



**CAMOSUN COLLEGE**  
**School of Health & Human Services**  
**Continuing Care Department**

**Health Care Assistant**  
**HCA 120 – Introduction to Practice**  
**Fall 2015**

**COURSE OUTLINE**

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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.

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The calendar description is available on the web @

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

**1. Course Description**

This course provides an introduction to the role of the Health Care Assistant within the British Columbia health care system. Students will be introduced to the healthcare team and the roles and functions of Health Care Assistants within the team. Students will also have opportunities to develop self-reflective skills required for competent practice and will be introduced to effective job-finding approaches.

**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, students will be able to:**

**1. Display an understanding of the roles and responsibilities of Health Care Assistants within the health care system in British Columbia**

- Describe the health care systems in B.C. and Canada
- Describe the processes by which individuals in B.C. become eligible for long term care
- Discuss the goals, philosophy, and approaches used in assisted living facilities and how these might also be applied in other contexts
- Describe the purpose and functions of employer standards, policies and procedures
- Discuss the importance of maintaining client/resident/family confidentiality
- Describe the roles and responsibilities of Health Care Assistants within the health care team
- Describe the role of labour unions in healthcare in relation to membership, responsibilities, and implications for the Health Care Assistant

## **2. Contribute to the effective functioning of the healthcare team**

- Discuss basic concepts of team development and group processes
- Outline the benefits & challenges of working in a team
- Describe principles of collaboration and cooperation that contribute to effective team functioning
- Describe the roles and responsibilities of various members of the healthcare team
- Discuss lines of communication
- Communicate effectively with community agencies, fellow students, residents/ clients and health team members.
- Interact with others in groups and teams in ways that contribute to effective working relationships and the achievement of goals
- Use a caring problem-solving approach to identify and explore community agencies that promote the physical, psychological, social and spiritual well-being of the older adult.
- Assess concepts of caring, independence, advocacy and diversity as supported by community agencies.

## **3. Function in a responsible, accountable fashion recognizing legal and ethical parameters of the Health Care Assistant role**

- Discuss human rights as they relate to the provider and the recipient of care
- Discuss elements of responsible and accountable behaviour
- Delineate the legal and contractual limitations and obligations of Health Care Assistants
- Delineate the legal implications of the written word
- Discuss how to recognize ethical issues in practice and methods for resolving such issues
- Discuss appropriate responses when a situation exceeds legal parameters of one's role
- Describe what is meant by professional boundaries in relation to relationships with clients/residents and families

## **4. Apply self-reflection, and self-appraisal processes in order to recognize and respond to own self-development needs as a care provider**

- Discuss reflective practice: what it is, why it is important, how to become a reflective care provider
- Discuss how personal competence of the care provider is a component of caring practice
- Describe how self-assessment relates to self-development
- Discuss the importance of lifelong learning for all care providers

## **5. Confidently conduct a job-search process**

- Describe the challenges and rewards of specific work environments
- Discuss criteria for selecting a work environment that fits one's strengths, values, preferences and lifestyle
- Prepare a clear, attractive resume and letter of application
- Complete a job application form
- Effectively participate in a job interview

## 4. Required Materials

### (a) Texts

- HCA 110 STUDENT LEARNING GUIDE: Introduction to Practice
- 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.)

### 30 hours

#### Workplace Settings and Contexts

- Introduction to the Health Care System in B.C. and Canada
- Long Term Care Assessment (how it is done and outcomes)
- Models of care – creating community, actualizing person-centered care
- Assisted Living – goals, philosophy, approaches – how these might also be applied in other contexts
- Working in facilities – challenges and opportunities
- Working in Community-based settings – challenges and opportunities
- Agency/ facility/ employer standards. policies and procedures – purpose and function
- Standards of care
- Importance of maintaining client/resident/family confidentiality
- Reporting and recording – when, what, how
- Legal implications of the written word
- Organizing within the work environment: managing time effectively
- Use of workplace technology (computers)

#### Team work in Healthcare Settings

- The healthcare team in facilities and in the community
- Roles and responsibilities of various members of the healthcare team
- The roles and responsibilities of Health Care Assistants (Community Health/Home Support Workers and Resident Care Attendants)
- Legal limitations and obligations of Health Care Assistants
- What to do when a situation exceeds legal parameters of one's role
- Supervision and delegation of tasks
- Lines of communication
- Basic concepts of team development and group processes
- Benefits & challenges of working in a team
- Facilitating effective team functioning – principles of collaboration

#### Legal and Ethical Issues

- Human rights: World Health Organization
- Basic human rights in Canada
- Rights of people receiving healthcare services
- Rights of care-givers
- Relevant contractual obligations that guide HCA practice

- Ethical and legal parameters of Health Care Assistant (Community Health/Home Support Worker and Resident Care Attendant) roles
- Ethical standards and decision-making within one's practice
- Abuse – recognizing and reporting
- Occupational health and safety
- Employment standards

#### **Professional Approaches to Practice**

- Responsible and Accountable behaviour
- Unions – membership, rights, and responsibilities
- Professional relationships with clients/ residents, family members and other members of the health team
- roles and professional boundaries
- principles of professional self-disclosure
- Accountability and ethical behaviour in working relationships
- Aspects of confidentiality in shared information

#### **Self-reflective Practice**

- Reflective practice – what it is, why it is important, how to become a reflective care provider
- Personal competence as a component of caring
- Impact of personal values, beliefs and principles on practice
- Self-assessment and self- development
- Challenges and rewards of specific work environments
- Selecting a work environment that fits own strengths, values, preferences and lifestyle
- The importance of lifelong learning
- The function of motivation and commitment in on-going learning and personal development

#### **Employability Skills**

- Preparing a resume and letter of application
- Completing a job application form
- Effectively handling the job interview
- Employer expectations

## **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.

- Assignments
- Quizzes
- Exams
- Other (e.g. Project, Attendance, Group Work)

- Ethics Case Study (15%)
- Journal Activity (15%)
- Self-Reflective Practice Assignment (25%)
- Quiz #1 (15%)
- Quiz #2 (25%)
- Problem-Solving In-Class Project (Open Book) (15%)
- Group Presentation (5%)
- Resume and Cover Letter (Pass/Fail)

## 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

### 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.