



Course Syllabus

Course title: Practice Experience in Complex Care 2

Class section: HCA - 173 - X24F2

Term: 2025S

Course credits: 6

Total hours: 150

Delivery method: In-Person

Territorial acknowledgment

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Lək'wəŋən (Songhees and Kosapsum) and W̱SÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

Instructor details

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Course description

Course Description:

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

Prerequisites:

All of:

- B- in HCA 110
- B- in HCA 120
- B- in HCA 130
- B- in HCA 140
- B- in HCA 150
- B- in HCA 154
- B- in HCA 161
- B- in HCA 162
- COM in HCA 171

Learning outcomes

Upon successful completion of this course, the learner will be able to

1. Provide person-centred care and assistance that recognizes and respects the uniqueness of each individual client
 - 1.1. Describe the characteristics of caring interactions in a variety of contexts.
 - 1.2. View each client as a whole, unique individual.
 - 1.3. Respect the individuality, diversity, and dignity of clients and families.
 - 1.4. Support the autonomy and independence of clients and their families.

- 1.5. Encourage clients to be involved in their own care, make choices, and participate in decisions about their care and activities, as they are able.
- 1.6. Display cultural sensitivity and cultural humility when interacting with clients and families from diverse backgrounds and cultures.
- 1.7. Provide culturally safe and sensitive care.
- 1.8. Display a non-judgmental approach in all aspects of care provision.
- 1.9. Encourage clients to share their thoughts, feelings, and preferences.
- 1.10. View the client as an individual possessing a wealth of experience, knowledge, and wisdom.
- 1.11. Discuss traditional medicines, healing practices, and alternative forms of healing.
- 1.12. Encourage family involvement, as appropriate, in the care of their family member.
- 1.13. Observe family members for signs of stress and consult with an appropriate health professional for direction.
- 1.14. Recognize and report potential or suspected abusive or neglectful situations (including client's self-neglect) promptly to a health professional for appropriate action.

2. Use an informed problem-solving approach to provide care and assistance that promotes the physical, psychological, cognitive, social, and spiritual health and well-being of clients and families

- 2.1. Evaluate the client and situation using informed observation, reflection, and communication.
- 2.2. Observe changes in the client's health status and report these changes to the appropriate regulated/licenced health care professional.
- 2.3. Identify priorities for care within the care plan.
- 2.4. Use knowledge of health, healing, human needs, and human development to guide choices and actions
- 2.5. Use knowledge of the interrelationship between the physical, psychological, cognitive, social, and spiritual dimensions of health to guide choices and actions.
- 2.6. Discuss the importance of the family in health and healing.
- 2.7. Use appropriate health care team members as resources to augment one's own problem-solving and decision-making.
- 2.8. Follow the care plan for each client.
- 2.9. Consult with health care team members to review and evaluate care and make suggestions to modify the care plan as needed.

- 2.10. Carry out recording requirements in a timely fashion.
- 2.11. Use clear, current, factual, objective, and relevant language when reporting or documenting client information.
- 2.12. Use current computer technology in accordance with workplace standards.
- 2.13. Use creativity when required to adapt care and service to a variety of contexts.

3. Provide person-centred care and assistance for clients experiencing complex health challenges

- 3.1. Base choices and actions on a sound understanding of normal anatomy and physiology and common changes associated with aging.
- 3.2. Base choices and actions on a sound understanding of common challenges to health and healing.
- 3.3. Base choices and actions on a clear understanding of the interrelationship of the physical, psychological, cognitive, social, and spiritual dimensions of health and healing.
- 3.4. Organize, administer, and evaluate care and service for clients with complex health challenges.
- 3.5. Assist clients and families to maintain independent functioning within their capabilities.
- 3.6. Provide caring and supportive end-of-life care for clients in a manner that promotes comfort and dignity and respects preferences and diversity.

4. Provide person-centred care and assistance for clients experiencing cognitive and/or mental health challenges

- 4.1. Organize, administer, and evaluate care and assistance for clients experiencing cognitive and/or mental health challenges.
- 4.2. Base choices and actions on a sound understanding of physical and psychosocial processes of cognitive and/or mental health challenges.
- 4.3. Base choices and actions on an understanding of the factors that influence behaviours.
- 4.4. Use an informed problem-solving process when caring for or providing assistance for individuals experiencing cognitive and/or mental health challenges.
- 4.5. Demonstrate appropriate interactions with clients experiencing cognitive, behavioural, and psychological impairment.
- 4.6. Cope constructively with unanticipated or unusual situations.
- 4.7. Identify when crisis intervention skills are required and respond appropriately.

5. Interact with other members of the health care team in ways that contribute to effective working relationships and the achievement of goals

- 5.1. Recognize and respect diversity within the health care team.
- 5.2. Use caring, respectful communication with all members of the health care team.
- 5.3. Base interactions on a clear understanding of the roles and responsibilities of various members of the health care team.
- 5.4. Seek clarification, guidance, and assistance from other health care team members when needed.
- 5.5. Contribute observations and information to care-planning sessions.
- 5.6. Communicate changes in the client's health status to the appropriate health care team member so that the care plan is kept current.
- 5.7. Communicate with confidence and appropriate assertiveness.
- 5.8. Offer support and assistance to other health care team members as appropriate.
- 5.9. Report and record relevant information in a clear, concise, and objective manner.
- 5.10. Use appropriate lines of communication in accordance with agency, facility, or employer standards and policies.
- 5.11. Identify problems, concerns, and conflicts within the health care team and discuss these with appropriate team members in a timely manner.
- 5.12. Approach problems or conflict in a non-threatening way.
- 5.13. Respond non-defensively to feedback, even when provided in a critical or confrontational manner.

6. Communicate clearly, accurately, and sensitively with clients and families in a variety of community and facility contexts

- 6.1. Demonstrate an ability to write and speak English in a manner that can be easily understood.
- 6.2. Use appropriate volume, tone, and vocabulary.
- 6.3. Use language and a communication style that is appropriate to the client, family, or situation.
- 6.4. Adapt to a client's and family's unique background, respecting the impact of diversity on communication.
- 6.5. Observe common courtesies such as addressing the client and family members by name of choice.

- 6.6. Identify barriers to communication and make efforts to improve communication.
- 6.7. Describe the relationship between self-awareness, self-concept, and communication.
- 6.8. Recognize how perceptions influence one's reality and experience of situations.
- 6.9. Interact in a manner that respects the rights, needs, interests, and preferences of others.
- 6.10. Provide clear information to the client about the care or service to be provided and deal with questions or concerns in a calm and caring fashion.
- 6.11. Use touch appropriately and respectfully.
- 6.12. Use humour appropriately and respectfully.
- 6.13. Recognize non-verbal communication.
- 6.14. Use non-verbal attending skills including eye contact, body positioning and attentive facial expression.
- 6.15. Use active listening skills.
- 6.16. Maintain appropriate interpersonal and professional boundaries.
- 6.17. Use appropriate self-disclosure.
- 6.18. Use effective approaches to conflict management.
- 6.19. Demonstrate an understanding of the stressors experienced by clients and families as they are reflected in communication patterns.
- 6.20. Recognize abusive communication and report in accordance with agency, facility, or employer standards and policies.

7. Provide personal care and assistance in a safe, competent, and organized manner

- 7.1. Wear safe and appropriate clothing, including identification.
- 7.2. Evaluate the client and the environment prior to commencing care.
- 7.3. Adjust environments, as appropriate, to ensure safety and promote efficiency.
- 7.4. Adhere to the client's care plan.
- 7.5. Exhibit flexible and adaptable behaviour, setting priorities and making adjustments to the care process based on client requirements.
- 7.6. Organize and implement care according to client needs.
- 7.7. Organize time and equipment for safety and efficiency.
- 7.8. Adhere to the principles of body mechanics.
- 7.9. Adhere to the principles of medical asepsis and infection-control practices.

- 7.10. Report, verbally and in writing, unsafe work environments.
- 7.11. Recognize and make wise choices in situations of potential risk to self or others.
- 7.12. Encourage client communication and engagement during personal care.
- 7.13. Maintain client privacy and dignity.
- 7.14. Assist the client with personal hygiene and grooming.
- 7.15. Assist the client with movement and ambulation.
- 7.16. Use aids to promote comfort, relaxation, and sleep.
- 7.17. Take and record vital signs (temperature, pulse, and respirations) accurately.
- 7.18. Identify basic dietary requirements related to the client's health needs and preferences.
- 7.19. Use appropriate techniques, strategies, and assistive devices to safely assist clients who require support with eating and drinking.
- 7.20. Assist the client with medication, as per the client's care plan. (Medication administration is a restricted activity performed by registered nurses and licensed practical nurses, as outlined in their profession specific regulation. HCAs must be authorized to administer medication by an appropriate regulated health professional such as a registered nurse.)
- 7.21. Provide specialized, sensitive care for the dying client in line with palliative care principles.

8. Recognize and respond to own self-development, learning, and health-enhancement needs

- 8.1. Identify own learning needs for both personal and professional development.
- 8.2. Invite feedback from other health care team members related to own performance.
- 8.3. Collaborate with appropriate health professionals to identify and utilize opportunities for specific learning and training enhancement.
- 8.4. Identify and utilize opportunities to learn from clients, families, and colleagues.
- 8.5. Share new learning with other health care team members.
- 8.6. Reflect on own choices and behaviours as they contribute to physical, psychological, cognitive, social, and spiritual health.
- 8.7. Strive to demonstrate healthful lifestyle and self-care practices.
- 8.8. Apply self-reflection and self-appraisal processes in order to recognize and respond to self-development needs.

9. Perform the caregiver role in a reflective, responsible, accountable, and professional manner

9.1. Demonstrate an understanding of the components of the health care system within the region and province.

9.2. Comply with legal and contractual parameters of practice for HCAs.

9.3. Foster and uphold the mission, policies, and standards of the organization of employment.

9.4. Adhere to the expectations and guidelines established in one's job description.

9.5. Clarify one's own role to others when necessary.

9.6. Demonstrate dependability, responsibility, accountability, reliability, honesty, and integrity.

9.7. Reflect on one's own values, beliefs, and standards in relation to caregiving practice.

9.8. Recognize how one's own beliefs, values, standards, and cultural background may be different from, or similar to, those of clients and families.

9.9. Recognize how one's own beliefs and values influence one's responses to clients, families, and situations.

9.10. Maintain a non-judgmental position when faced with difficult or unusual client or family situations.

9.11. Advocate on behalf of the rights, needs, interests, and fair treatment of clients and their families.

9.12. Maintain client and family confidentiality.

9.13. Set appropriate personal boundaries in interactions with clients and family members.

9.14. Recognize ethical issues in practice and seek appropriate methods for resolving such issues.

9.15. Challenge questionable actions or decisions made by other health care team members.

9.16. Reflect on the benefits and challenges of the HCA role.

9.17. Champion the role of HCAs on the health care team.

Course materials

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

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

Course schedule

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

Week 2 Caring Assignment

Week 3 Midterm Evaluation

Assessment and evaluation

Competency based grading system

COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

Course guidelines and expectations

Note: all course criteria must be achieved with a COM grading in order to pass this course.

Written Assignments:

Students requiring an extension for the due date of an assignment must negotiate with the instructor at

least 48 hours before to 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 the instructor.

School or departmental information

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>

College policies and student responsibilities

The college expects students to be responsible, respectful members of the college community. Responsible students meet expectations about attendance, assignments, deadlines, and appointments. They become familiar with academic policies and regulations, and their rights and responsibilities.

College policies are available online at the [Policies and Directives](#) page. Academic regulations are detailed on the [Academic Policies and Procedures for Students](#) page.

Policies all students should be familiar with include the [Academic Integrity Policy](#). This policy expects students to be honest and ethical in all aspects of their studies. It defines plagiarism, cheating, and other forms of academic dishonesty. Infractions of this policy can result in loss of marks or a failing grade. To learn more about plagiarism and cheating, including the use of artificial intelligence, review the [Academic Integrity Guide](#).

The [Academic Accommodations for Students with Disabilities Policy](#) defines how Camosun provides appropriate and reasonable academic accommodations. The Centre for Accessible Learning (CAL) coordinates academic accommodations. Students requiring academic accommodations should request and arrange accommodations through CAL. Contact CAL at least one month before classes start to ensure accommodations can be put in place in time. Accommodations for quizzes, tests, and exams must follow CAL's booking procedures and deadlines. More information is available on the [CAL website](#).

Students must meet the grading and promotion standards to progress academically. More information is available in the [Grading Policy](#).

The college uses two grading systems. A course will either use the standard letter grade system (A+ to F) or a competency-based approach with grades of complete, completed with distinction or not completed. Visit the [Grades/GPA page](#) for more information.

Students must meet the college's academic progress standards to continue their studies. A student is not meeting the standards of progress when a GPA falls below 2.0. The college offers academic supports for students at risk of not progressing. The [Academic Progress Policy](#) provides more details.

If you have a concern about a grade, contact your instructor as soon as possible. The process to request a review of grades is outlined in the [Grade Review and Appeals Policy](#).

The [Course Withdrawals Policy](#) outlines the college's requirements for withdrawing from a course. Consult the [current schedule](#) of deadlines for fees, course drop dates, and tuition refunds.

If students experience a serious health or personal issue, they may be eligible for a [medical or compassionate withdrawal](#). The [Medical/Compassionate Withdrawal Request Form](#) outlines what is required.

The [Acceptable Technology Use](#) policy ensures the use of the college network and computers contribute to a safe learning environment. This policy also applies to the use of personal devices with the college network.

Students experiencing sexual violence can get support from the Office of Student Support. This Office of Student support is a safe and private place to discuss supports and options. More information is available on the [sexual violence support and education site](#). Students can email oss@camosun.ca or phone 250-370-3046 or 250-370-3841.

The [Student Misconduct Policy](#) outlines the college's expectations of conduct. Students should behave to contribute to a positive, supportive, and safe learning environment.

The [Ombudsperson](#) provides an impartial, independent service to help students understand college policies.

Services for students

Successful students seek help and access college services. These services are recommended to make the most of your time at college.

Services for Academic Success

- [Career Lab](#): Connects students with work-integrated learning experiences, including co-op placements and career fairs.
- [English, Math, and Science Help Centres](#): Get one-on-one help with homework.
- [Library](#): Get help with research, borrow materials, and access e-journals and e-books. Libraries at both campuses provide computers, individual and group study spaces.
- [Makerspace](#): A place to innovate, collaborate, and learn new skills and technology in a fun, dynamic, inclusive environment.
- [Writing Centre & Learning Skills](#): Get assistance with academic writing or meet with a learning skills specialist for help with time management, preparing for exams, and study skills.

Enrolment, Registration, and Records

- [Academic Advising](#): Talk to an academic advisor for help with program planning.
- [Financial Aid and Awards](#): Learn about student loans, bursaries, awards, and scholarships.
- [Registration](#): Get information about Camosun systems, including myCamosun, and college policies and procedures.
- [Student Records](#): Get verification of enrolment to access funding, request a transcript, or credential.

Wellness and Cultural Supports

- [Counselling](#): It's normal to feel overwhelmed or unsure of how to deal with life's challenges. The college's team of professional counsellors are available to support you to stay healthy. Counselling is free and available on both campuses. If you need urgent support after-hours, contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.
- [Centre for Indigenous Education and Community Connections](#): Provides cultural and academic supports for Indigenous students.
- [Camosun International](#): Provides cultural and academic supports for international students.
- [Fitness and Recreation](#): Free fitness centres are located at both campuses.

For a complete list of college services, see the [Student Services](#) page.

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 the course content or schedule. When changes are necessary the instructor will give clear and timely notice.

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Practice Experience			150
		TOTAL HOURS:	150

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

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

DESCRIPTION	COM / NC
Caring Assignment	COM
Midterm Self Evaluation	COM
Instructor Final Evaluation	COM

COM	COMPLETE: The student has met the goals, criteria, or competencies established for this course, practicum, or field placement.
NC	NOT COMPLETE: The student has not met the goals, criteria, or competencies established for this course, practicum, or field placement

NOTE: The Minimum passing grade for this course is "COM".

Camosun's Grading Systems

<https://camosun.ca/registration-records/student-records/camosun-grading-systems>

Grade Reviews and Appeals

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/2021-08/e-1.14.pdf>

The Centre for Accessible Learning (CAL) is part of Camosun's Student Affairs unit. CAL coordinates academic accommodations and provides related programs and services to students with documented disabilities.

Students who require academic accommodations are expected to request and arrange accommodations through CAL in a timely fashion. While we understand that not all accommodation needs are known to students at the beginning of a course, accommodations cannot be provided unless the proper process is followed through CAL and an accommodation letter has been released to the instructor. Students are responsible for providing CAL with the proper documentation prior to the beginning of a course.

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 notice is required.

Deadlines can be reviewed on the CAL exams page

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

Please consult the CAL webpage for more information:

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