

# COURSE SYLLABUS



COURSE TITLE: HCA 150 Common Health Challenges

CLASS SECTION: X24F2

TERM: FALL F2024

COURSE CREDITS: 3 (115 hours)

DELIVERY METHOD(S): On campus. Synchronous.

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

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## INSTRUCTOR DETAILS

NAME: Heather Frame

EMAIL: [FrameH@camosun.ca](mailto:FrameH@camosun.ca)

OFFICE: CHW 317

HOURS: As posted in D2L and you can also email for an appointment

*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.*

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## CALENDAR DESCRIPTION

### Restricted to students in Health Care Assistant

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

115 hours

PREREQUISITE(S): None

CO-REQUISITE(S): None

EQUIVALENCIES: None

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## COURSE LEARNING OUTCOMES / OBJECTIVES

1. Explain the structure and function of the human body and normal changes associated with aging:
  - 1.1 Describe the organization of the human body, including cells, tissues, and organs.
  - 1.2 Describe the structure and functions of the major body systems.
  - 1.3 Discuss the natural changes in each system associated with aging.

2. Discuss common challenges to health and healing:

- 2.1 Discuss the experience of illness, disability, and common challenges to healing.
- 2.2 Discuss the experience of chronic illness and implications for care.
- 2.3 Describe common health challenges related to each body system.
- 2.4 Describe common neurodevelopmental disorders.
- 2.5 Discuss how to implement a person-centred caring approach for specific health challenges.

3. Discuss nutrition as it relates to managing common health challenges:

- 3.1 Identify components of common special diets.
- 3.2 Identify community resources to support clients' dietary intake.

4. Discuss the components of person-centred, end-of-life care for clients and families:

- 4.1 Discuss the philosophy and principles of care used in hospice and palliative care settings.
- 4.2 Describe caring and problem-solving as these relate to end-of-life care in facilities and in community settings.
- 4.3 Discuss elements of legal and ethical practice in end-of-life care.
- 4.4 Describe common reactions and experiences as people approach death.
- 4.5 Discuss physical, psychological, cognitive, social, and spiritual needs of the dying person and appropriate interventions.
- 4.6 Discuss common reactions of family members and ways to support the family.
- 4.7 Describe processes involved in the care of the body after death.
- 4.8 Discuss the effects of a client's death on the health care workers involved in the dying process.
- 4.9 Explain the importance of and ways to provide self-care following the death of a client.

Province of British Columbia. (2023). Health care assistant program provincial curriculum 2023. BCcampus. <https://opentextbx.ca/hcacurriculum/>

#### REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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

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The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor. **All classes are 3 hours. Follow schedule on D2L.**

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 2	Unit 1: Impact of Common Challenges on Health, Healing and the Individual	1 class
Week 3	Unit 2: Loss and Aging	1 class
Week 4	Unit 3: Medical Terminology	1 class
Week 5	Unit 4: Common Communicable Diseases	1 class
Week 6	Unit 5: Introduction to the Human Body	1 class
Week 7 & 8	Unit 6: Integumentary System	1.5 classes
Week 8 & 9	Unit 7: Skeletal System	1.5 classes
Week 9 & 10	Unit 8: Muscular System	1 class
Week 10, 11 & 14	Unit 9: Sensory System	2 classes
Week 15	Unit 10: Nutrition and Healing	1.5 classes
Week 16	Unit 11: Urinary System	2 classes
Week 17	Unit 12: Digestive System	2 classes
Week 18	Unit 13: Circulatory System	1 class
Week 19, 21 & 22	Unit 14: Cardiovascular System	2 classes
Week 22 & 26	Unit 15: Respiratory System	1.5 classes
Week 27, 29 & 30	Unit 16: Nervous System	2.5 classes
Week 31	Unit 17: Neurodevelopmental Disorders	1 class
Week 32, 33	Unit 18: Endocrine System	2 classes
Week 34	Unit 19: Reproductive	1 class
Week 35	Unit 20: Immune System	1 class
Week 36, 37 & 38	Unit 21: Cancer	6 classes
Week 40	Unit 22: Loss and Dying and End of Life Care	1 class
Week 41	Review	1 class
Week 42	Exam	1 class

## Course Content

### Medical Terminology

- Word elements: prefixes, roots and suffixes, and abbreviations.

### Structure and Function of the Human Body

- Organization of the human body: cells, tissues, and organs.
- Major body systems:
  - Integumentary
  - Musculoskeletal
  - Cardiovascular
  - Respiratory
  - Digestive
  - Urinary
  - Reproductive
  - Endocrine
  - Nervous
  - Immune
- Natural changes associated with aging

### Challenges to Health and Healing

- The experience of illness and disability.
- Common challenges to healing:
  - Transitions
  - Loss
  - Pain
  - Illness ◦  
Death
- Broad effects of health challenges on the individual and family (e.g., changes in physical health can be expected to also affect psychological, cognitive, social, and spiritual health).
- Common disorders related to each body system (relevant examples in parenthesis):
  - Integumentary (common skin disorders, pressure ulcers, pain).
  - Musculoskeletal (falls, fractures, contractures, arthritis, osteoporosis, pain).
  - Cardiovascular (hypertension, hypotension, edema, coronary artery disease, blood clots, myocardial infarction, congestive heart failure).
  - Respiratory (cyanosis, dyspnea, apnea, orthopnea, hyperventilation, hypoventilation, COPD, asthma, pneumonia).

- Digestive (vomiting, diarrhea, dysphagia, lack of appetite, dehydration, constipation, obesity, hiatal hernia, diverticular disease, irritable bowel syndrome, celiac disease).
- Urinary (urinary tract infections, renal failure).
- Reproductive (benign prostatic hyperplasia (BPH), sexually transmitted infections (STIs), erectile dysfunction).
- Endocrine (diabetes, hyperthyroidism, hypothyroidism).
- Neurological (CVA/stroke, Parkinson's disease, multiple sclerosis, ALS, acquired brain injuries, spinal cord injuries).
- Sensory challenges:
  - Normal sensory changes of aging.
  - Speech and language challenges (aphasia, apraxia, dysarthria).
  - Hearing and visual challenges.
    - Cancer.
    - Common communicable diseases (including, but not limited to, MRSA, VRE, C. difficile infections, influenza, coronaviruses, HIV/AIDS, hepatitis, and tuberculosis).
  - Neurodevelopmental disorders (Down syndrome, autism spectrum, cerebral palsy, fetal alcohol syndrome, fragile X syndrome, phenylketonuria (PKU)).
  - Chronic illness:
    - Basic definition and concepts.
    - Implications for care.
    - Focus on self-care.
    - Community and consumer resources related to various health challenges.

## **Nutrition and Common Health Challenges**

- Special diets:
  - Texture-modified diets
  - Restricted diets
  - Diabetic diet
  - High protein diet
  - Liquid and pureed diets
  - Food allergies and intolerances
- Diversity and nutrition:
  - Vegetarian diets
  - Belief-based diets
  - Cultural differences
- Community resources to support clients' dietary intake.

## **End-of-Life Care**

- Hospice and palliative care — philosophy and principles of care.
- The journey of dying — understanding and coming to terms with death and dying.
- Caring and problem-solving as related to palliative care in facilities and in community settings.

- Legal and ethical practice and safety in palliative care.
- Quality of life issues — honouring the individual, family, and rituals.
- Common reactions and experiences as people approach death.
- Physical, psychological, cognitive, social, and spiritual needs and appropriate interventions.
- Comfort measures for:
  - Pain
  - Breathing challenges
  - Challenges with eating and drinking
  - Dehydration
  - Bowel function
  - Restlessness
  - Delirium
- Common reactions of family members and ways to support the family.
- The moment of death and care of the body after death.
- Grief and grieving.
- Self-care for the caregiver:
  - Personal and professional boundaries.
  - Recognizing the impact of loss on the caregiver.
  - Recognizing signs of and preventing stress and burnout.

Province of British Columbia. (2023). Health care assistant program provincial curriculum 2023. BCcampus. <https://opentextbc.ca/hcacurriculum/>

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). <https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

## EVALUATION OF LEARNING

**Students must obtain a minimum of 70% to be successful in this course.**

DESCRIPTION	WEIGHTING
Exam #1	20%
Exam #2	20%
Exam #3	20%
Care Plan Part 1	15%
Care Plan Part 2	15%
Palliative Assignment	10%
<b>TOTAL</b>	<b>100%</b>

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](https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf) policy for more information. <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

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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.

## WRITTEN ASSIGNMENTS

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

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**Students are required to read and are accountable for following College policies and guidelines as described in the School of Health and Human Services and/or Program Student Handbooks.**

School of Health and Human Services Handbook: <https://camosun.ca/hhs-handbook>

Program Handbook: <https://camosun.ca/hca-handbook>

## TEST AND EXAMINATION PROCEDURES

There are policies regarding written tests and examination procedures including late arrivals and missed tests. Please see the Health and Human Services Student Manual (Section 5.4) for Test and Examination Procedures <https://legacy.camosun.ca/learn/school/health-human-services/student-info/index.html>

## STUDENT RESPONSIBILITY

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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

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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](https://camosun.ca/services).

Support Service	Website
Academic Advising	<a href="https://camosun.ca/services/academic-supports/academic-advising">camosun.ca/services/academic-supports/academic-advising</a>

Support Service	Website
Accessible Learning	<a href="https://camosun.ca/services/academic-supports/accessible-learning">camosun.ca/services/academic-supports/accessible-learning</a>
Counselling	<a href="https://camosun.ca/services/health-and-wellness/counselling-centre">camosun.ca/services/health-and-wellness/counselling-centre</a>
Career Services	<a href="https://camosun.ca/services/co-operative-education-and-career-services">camosun.ca/services/co-operative-education-and-career-services</a>
Financial Aid and Awards	<a href="https://camosun.ca/registration-records/financial-aid-awards">camosun.ca/registration-records/financial-aid-awards</a>
Help Centres (Math/English/Science)	<a href="https://camosun.ca/services/academic-supports/help-centres">camosun.ca/services/academic-supports/help-centres</a>
Indigenous Student Support	<a href="https://camosun.ca/programs-courses/iecc/indigenous-student-services">camosun.ca/programs-courses/iecc/indigenous-student-services</a>
International Student Support	<a href="https://camosun.ca/international">camosun.ca/international</a>
Learning Skills	<a href="https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills">camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</a>
Library	<a href="https://camosun.ca/services/library">camosun.ca/services/library</a>
Office of Student Support	<a href="https://camosun.ca/services/office-student-support">camosun.ca/services/office-student-support</a>
Ombudsperson	<a href="https://camosun.ca/services/ombudsperson">camosun.ca/services/ombudsperson</a>
Registration	<a href="https://camosun.ca/registration-records/registration">camosun.ca/registration-records/registration</a>
Technology Support	<a href="https://camosun.ca/services/its">camosun.ca/services/its</a>
Writing Centre	<a href="https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills">camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</a>

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](https://camosun.ca/services/sexual-violence-support-and-education). To contact the Office of Student Support: [oss@camosun.ca](mailto: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.