



CAMOSUN COLLEGE
School of Health & Human Services
Continuing Care Department

Health Care Assistant
HCA 110 – Health & Healing: Concepts for Practice
Fall 2015

COURSE OUTLINE

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

The calendar description is available on the web @

<http://camosun.ca/learn/calendar/current/web/hca.html>

1. Course 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 a Health Care Assistant. The course focuses on concepts of caring and person-centred care; basic human needs and human development; 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.

2. Instructor Information

- (a) Instructor _____
- (b) Office hours _____
- (c) Location _____
- (d) Phone _____ Alternative: _____
- (e) E-mail _____
- (f) Website _____

3. Intended Learning Outcomes

(If any changes are made to this part, then the Approved Course Description must also be changed and sent through the approval process.)

Upon successful completion of this course, you will be able to:

1. Display an understanding of person-centred care that recognizes and respects the uniqueness of each individual
2. Discuss basic human needs and common characteristics of human development as these concepts relate to person-centred care.
3. Use an informed problem-solving approach to provide care and service
4. Contribute to the safety and protection of self and others within a variety of work environments
5. Display an understanding of the role of family, culture, diversity and life experience in aging, health and healing

4. Required Materials

(a) Texts

- HCA 110 STUDENT LEARNING GUIDE: Health & Healing
- Mosby's Canadian Textbook for Support Worker
- Integrating a Palliative Approach: Essentials for Personal Support Workers

5. Course Content and Schedule

(Can include: Class hours, Lab hours, Out of Class Requirements and/or Dates for quizzes, exams, lecture, labs, seminars, practicums, etc.)

70 hours

Characteristics of Caring and Person-Centred Practice

- Caring as a moral ideal: What is caring?
- What distinguishes a caring 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 a 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 defines it and who decides what it means to each person
- Social and Community models of care
- Supporting personal preferences and choices
- Recreation/socialization and 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/Self-fulfillment
- Interrelationship of needs
- Factors that affect needs and the meeting of needs in older adults
- Needs assessment

Human Development

- Principles of human development
- Common developmental tasks and characteristics of:

Infancy	Late childhood
Toddlerhood	Adolescence

Preschool period Young adulthood
Middle childhood Middle adulthood

- Developmental characteristics, tasks and changes in the older adult:
 - Physical changes
 - Psycho-social tasks and 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 of the family
- The role of family in health and healing: coping and adapting
- Understanding stresses on family care providers
- Families experiencing conflict or other dysfunction
- Supporting the family

Multiculturalism and Diversity

- Race, ethnicity and culture
- Diversity of backgrounds
- Generational differences
- Prejudice and discrimination
- Effects of culture
- Culture and family
- Culture and religion
- Cultural influences on aging and health
- Culturally 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/decision-making
- Problem-solving in relation to time management
- Care planning as a problem-solving process
- Steps in the care planning / problem-solving process
 - Assessing – gathering information (including the client/residents' unique personal history, achievements, strengths, and preferences)
 - Consulting with client/resident 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 facilities and in community settings
- Role of Health Care Assistant in planning care
- Reporting and recording – common practices in community and facility settings

Protection and Safety in Health and Healing

- Factors affecting the need for protection and safety (health, age, lifestyle, health challenges)
- Realities and challenges
- Promoting and maintaining safe environments
- Roles and parameters of practice in relation to safety
- Risk management – definitions and approaches
- Safety plans – purpose, role, factors influencing safety planning
- Living at risk issues : respecting the client/residents’ choice to live at risk when an informed choice has been made
- Critical incidents - recognizing critical incidents / recognizing situations where critical incident debriefing is warranted

6. Basis of Student Assessment (Weighting)

(Should be directly linked to learning outcomes.)

NOTE: As with all courses in the Health Care Assistant program, you are required to achieve a minimum grade of 70% (B-) in HCA 110 Health and Healing: Concepts for Practice in order to successfully pass the course.

- (a) Assignments
- (b) Quizzes
- (c) Exams
- (d) Other (e.g. Project, Attendance, Group Work)

Family and Cultural Assignment (10%)

Case Study/Care Planning Assignment (10%)

Quiz #1 (30%)

Quiz #2 (35%)

Problem-Solving In-Class Project (Open Book) (15%)

7. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

(Mark with “X” in box below to show appropriate approved grading system – see last page of this template.)

Standard Grading System (GPA)

Competency Based Grading System

8. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

WorkSafeBC website

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

<http://www.camosun.bc.ca/policies/policies.html>

A. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
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.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.