



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

**Health Care Assistant**  
**HCA 140 – Lifestyle and Choices**  
**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 introduces students to a holistic concept of health and the components of a health-enhancing lifestyle. Students will be invited to reflect on their own experience of health, recognizing challenges and resources that can impact lifestyle choices. Students will be introduced to a model that can be applied in other courses to understand the multi-faceted aspects of health and healing.

**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. Discuss the interrelationship of physical, social, cognitive, emotional and spiritual determinants of health**
  - Describe health as process i.e. a journey not a destination
  - Discuss the physical, psychological/emotional, cognitive, social and spiritual dimensions of health
  - Describe the interrelatedness of the dimensions of health
  - Discuss health as it relates to lifestyle choices
  
- 2. Display an understanding of the complexity of the change process in relation to health promotion**
  - Describe how critical thinking and problem-solving relate to lifestyle change
  - Display how to set achievable goals, use appropriate motivators, and set a realistic change agenda
  - Discuss the complexities involved in lifestyle change

### **3. Display an understanding of how lifestyle choices and behaviours contribute to physical, psychological, social, cognitive and spiritual health**

- Discuss the positive effects of regular exercise and physical self-care
- Describe the elements of a nutritious diet
- Discuss elements of healthful weight management
- Describe the adverse effects of common harmful substances (tobacco, alcohol, caffeine, drugs)
- Discuss the interaction between emotions/perceptions and physical well-being
- Describe the effects of stress
- Recognize aspects of the H.C.A role which could lead to unhealthy stress
- Describe a variety of approaches to stress management
- Discuss the cognitive (thinking) components of health
- Describe how one's ability to think, reason, interpret, remember, assess, and solve problems is related to health
- Discuss the importance of social support in personal wellness
- Recognize cultural and societal influences on lifestyle choices
- Describe the spiritual components of health
- Discuss how clarification of one's values and beliefs might relate to lifestyle choices
- Identify personal focuses and activities that enrich, refresh and create meaning in one's life
- Describe how one's choices affect one's environment
- Discuss environmental influences on health

### **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**

#### **Understanding Health**

- Health as process i.e. a journey not a destination
- Physical, psychological/emotional, cognitive, social and spiritual dimensions of health.  
Interrelatedness of all aspects of health: introduction of the health wheel
- Health as it relates to lifestyle and choices

#### **Lifestyle Change**

- Complexity of the lifestyle change process
- Critical thinking and problem-solving as it relates to lifestyle and choices
- Self-reflection and self-evaluation in relation to challenges and resources
- Setting achievable goals, using motivators, setting a realistic change agenda
- Recognizing difficulties inherent in personal change

## **Components of Health**

- Physical components of health
  - Physical activity
  - Physical self - care and rest
  - Weight management
  - Nutrition throughout the life cycle
  - Factors that affect eating and nutrition
  - Canada's Food Guide
  - Avoiding or limiting harmful substances
- Psychological/emotional components of health
- Interaction between emotions/perceptions and health
- Psychologically safe environments
- Stress and stress management
  - Common responses and effects of stress
  - Common stressors related to work of the Health Care Assistant
  - Burnout and compassion fatigue
  - Strategies for self-assessment and wellness intervention
- Cognitive (thinking) components of health
  - Rational thinking and perceiving
  - Ability to reason, interpret and remember
  - Ability to sense, perceive, assess and evaluate
  - Problem-solving ability
  - Creativity
- Social (interactive) components of health
  - Social bonds and social supports in relation to health
  - Cultural and societal influences on lifestyle and choices
- Spiritual components of health
  - Personal values and beliefs
  - Clarification of values and beliefs that are personally significant
  - Meaning-making
  - Activities that enrich and refresh

## **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)

**Health Wheel (15%)**

**Health Assessment Workbook (35%)**

**Student Learning Guide Activities (10%)**

**Health Assessment (10%)**

**Health Change Project (30%)**

## 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.