COURSE SYLLABUS

COURSE TITLE: HCA 110--Concepts for Practice

CLASS SECTION: X24F1

TERM: Fall

COURSE CREDITS: 3 (70 hours)

DELIVERY METHOD(S): On campus, synchronous

INSTRUCTOR DETAILS

NAME: Leanne Robb

EMAIL: robbl@camosun.ca

OFFICE: CHW 317

HOURS: By appointment or following each class of HCA 110

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

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

PREREQUISITE(S):   None
CO-REQUISITE(S):   None
EQUIVALENCIES: None

COURSE LEARNING OUTCOMES / OBJECTIVES

1. Describe how person-centred care recognizes and respects the uniqueness of each individual:

    ◦ 1.1 Describe the characteristics and qualities of caring interactions in a variety of contexts.
    ◦ 1.2 Explain the importance of respecting the individuality, independence, autonomy, diversity, and dignity of clients and families.
    ◦ 1.3 Describe clients as individuals possessing a wealth of experience, knowledge, and wisdom.

◦ 1.4 Discuss the components of social and community models of care as they relate to person-centred care.

2. Discuss basic human needs and common characteristics of human development as these concepts relate to person-centred care:

◦ 2.1 Describe Maslow's hierarchy of needs, explaining the importance of each level and the interrelationship of needs.
◦ 2.2 Discuss the HCA's role in observing and reporting unmet needs in clients.
◦ 2.3 Discuss the principles and stages of human development.
◦ 2.4 Describe common developmental tasks, characteristics, and needs of various age groups across the lifespan.
◦ 2.5 Describe the common characteristics and changes in the older adult.

3. Discuss the role of family, diversity, and life experience in aging, health, and healing:

◦ 3.1 Discuss changing family structures and diverse family units.
◦ 3.2 Describe common socio-cultural, religious, environmental, and economic influences on the family.
◦ 3.3 Discuss the impact of stress on family care providers.
◦ 3.4 Identify ways care providers may support the family.
◦ 3.5 Describe how diversity influences an individual's experience of aging, health, and healing.
◦ 3.6 Discuss diverse practices in health and healing, including the role of traditional medicines, healing practices, and alternative forms of healing.
◦ 3.7 Explain the impact of inequity and discrimination on the quality of care.
◦ 3.8 Define cultural safety and cultural humility.
◦ 3.9 Describe how to provide culturally safe and sensitive care, including how to consider Indigenous history, cultural practices, traditional healing practices and medicines, and different community norms and protocols.

4. Use an informed problem-solving approach to provide care and service:

◦ 4.1 Describe critical thinking as a caring concept.
◦ 4.2 Discuss the relationship between critical thinking, problem-solving, and decision making.
◦ 4.3 Describe care-planning as a problem-solving process.
◦ 4.4 Describe the steps of the care-planning and problem-solving process.
◦ 4.5 Describe the role of the HCA in planning care.
◦ 4.6 Describe common practices for reporting and recording in various health care settings (complex care, community care, and acute care).

5. Contribute to the safety and protection of self and others in a variety of work environments:

◦ 5.1 Describe individual factors affecting the need for protection and safety (health age, lifestyle, and mental or cognitive health challenges).

◦ 5.2 Discuss ways of promoting and maintaining safe environments.

◦ 5.3 Define and describe elements of risk management.

◦ 5.4 Discuss care planning to promote safety of the client and of the HCA.

◦ 5.5 Discuss living-at-risk issues.

◦ 5.6 Identify emergency and critical incidents and describe appropriate steps to take during and after the incident.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Sorrentino's Canadian Textbook for the Support Worker, Fifth Edition (2022) by Sorrentino's, Remmert & Wilk. Elsevier.

Integrating a Palliative Approach: Essentials for Personal Support Workers, Second Edition (2020) by Murray. Life & Death Matters.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

All classes are 2.5 hours in length, two classes per week. Follow schedule posted on D2L.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
1 & 2	Unit 1: Caring	3 classes
3	Unit 2: Basic Human Needs	1 class
3	Unit 3: Human Development	1 class
4	Unit 4: Family & Health; Healing	3 classes
5 & 6	Unit 5: Diversity	3 classes
7 - 9	Unit 6 Critical Thinking & Problem Solving	5 classes
9 & 10	Unit 7: Reporting & Recording	3 classes
11 & 14	Unit 8: Protection & Safety	5 classes
15	Unit 9: Occupational Health & Safety	1 class
15	Unit 10: Emergency & Critical Incidents	1 class
16	Final Exam	1 class

Course Content

Characteristics of Caring and Person-Centred Practice

- Caring as a moral ideal: What is caring?
- What distinguishes a caring act from an uncaring act?
- Caring in a health care context.
- Values and beliefs about care and caring.
- Promoting the dignity and worth of self and others.
- Self-building and self-caring as the basis of becoming an effective care provider.
- Caring and power — power positions vs. relational positions with others.
- Independence, dependence, and interdependence.
- Independence and self-esteem.
- Promoting self-determination.
- Promoting quality of life — who decides what it means to each person.
- Social and community models of care.
- Supporting personal preferences and choices.
- Recreation and socialization and how they affect quality of life.
- Preventing isolation and unnecessary dependence.
- Living at risk — what it is and why it is an option — the right to self-determination and choice.

Basic Human Needs

- Hierarchy of needs:
  - Physiological
  - Safety and security
  - Love and belonging
  - Self-esteem
  - Self-actualization and self-fulfillment
- Interrelationship of needs.
- Factors that affect needs and meeting the needs of clients and families.
- Unique factors that affect needs and meeting the needs in older adults.
- Observing and reporting unmet needs.

Human Development

- Principles and stages of human development.
- Common developmental tasks and characteristics of:
  - Infancy

- ◦ Toddlerhood
  - ◦ Preschool period
  - ◦ School age
  - ◦ Adolescence
  - ◦ Young adulthood
  - ◦ Middle adulthood
- Developmental tasks, characteristics, and changes in the older adult:

  - ◦ Physical changes
  - ◦ Psychosocial challenges
  - ◦ Loss as part of aging
  - ◦ Diversity in older adults

  - ◦ Factors influencing aging

Family in Health and Healing

- Family development.
- Diverse family units.
- Changing family structures.
- Socio-cultural, religious, environmental, and economic influences on the family.
- The role of family in health and healing:

  - ◦ Coping and adapting
  - ◦ Decision-making
- Understanding the impact of stress on family care providers.
- Families experiencing conflict or other dysfunction.
- Supporting the family.

Diversity

- Relationship between diversity and person-centred care.
- Impact of diversity on aging, and health and healing, including:

  - ◦ Race and ethnicity.
  - ◦ Culture.
  - ◦ Generational differences.
  - ◦ Gender identity, gender expression, and sexual orientation.
  - ◦ Religious and spiritual diversity.
- Diverse practices in health and healing, including the role of traditional medicines, healing practices, and alternative forms of healing.
- Prejudice and discrimination.
- Impact of inequity and discrimination on the quality of care.
- Cultural safety and cultural humility.
- Culturally safe and sensitive care.

Critical Thinking and Problem-Solving

- Critical thinking as a caring concept.
- Relationship between critical thinking, problem-solving, and decision-making.
- Components of effective problem-solving and decision-making.
- Problem-solving in relation to time management.
- Care planning as a problem-solving process.
- Steps in the care-planning and problem-solving process:

  ◦ Observing – gathering information (including the client's unique personal history, achievements, strengths, and preferences).
  ◦ Consulting with the client and health care team.
  ◦ Establishing priorities.
  ◦ Defining the problem or care requirement.
  ◦ Identifying the goal for care.
  ◦ Creating an action plan.
  ◦ Implementing the action plan.
  ◦ Evaluating.
- Care-planning process in health care settings, including complex care, community care, and acute care.
- Concepts of client acuity and how these factors influence the HCA's problem-solving and decision-making regarding care provision and prioritization of care activities.
- Role of HCAs in planning care.
- Reporting and recording.

  ◦ Common practices in different health care settings, including complex care, community care, and acute care settings.
  ◦ Paper-based documentation (e.g., flow sheets, records, charts). ◦ Electronic-based documentation.
- Electronic health records (EHRs).
- Tools used for EHRs, including computers, tablets, and mobile devices.
- Common health technology systems in B.C.
- Privacy, confidentiality, and security requirements.

Protection and Safety in Health and Healing

- Factors affecting the need for protection and safety (health, age, lifestyle, and cognitive or mental health challenges).
- Realities and challenges.
- Promoting and maintaining safe environments in various health care settings (complex care, community care, acute care), including:

  ◦ Reporting unsafe equipment.
  ◦ Maintaining a clutter-free environment.
  ◦ Recognizing and reporting vermin and vectors.
  ◦ Safety when working alone.

- Roles and parameters of practice in relation to safety.
- Risk management – definitions and approaches.
- Following the plan of care to address safety of the client and of the HCA.
- Living-at-risk issues: respecting the client's choice to live at risk when an informed choice has been made.
- Emergency and critical incidents:
  - Recognizing critical incidents.
  - Recognizing situations where critical incident debriefing is warranted.
  - Recognizing appropriate actions by the HCA in response to emergency situations (for example, recognizing and responding to cardiac arrest in complex care, acute care, and community care settings).
  - Recognizing emergency codes used in acute care settings, specifically codes blue, white, yellow, and red.
  - Recognizing the HCA's role during emergency codes (activating help, assisting other team members as directed, communicating, and collaborating with other team members).

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines can be reviewed on the CAL exams page. https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams

EVALUATION OF LEARNING

DESCRIPTION		WEIGHTING
Exam 1		30%
Exam 2		35%
Family Assignment		10%
Critical Thinking – part 1		5%
Critical Thinking – part 2		5%
Problem Solving Project		15%
	TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the Grade Review and Appeals policy for more information. https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf

COURSE GUIDELINES & EXPECTATIONS

All assignments must adhere to Camosun College student conduct and academic integrity policies. Review the course outline/assignment specifications closely to determine if you are permitted to use generative AI. It is your responsibility, as the student, to be clear on when, where, and how the use of

generative AI is permitted. If you use generative AI, you must cite its usage. Failing to cite the use of generative AI is academic misconduct. In all other aspects of your work, the use of generative AI will be considered a breach of academic integrity and Academic Policy E-1.13 Academic Integrity will be applied. If you are uncertain if you have used GenAI and/or cited appropriately, please speak with your instructor.

Students requiring an extension for the due date of an assignment must negotiate with the instructor, at least 48 hours before the due date. Assignments submitted late without an approved extension will result in a 5% deduction in mark for each day late. Assignments submitted more than 3 days late may not be accepted without prior approval by instructor.

SCHOOL OR DEPARTMENTAL INFORMATION

[INSERT TEXT HERE]

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit camosun.ca/services.

Support Service	Website
Academic Advising	camosun.ca/services/academic-supports/academic-advising
Accessible Learning	camosun.ca/services/academic-supports/accessible-learning
Counselling	camosun.ca/services/health-and-wellness/counselling-centre
Career Services	camosun.ca/services/co-operative-education-and-career-services
Financial Aid and Awards	camosun.ca/registration-records/financial-aid-awards
Help Centres (Math/English/Science)	camosun.ca/services/academic-supports/help-centres
Indigenous Student Support	camosun.ca/programs-courses/iecc/indigenous-student-services
International Student Support	camosun.ca/international
Learning Skills	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills
Library	camosun.ca/services/library
Office of Student Support	camosun.ca/services/office-student-support

Support Service	Website
Ombudsperson	camosun.ca/services/ombudsperson
Registration	camosun.ca/registration-records/registration
Technology Support	camosun.ca/services/its
Writing Centre	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Integrity
Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: https://camosun.libguides.com/academicintegrity/welcome
Please visit https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities
Camosun College is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging appropriate academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a documented disability and think you may need accommodations, you are strongly encouraged to contact the Centre for Accessible Learning (CAL) and register as early as possible. Please visit the CAL website for more information about the process of registering with CAL, including important deadlines: https://camosun.ca/cal

Academic Progress
Please visit https://camosun.ca/sites/default/files/2023-02/e-1.1.pdf for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy
Please visit https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit https://camosun.ca/registration-records/tuition-fees#deadlines.

Grading Policy
Please visit https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf for further details about grading.

Grade Review and Appeals

Please visit https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf for policy relating to requests for review and appeal of grades.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal (see policy). Please visit https://camosun.ca/services/forms#medical to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf and camosun.ca/services/sexual-violence-support-and-education. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf to understand the College's expectations of academic integrity and student behavioural conduct.

Looking for other policies?

The full suite of College policies and directives can be found here: https://camosun.ca/about/camosun-college-policies-and-directives

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.