and procedures. With the support of your buddy, you will progress to working with the Person. If you have any questions, do not hesitate to reach out to your manager during your orientation for guidance and support.

WELCOME TO THE TEAM!

The Health Career Access Program (HCAP)

There has been a growing demand for Health Care Assistants (HCAs) in Long-Term Care and Assisted Living settings across the province. Through the Health Career Access Program (HCAP), the province covers the post-secondary education expenses for those wanting to start their careers as HCAs. Upon program completion, you will follow the necessary steps to register with the BC Care Aide Registry so you can promptly start applying for available vacancies to secure a regular HCA position. Before attending a post-secondary institute become an HCA, you will gain experience working in a care home as a Health Care Support Worker (HCSW).

Obligations:

In the role of an HCSW, you agree to:

- Attend all educational blocks through the post-secondary institution (school).
- Complete and pass all coursework; continuing in this role will be dependent on successful completion of all education modules.
- Understand that the HCSW position is temporary; it is an intern position while you complete education and training requirements for the HCA role. Current employees will be provided a leave to work as an HCSW as well as to complete the educational program.

Return-of-Service:

There is a 12-month return-of-service requirement after the completion of the HCAP program.

- This commitment is in return for the tuition and stipends provided.
- If this return-of-service commitment is not met upon completion of the HCAP training program, you will be required to pay back the stipends received and your education costs proportional to the percentage of the return-of-service commitment that was not completed.

Work Schedules:

HCSW positions will be scheduled for full-time hours (37.5). Your work schedule will be set by your primary site and may include weekends, evenings, nights, and holidays depending on the needs of the organization.

Payments:

- While attending school, you will receive a stipend of approximately **\$930.00** per week (**\$24.80/hour** before deductions). This will be paid by VCH regular payroll every two weeks.
- The Ministry of Post Secondary Skills and Training will cover the costs of the tuition, fees, and necessary books for each HCAP employee.

Onboarding Orientation

You will receive a list of provincially standardized HCSW training courses through a link to the HCAP onboarding website, which you can find in your **HCAP Welcome Email**.

If you would like to review any of the following, please refer to the onboarding website:

- Immunizations/TB testing
- Required Certificates
- Provincial HCAP Online Orientation
- VCH Regional Orientation
- Provincial Violence Prevention Curriculum (PVPC)
- N95 Fit testing- speak to your manager at your hired care home

In addition, you will receive a care home/employer-specific orientation during your first week as an HCSW. The goals of this orientation are to:

- Help you understand VCH's policies and procedures.
- Provide education that will support you in your HCSW role (in-person orientation, buddy shifts, etc.).
- Clarify the HCSW role and responsibilities when working at the care home and when going to school.
- Introduce you to the health care team and the people living in the care home.

Buddy Shifts

During your first week, a clinical nurse educator (CNE) or manager will connect you with a buddy every time you come to work. The buddy will help you understand your role. We call these buddy shifts, and you will have about 4 or 5 of these shifts. The buddy may be an HCA, a nurse (RN/LPN), or allied health care provider (e.g., recreational therapist, physiotherapist, occupational therapist). They will continue to orientate you to the care home and will show you the daily routines of the staff and the Person(s).

Before the start of your buddy shift, please take time to review the following appendices located towards the end of this manual:

- **Appendix A:** *Care Contributions of Health Care Support Workers in Long- Term Care and Assisted Living (Roles and Responsibilities)*
- **Appendix B:** *Role Clarification between Health Care Support Workers (HCSWs) and School Practicums* to get to know what your job duties and obligations are.
- **Appendix C:** *A Day in the Life of a Health Care Support Worker*, which provides an example of what a typical day may look like for an HCSW.

Health Care Support Worker Peer Mentorship Guide

We recommend your care home leadership team designate a mentor for you once you have completed your buddy shifts. Your mentor will serve as both a role model and a resource, available to answer any work-related questions you may have. Furthermore, your mentor will be a continuous source of support throughout your time as an HCSW.

In this guide, you will find tools related to:

- Communication
- Person and family-centered care
- Person and family safety
- Key contact and resources for staff

In addition, please refer to **Appendix D: Getting to Know the Unit.**

<u>Learner Responsibilities</u>	<u>Peer Mentor Responsibilities</u>
<p>You hold the responsibility for your own learning, and this responsibility is shared in collaboration with your Peer Mentor.</p> <p>You show initiative by:</p> <ul style="list-style-type: none"> ❖ Applying the program-wide policies, guidelines, procedures, and best practice principles ❖ Completing this Peer Mentorship Guide in a timely manner ❖ Taking responsibility for the quality of care you deliver ❖ Acknowledging your own knowledge, skills, and abilities within your perimeters of practice and comparing them to what is necessary for establishing a meaningful connection with the Person and their family ❖ Adjusting your goals based on your own self-reflection and the feedback you receive ❖ Effectively conveying your need for additional assistance ❖ Seek and be receptive to feedback <p>Your connection with your mentor persists beyond the orientation phase. Regard your Peer Mentor as someone you seek guidance from at any point.</p>	<p>You hold the responsibility for providing collaborative guidance and support to the new learner.</p> <p>An effective Peer Mentor:</p> <ul style="list-style-type: none"> ❖ Incorporates principles of adult learning ❖ Uses courteous and considerate communication ❖ Approachable and non-judgmental ❖ Practices critical thinking skills ❖ Encourages and supports ❖ Empowers learners to identify their own goals and needs ❖ Allows time to debrief and respond to questions as required ❖ Provide honest feedback about what went well and what needs to be strengthened <p>Your guidance will not only provide support for learning, but it is also a suitable time to reflect on your own strengths and abilities. Your Peer Mentor role will extend support to your new learner in their practice upon request, even after the orientation period concludes. Thank you for supporting your colleagues during their orientation.</p>

Communication

Learner Responsibilities	Mentor Responsibilities
<p>Effective team communication is essential when providing care for the Persons.</p> <p>You demonstrate initiative through:</p> <ul style="list-style-type: none"> Communicating your questions and concerns to your Peer Mentor Demonstrating effective, caring interpersonal communication with the Person, and the health care team Learning the VCH Privacy and Confidentiality Policy Applying conflict management strategies and using appropriate communication tools and devices 	<p>Allow time for the learner to:</p> <ul style="list-style-type: none"> Review the Safety Communication Board for alerts Review the Violence and Aggression Alert https://one.vch.ca/working-here-site/Documents/Violence-and-Aggression-Acute-Alert%20Form.pdf Review how to complete the Patient Safety Learning System (PSLS) https://provincial.bcpsls.ca/lp/start.php?HA=VCHA Demonstrate verbal reporting, by describing unsafe working conditions (e.g., the Persons' responsive and reactive behaviours, reporting pain, falls, and skin integrity concerns) Review the call bell system including bed and chair alarms
<p>Tips for daily debriefing conversations between learners and their Peer Mentor, aimed at regularly exploring the learner's experiences:</p> <ol style="list-style-type: none"> Can you share a couple of words about how you are feeling? What went smoothly, and where do you think there's room for improvement? What are the primary lessons you've gained from this experience? 	

Reflection:

Learner's strong points:

Areas requiring improvement or enhancement:

Person and Family-Centered Care

Learner Responsibilities Engaging with the Person is a crucial aspect of your role. Demonstrate respect for others by acknowledging that you are continually learning the Persons' preferences.	Mentor Responsibilities
<p>You demonstrate initiative through:</p> <ul style="list-style-type: none"> • Introducing yourself and your role to the Person and their families • Promoting person-/family centered care • Displaying a non-judgmental approach • Respecting the individuality, diversity, and dignity of the Person and families • Respecting client-centered care by demonstrating DIIPPS (dignity, independence, individualized care, preferences, privacy, and safety) • Encouraging family involvement as appropriate • Promoting comfort and rest • Helping the Person with activities that matters to them, under the direction of the Activity Worker/Rehab Assistant • Including the Person and their family in decisions and choices • Offering support, guidance, and compassion 	<p>Allow time for the learner to:</p> <ul style="list-style-type: none"> • Review the Resident Bill of Rights • Review the Care Plan • Meet with the Recreation Therapist and/or Activity Worker • Review beverage and snack rounds • Review therapeutic diets • Review meal delivery
<p>Tips for daily debriefing conversations between learners and their Peer Mentor, aimed at regularly exploring the learner's experiences:</p> <ol style="list-style-type: none"> 1. Can you share a couple of words about how you are feeling? 2. What went smoothly, and where do you think there's room for improvement? 3. What are the primary lessons you've gained from this experience? 	

Reflection:

Learner's strong points:

Areas requiring improvement or enhancement:

Person and Family Safety

Learner Responsibilities	Mentor Responsibilities
<p>Each individual bears the responsibility of fostering a safety-orientated culture. Through efficient communication and teamwork, we raise awareness of potential safety hazards.</p> <p>You demonstrate initiative through:</p> <ul style="list-style-type: none"> • Reviewing the Safety Communication Board at the start of each shift • Participating in the Violence Risk Assessment (VRA) • Completing the Point of Care Risk Assessment (PCRA) • Recognizing the need for crisis intervention skills and responding appropriately when required • Discussing Indigenous Cultural Safety with your mentor for a thorough review. • Promoting the safety and independence of the Person 	<p>Allow time for the learner to:</p> <ul style="list-style-type: none"> • Review the Violence and Aggression Alert https://one.vch.ca/working-here-site/Documents/Violence-and-Aggression-Acute-Alert%20Form.pdf • Review the Patient Safety Learning System (PSLS) https://provincial.bcpsls.ca/lp/start.php?HA=VCHA • Promote and encourage cultural awareness • Review steps for contacting security/police in the event of a Code White • Review the Fire and Evacuation Plan • Review the instructions to follow in the event of the Person choking
<p>Tips for daily debriefing conversations between learners and their Peer Mentor, aimed at regularly exploring the learner's experiences:</p> <ol style="list-style-type: none"> 1. Can you share a couple of words about how you are feeling? 2. What went smoothly, and where do you think there's room for improvement? 3. What are the primary lessons you've gained from this experience? 	

Reflection:

Learner's strong points:

Areas requiring improvement or enhancement:

Key Contact and Resources for Staff

Fill these numbers in during your buddy shifts and keep them easily accessible.

Key Contact Information	
Unit Telephone Number	
Manager	
Clinical Nurse Educator (CNE)	
Absence Call Line	1-866-924-4297
Respectful workplace reporting	1-866-858-6014 https://cloud.clearviewconnects.com/#/reporter/submit-report?org=RWP23&lang=en&vanity=true
Other Important Numbers:	

Policies and Procedures:

- Policies and procedures can be found at <http://shop.healthcarebc.ca/vch>

Safety, Health, and Wellness:

- Visit <https://one.vch.ca/working-here/health-safety-wellness/health-safety-at-work>

Service Desk- Computers and IT support:

The Service Desk is available 24 hours a day, seven days a week.

- Local (604) 875-4334
- Toll- Free 1(888)875-4334
- Email: servicedesk@vch.ca

Respectful Workplace Conduct

HCSWs are employees of Vancouver Coastal Health, therefore VCH expects their employees to adhere to the highest standards of conduct with respect to ethical and professional behavior.

1. Professional Communication and Conduct

a. Absences and Sick Calls

VCH employees are required to contact the Absence call line (**1-866-924-4297**) any time they need to report an absence from work. This includes the following types of absences:

- Health-related absences (planned or unplanned).
- Special leave absences of at least one shift or longer (this excludes vacation, education, and maternity leaves).

Employees can call the Absence line any time of the day, any day of the year. This automated system will prompt you to:

- Key in your employee identification number (it is on the back of your photo ID).
- Speak to your manager or supervisor after you have left your absence notification.

**** Please call your CARE HOME as well if you are calling in sick or if you will be absent to ensure that your pay is coded properly; the person answering the call will mark on the timekeeping flow sheet why you did not come to work.

b. Please be timely when arriving to work and taking breaks.

c. Please be kind to the Person and staff. VCH does not tolerate bullying, harassment or other inappropriate comments or conduct. Please let the HCAP Educator and Site Educators know if you are experiencing any concerns related to the above.

2. Privacy and Confidentiality

- a. At the end of each day, please put documents containing the Person's names in the confidential bin for shredding.
- b. Please do not give out personal information to family or visitors without clearing this first with the nurse. VCH has ethical and legal obligations to protect personal information about the Person and the staff.

- c. Staff are required to report any actual or suspected breaches of privacy to the Information Privacy Office and cooperate with the investigation.
Email: privacy@vch.ca Tel: (604) 875-5568.

3. English Language Policy

- English shall be used during work unless the Person requires different language or staff member is on approved break.

4. Professional Image

- a. VCH has a professional image guideline:
<https://www.vch.ca/sites/default/files/import/documents/VCH-professional-image-guidelines.pdf>
- b. Dress code must reflect a professional appearance, a safe standard of care, be suitable for the work performed, and comply with infection control and WorkSafeBC standards.
- c. Special considerations: Health Care providers will always keep nails clean and short. Long and/or chipped nails are known to harbor bacteria and interfere with effective hand hygiene. Health Care providers should not wear hand or wrist jewelry. Jewelry hinders effective hand hygiene and harbors the growth of bacteria.
- d. Requirements: non-slip shoes, no open-toed shoes, comfortable clothing, no dangling items, hair tied back, and visible ID.
- e. Clothing worn to meet religious or cultural requirements is acceptable (such as a kippah, headscarf, and turban).

5. Social Media

- a. Cell phone usage- please restrict personal cell phone use during work hours to emergencies, breaks or work-related purposes.
- b. Please do not take pictures inside the care home with your personal cell phone or any devices.
- c. Email Access- all staff will receive a VCH email account and are to access their account when they are at work at least once per week.

- d. Public Communication- staff making public statements on personal issues must not represent the views of the organization (i.e., VCH). Any communication regarding VCH must remain respectful. Be thoughtful about what you post on your social media account(s).

6. Respect for Culture and Diversity

- a. Respect for culture and diversity of staff and the Persons
 - Integrate cultural practices into the Person's care plans based upon safety and benefit to the Person.
 - Develop personal and professional knowledge and skills in cultural competency and responsiveness.
- b. Support the Person to engage in decision-making around their own care.
 - Essence of person-centered care
 - Can do this by giving choices, respecting wishes, learning about the Person and their history and culture.

Appendix A: Care Contributions of Health Care Support Workers in Long- Term Care and Assisted Living (Roles and Responsibilities)

	HCSW Can Perform	HCSW Cannot Perform
Communication and Documenting	<ul style="list-style-type: none"> ✓ Check assignment and note any information needed for your shift (i.e., which Person is on isolation precautions, Purple dot- aggressive alert) ✓ Communicate with HCA/Nurse whenever leaving floor or going on breaks ✓ Report concerns and observations from shift to team prior to leaving at the end of your shift 	<ul style="list-style-type: none"> ✗ Cannot document on behalf of others ✗ Cannot create or modify the Care Plan ✗ Cannot document in the clinical chart (online or on paper) ✗ Cannot complete PSLs report
Assess the Person Needs	<ul style="list-style-type: none"> ✓ Provide support to the Person where required and ask about their needs; report observations to supervisor or team ✓ Welcome visitors and families; keep the Person engaged while promoting interactions with family and friends ✓ Provide assistance and encourage participation with social and recreational activities ✓ Identify and report unsafe conditions, any behavior and/or physical changes to designated supervisor ✓ Assist with reading and with virtual visits (set up technology) 	<ul style="list-style-type: none"> ✗ Cannot perform tasks for guests or visitors ✗ Cannot perform tasks for the Person not listed on the Care Plan ✗ Cannot do glucometer readings ✗ Cannot take blood pressure, temperature, pulse, respirations, height, and weight

	HCSW Can Perform	HCSW Cannot Perform
Ambulation	<ul style="list-style-type: none"> ✓ Walk alongside the Person ✓ Encourage and set up the Person to do exercises that do not require hands-on assistance ✓ Assists with transporting the Person to designated areas (i.e., walk alongside as a guide or pushing a wheelchair) ✓ Encourage participation in activities 	<ul style="list-style-type: none"> ✗ Cannot assist the Person with individualized exercise programs ✗ Cannot transfer with or without mechanical aid ✗ Cannot reposition in bed with or without mechanical aid ✗ Cannot direct or supervise exercises that require hands on assistance
Person needs/ADL's	<ul style="list-style-type: none"> ✓ Smile and be welcoming to the Person and their families ✓ Establishes rapport with the Persons and families ✓ Can OBSERVE direct care with consent (bed baths, showers, incontinence care, toileting, oral care, catheter care) ✓ Sets up supplies and equipment (i.e., laying out clothes and personal hygiene supplies within reach for those who can wash and dress without hands-on support) ✓ Hand items to HCA while the HCA provides care (washcloths, towels, clothes) ✓ Place blanket or shawl on tap or over shoulders ✓ Painting nails ✓ Clean up room after care (change bed linens, declutter, empty full laundry carts, restock room) 	<ul style="list-style-type: none"> ✗ Cannot brush hair, drying hair, braiding, or curling hair ✗ Cannot provide or assist with personal care activities such as grooming, shaving, oral hygiene, cutting nails, bathing and showering ✗ Cannot assist with dressing or undressing the Person ✗ Cannot provide 1:1 care for the Person

	HCSW Can Perform	HCSW Cannot Perform
Elimination	✓ Can bring necessary supplies to the Person who are able to direct and perform own care	✗ Cannot help with any hands-on activities related to elimination
Medications		✗ Cannot assist with preparing, administering medications and/or delegation of tasks surrounding medications
Nutrition	<ul style="list-style-type: none"> ✓ Assists with mealtime activities; setup; welcomes and/or transports the Person to dining areas ✓ Accompany the Person during the meal times through sitting, socializing; and conversing and/or engaging with the Person ✓ Distribute and collect trays ✓ Assists with limited food preparations such as heating prepared food, making tea, coffee, toast, sandwiches ✓ Assist the Person in opening food items (coffee creamers, opening jars) ✓ Assists in cutting food when the Person is able to direct care ✓ Assist the Person in securing second helpings of food or fluids ✓ Transports trays to the Person in their room if directed by supervisor ✓ Notify care provider if the Person needs to use bathroom ✓ Assist with delivery of snacks and nourishments ✓ Support Person to complete hand hygiene, apply or remove Person's clothes protector-before and after activities and meals 	<ul style="list-style-type: none"> ✗ Cannot assist with eating and/or feeding the Person ✗ Cannot administer feeds

	HCSW Can Perform	HCSW Cannot Perform
Assisting to provide care and/or treatment	<ul style="list-style-type: none"> ✓ Retrieve wheelchairs or other specific walking aides for staff or the Person ✓ Work with care team to provide supplies needed for personal care, activities, and procedures i.e., set up wash basin, supply towels and linens 	<ul style="list-style-type: none"> ✗ Cannot assist or perform hands-on treatment to the Person
Oxygen and Respiratory care needs	<ul style="list-style-type: none"> ✓ Observes the Person and their environment to identify and report unsafe conditions to designated supervisor 	<ul style="list-style-type: none"> ✗ Cannot assist with applying, adjusting, removing oxygen devices
Discharge or Transfer	<ul style="list-style-type: none"> ✓ Assists with transporting the Person to designated areas in wheelchair/walking along-side ✓ Gather and pack the Person's belongings and equipment or supplies 	<ul style="list-style-type: none"> ✗ Cannot assist with restocking medication or crash carts ✗ Cannot take orders from physicians ✗ Cannot respond to phone calls regarding blood work, test results, new orders etc. ✗ Cannot perform heavy housekeeping duties or clean any bodily fluids or environmental spills

Appendix B: Role Clarification between Health Care Support Worker (HCSW) and School Practicums

You **may** be working as an HCSW and as an HCA student in the **same** care home until you finish your HCA education program. If this is the case for you, it is crucial that, while working as an HCSW, you only focus on the roles and responsibilities specified in your HCSW job description.

When you are a student in the care home, you must follow the roles and responsibilities outlined by your school and instructor.

Refer to Appendix A for your reference to help you understand the HCSW role and responsibilities.

The expectations for you as an HCSW include the following:

- Work within the roles and responsibilities stated in the job description when working as a HCSW.
- When supervised by your clinical instructor from school, adhere to the institution's rules.
- Fulfill all terms and conditions of employment as an HCSW.
- Provide copies of pre-requisite course completion certificates required for the HCAP course (i.e., Food Safe, CPR, and First Aid) to your school.
- Complete the unit checklist (**Refer to Appendix D**) during your buddy shifts.
- Complete all online Learning Hub courses (**Refer to Appendix E**) and give certifications to Clinical Nurse Educator.
- Provide your certificate of completion for the Provincial HCAP Orientation Courses to your CNE or HCAP Project Coordinator for VCH Employees. Private and Affiliate Employees are to submit these to the designee at the site or the HCAP Project Coordinator.
- Complete buddy shifts as assigned. If you miss any of these due to illness notify the manager.
- Complete the In-Person Evaluation Forms (**Refer to Appendix F**) at the end of each buddy shift and provide this to the CNE/HCAP designate at your primary site.
- When unsure what to do, ask for help from your buddy or another staff member like a nurse, HCA, manager, mentor, or the CNE/HCAP Designate.
- When completing an activity, ask for feedback from your buddy or another staff member such as a nurse, HCA, mentor or CNE/Designate.
- Register as an HCA through the BC Care Aide Registry (www.cachwr.bc.ca) once the education component is complete.
- Complete a 12-month return-of-service after the completion of the HCAP program.

Appendix C: A Day in the Life of a Health Care Support Worker

The following appendix will help you understand your roles and responsibilities as an HCSW in supporting the Persons living in the care home. Your role and responsibilities have been organized into three scheduled shifts: 0700-1500; 1500 to 2300; 2300-0700.

Remember to consult with your buddy/mentor or most responsible nurse for areas you will need step-by-step instruction and/or coaching.

Learning Intentions:

- Familiarization of HCSW role and responsibilities
- Recognize importance of connecting and developing rapport with the Person
- Supporting the Person and care team members

Day Shift (0700 to 1500)	
0700-0730	<ul style="list-style-type: none"> - Sign in - Review Safety Communication Board - Join the handover report huddle - Introduce yourself to the care team - Participate by gathering and sharing the Persons' information. Describe changes in functioning, mood and behavior, or preferences (likes and dislikes). Complaints of distress/discomfort are described to the nurse as soon as possible and through the day. - Report safety incidents through the day and complete PSLs as required - Throughout the day, review the Person's plan of care and social history to encourage meaningful conversation on what matters to the Person and their families
0730-0800	<ul style="list-style-type: none"> - Stock linen and supplies on cart - Recognize which Person is on contact and droplet precautions - Observe AM care routines - Restock PPE holders through the day - Restock blanket warmers through the day - Accompany and porter the Person to the dining room
0800-0915	<ul style="list-style-type: none"> - Assist in soiled laundry pickup and garbage disposal - Under the direction of the nurse, serve beverages and meal items - Connect with the Person by participating in meaningful conversations on what matters to the Person - Accompany and porter the Person to i.e., their rooms, recreation areas, sitting areas etc.
0915-0930	Break and Refreshments
0930-1015	<ul style="list-style-type: none"> - Assist HCA in vacant bed changes - Assist in soiled laundry pickup and garbage disposal - Restock linen and garbage carts - Tidy the Person's room pathways under the direction of the Person and HCAs - Accompany and porter the Person (i.e., recreation activities, hairdressing services)
1015-1100	<ul style="list-style-type: none"> - Under direction of the activity worker or Rehab Aide, accompany and assist the Person by set up and supervise, as a needed virtual or window visit
1100-1130	Break and Refreshments

1130-1200	<ul style="list-style-type: none"> - Assist HCA in vacant bed changes - Assist in soiled laundry pickup and garbage disposal - Restock linen and garbage carts - Tidy the Person's room pathways under the direction of the Person and HCA - Connect with the Person, reading, playing cards and other related games - Accompany and porter the Person to the dining room - Under the direction of nurse, serve beverages and meal items - Connect with Person by participating in meaningful conversations on what matters to them - Accompany and porter the Person to their rooms/recreational areas/sitting areas as per the Person's choice
1230-1330	<ul style="list-style-type: none"> - Under the direction of the Activity Worker or Rehab Aide, accompany and assist the Person with set up and supervise as needed with a virtual or window visit
1330-1345	Break and Refreshments
1345-1415	<ul style="list-style-type: none"> - Assist in soiled laundry pickup and garbage disposal - Restock linen and garbage carts
1415-1445	<ul style="list-style-type: none"> - Under the direction of the HCA, serve beverages and snacks to the Person(s) - Assist with soiled laundry and garbage pickup - Restock linen and garbage carts
1445-1500	<ul style="list-style-type: none"> - Join the handover report huddle - Participate by gathering and sharing the Person's information i.e., share changes in functioning, mood, and behavior, or preferences (likes and dislikes)
Evening shift (1500-2300)	
1500-1530	<ul style="list-style-type: none"> - Sign in and sign out pager - Review Safety Communication Board - Join the handover report huddle - Introduce yourself to the care team - Participate by gathering and sharing the Person information. Describe changes in functioning, mood and behavior, or preferences (likes and dislikes). Complaints of distress/discomfort are described to the nurse as soon as possible and through the day. - Report safety incidents through the day and complete PSLs as required - Through the evening review the Person plan of care and social history to encourage meaningful conversation on what matters to the Person and their families - Check email once during your shift

1530-1600	<ul style="list-style-type: none"> - Stock linen and supplies on carts - Recognize the Person on contact and droplet precautions - Restock PPE holders through the day - Restock blanket warmers through the evening - Connect with the Person through reading, playing cards and other related activities
1600-1630	Break and refreshments
1630-1700	<ul style="list-style-type: none"> - Assist in soiled laundry pickup and garbage disposal - Connect with the Person by participating in meaningful conversations on what matters to the Person - Accompany and porter the Person to their rooms, recreational areas, sitting areas as per the Persons' choice - Under the direction of the Activity Worker, provide items for the Person to engage in
1700-1800	<ul style="list-style-type: none"> - Accompany and porter the Person to the dining room - Under direction of nurse, serve beverages and meal items
1800-1830	<ul style="list-style-type: none"> - Under the direction of the Activity Worker or Rehab Aide, accompany and assist the Person with set up and supervise as needed with a virtual or window visit - Assist with soiled laundry pickup and garbage - Restock linen as necessary
1830-1930	<ul style="list-style-type: none"> - Connect with the Person by participating in meaningful conversations on what matters to the Person - Deliver soiled wheelchairs to washing area - Assist staff with visiting Person during shift handover
1930-1945	- Break and Refreshments
1945-2145	<ul style="list-style-type: none"> - Assist HCA in vacant bed changes and assisting staff with non-direct/non-clinical night routine - Observe HS routine - Assist with soiled laundry pickup and garbage disposal - Restock linen and garbage carts - Tidy Person's room pathways under the direction of the Person and HCA - Connect with the Person, reading, playing cards and other related games - Under the direction of the Activity Worker or Rehab Aide, accompany and assist the Person with set up and supervise as needed with a virtual or window visit
2145-2200	- Break and Refreshments

2200-2300	<ul style="list-style-type: none"> - Join the handover report huddle - Participate by gathering and sharing Person's information i.e., share changes in Person's functioning, mood and behavior, or preferences (likes and dislikes)
Night Shift (2300-0700)	
2300-2330	<ul style="list-style-type: none"> - Sign in and sign out pager - Review Safety Communication Board - Join the handover report huddle - Introduce yourself to the care team - Participate by gathering and sharing Person's information. Describe changes in the Person's functioning, mood and behavior, or preferences (likes and dislikes). Complaints of distress/discomfort reported to the nurse as soon as possible and through the day. - Report safety incidents through the day and complete PSLs as required - Through the night review the plan of care and social history to encourage meaningful conversation on what matters to the Person and their families - Check email once during your shift
2330-2430	<ul style="list-style-type: none"> - Stock linen and supplies on carts - Recognize those at risk for falls- join safety rounds or conduct falls checks - Conduct safety checks every 2 hours and report findings to nurse/care aide - Recognize Person's on contact and droplet precautions - Restock PPE holders through the day - Restock blanket warmers
2430-0100	Break and refreshments
0100-0315	<ul style="list-style-type: none"> - Assist in soiled laundry pickup and garbage disposal - Restock linen and garbage carts - Remove wheelchairs, linens carts or furniture blocking fire door or fire pull stations - Notify nurse of which Person is awake and follow directions
0315-0400	Break and refreshments
0400-0645	<ul style="list-style-type: none"> - Assist in soiled laundry pickup and garbage disposal - Restock linen and garbage carts - Tidy shared areas and pathways- conduct falls checks or safety rounds
0645-0700	<ul style="list-style-type: none"> - Join the handover report huddle - Participate by gathering and sharing the Person's information i.e. share changes in functioning, mood and behavior, or preferences (likes and dislikes)

Appendix D: Getting to Know the Unit

Before you start work in the care home

1. Review IPAC website for Infection Control Procedures, focusing on the LTC toolkit:
<http://ipac.vch.ca/Pages/Emerging-Issues.aspx>
2. Review this checklist with your assigned buddy to ensure you can safely and effectively:
 - Find out about the Person and start making a plan for the assigned shift.
 - Prioritize your day.
 - Participate in handover and huddles.
 - Know who and how to report changes in the Person's health status and any other concerns that arise.

Submit this checklist to your manager to place in your Human Resource Employee Record. Keep a copy of this checklist for your records.

Name	Employee Number	Role	Unit/Department	Date Orientation completed	Names of staff who were your "Buddy-Shift" (list all if more than one)

Topic	Task	Done? (✓ or X)
1. Pre-Planning before your first shift	Consider how you will travel from the LTC home and check parking availability	
	Ensure that you have dedicated work shoes to wear once inside the care home	
2. Arriving at work		
Secure your belongings	Locate staff room and staff washroom	
Leadership support	Check in with the In-Charge nurse or Allied Practice Lead/Delegate where applicable and/or you have questions or need assistance	
Understanding the Environment	Identify Sign-in process/ how to connect with staffing regarding hours worked	
	Locate the public elevators, public and staff washrooms, and stairwells	
	Locate Video Intercom Access	
	Obtain all necessary door/elevator codes and keys to move throughout the care home and obtain necessary supplies	

	Work area layout: location of treatment room, clean and dirty supply rooms, the Person's lounge / dining area, washrooms, kitchen, staff room, nursing station	
	Locate fax machines, printers, and electronic devices e.g., iPad and Wi-Fi	
	Locating laundry room and understand laundry process	
Locate Safety Items	Review the Safety Communication Board	
	Locate telephone lists with all relevant contacts (leaders, security, fax etc.)	
	Locate wired and fixed duress buttons	
	Locate Safe Room(s)	
	Locate Restricted Access and Lockdown Kit	
	Locate nearest emergency exit(s)	
	Locate fire extinguishers, fire suppression, fire blankets and pull stations	
	Locate cytotoxic spill kit, survival kit, and hazardous chemical spill kit	
	Locate eyewash stations and deluge showers	
	Locate the first aid room and/or First Aid Attendant (and know how to contact)	
Set-up for the day	Located area where handovers and huddles take place	
	Located area where handovers and huddles take place	
3. Knowing the Person and creating a plan with your team		
Confirm who is on your team	Locate the Staff Assignment board	
	Review the scope, role(s), responsibilities, and limitations of all team members available	
	Review hand-over report procedure	
Review "Getting to Know Me" or My daily Care Needs/Care Plan and determine with care staff the plan for the day	Review Interprofessional Care Plan	
	Review each paper-based chart for the Person in care	
	Locate chart forms	
Locate collaborative spaces	Locate group workspaces	
	Locate Physician workspace	
	Locate Activation room and Dining room and orientate to mealtime activities (i.e., knowledge of wheelchair location, microwave for use)	
Huddle with coworkers	Discuss break relief/coverage and timing of breaks on the unit	
	Understand visitor guidelines	
	Teaching pamphlets and information	

	Discuss process for assignment of tasks between team members on the unit and shared tasks. Introduce yourself to the primary care provider	
4. Prioritizing your day		
Collaborate with Interprofessional Team	Attend Structured Team Report	
	Understand hours of coverage for different members of the Interprofessional team	
	Determine how to connect with interdisciplinary team members	
	Review call bell system	
	Access to language translation services	
Equipment and Supplies	Access unit-specific equipment in unit Equipment Rooms (e.g., slings)	
	Access supplies (e.g., office supplies, personal care supplies, specimen collection containers, wound care products, linens, continence products)	
	Locate PPE signage, carts, and supplies	
	Locate TDG (Transport of Dangerous Goods) supplies and understand TDG process	
	Cleaning and disinfecting procedures for mobility devices and other personal equipment	
	Locate falls and injury prevention equipment	
Documenting and Communicate findings with the Person and Health Care Team	Know how and when to call a huddle and who to go to if primary care provider unavailable or not addressing concerns	
	Update Unit Worksheets - know where to update unit worksheets, daily log and progress reports if needed	
	Use unit-specific communication tool for notifying providers of non-urgent updates or requests	
	Understand process for communicating with the person and their substitute decision maker as appropriate	
Reporting	Reporting requirements e.g., change of shift, transfers, discharges	
	Report unsafe conditions/behaviors/physical changes in the Person to primary care provider and know how to escalate concerns if not addressed.	

Appendix E: List of Learning Hub Courses

Regional Orientation – 7.5 hours (two courses + one Zoom meeting):

1. VCH Regional Orientation: WELCOME TO VCH – one course
<https://learninghub.phsa.ca/Courses/25154/welcome-to-vch>
2. Union Meet & Greet: HEU – Zoom meeting
3. VCH Regional Orientation: LONG TERM CARE HCSW ORIENTATION – one course
<https://learninghub.phsa.ca/Courses/25556/long-term-health-care-support-worker-orientation>

Provincial Online Orientation – 22.5 hours (18 courses)

Curriculum: Provincial Standard Health Care Support Worker Orientation Program
<https://learninghub.phsa.ca/Courses/24230/curriculum-provincial-standard-health-care-support-worker-orientation-program>

1. Introduction to Provincial Standard Health Care Support Worker Orientation Program
2. WHMIS - Provincial Course
3. Complete all 8 Violence Prevention Courses:
 - a. Violence Prevention: Introduction to Violence Prevention
 - b. Violence Prevention: Recognize Risks and Behaviours
 - c. Violence Prevention: Assess and Plan: Part 1 - Complete Point-of-Care Risk Assessments
 - d. Violence Prevention: Assess and Plan: Part 2 - Develop Behavioural Care Plans
 - e. Violence Prevention: Respond to the Risk: Part 1 - Perform De-escalation Communication
 - f. Violence Prevention: Respond to the Risk: Part 2 - Perform De-escalation Strategies
 - g. Violence Prevention: Respond to the Risk: Part 3 - Determine When and How to Get Help
 - h. Violence Prevention: Report and Communicate Post-Incident
4. Waste Management Basics Learning Module (Online)
5. Infection Prevention and Control Basics for Non-direct Care Health Care Workers
6. NHA - CL - Understanding Diversity and Spirituality

7. Intro to Gender Diversity
 8. Provincial Code Red - Fire Safety Training (Acute & Long-Term Care Facilities)
 9. Person and Family Centred Care - New Employee Orientation
 10. Recognizing and Responding to Adult Abuse
 11. Dementia Care: Fundamental Knowledge, Skills, and Competencies for Providing Person-Centred Care
- Provincial Violence Prevention Curriculum (PVPC) – 7.5 hours (one Zoom session)
PROVINCIAL VIOLENCE PREVENTION CURRICULUM (PVPC) - ZOOM CLASS

VCH Orientation Online for Point of Care Staff

<https://learninghub.phsa.ca/Courses/18480/vch-orientation-online-for-point-of-care-staff>

1. VCH Orientation
2. Checklist for Point of Care Staff (VCH Orientation Online)
3. Infection Prevention and Control Basics for Health Care Workers in Patient Care Areas and/or Direct Care Roles
4. VCH Privacy and Confidentiality
5. Violence Prevention (8 courses)

Appendix F: In-Person Orientation Evaluation Forms

Please complete the following evaluation forms to help identify any learning gaps or need for more education. One form is to evaluate the buddy shift and the other is for the In-Person Orientation help by the Clinical Nurse Educator from your site.

Buddy Shift Evaluation Form				
Date:				
Name of Employee:				
Buddy:				
Buddy Shift Number:	1	2	3	4

What went well during your buddy shift?

What did not go well during your buddy shift?

Explain why you believe things did not go well.

During your buddy shift, were there any support or resources you required that could have enhanced your experience? If yes, what were they?

What are three important things you learned today?

What are your main learning goals for your next buddy shift?

Complete this evaluation form at the end of each buddy shift and return to the CNE.

*~ A special thank you to Island Health for
sharing the Peer Mentorship Guide resource
with us.*