



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

**Health Care Assistant**  
**HCA 150 – Healing I: Caring for Individuals**  
**Experiencing Common Health Challenges**  
**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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**1. Course Description**

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.

The calendar description is available on the web @

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

**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 structure and function of the human body and normal changes associated with aging**
  - Describe the organization of the human body: cells, tissues and organs
  - Describe the structure and functions of the major body systems:
  - Discuss the natural changes in each system associated with aging
  
- 2. Display a sound understanding of common challenges to health and healing**
  - Discuss the experience of illness, disability and common challenges to healing
  - Discuss the experience of chronic illness and implications for care
  - Describe common health challenges related to the each body system:
    - Integumentary (pressure ulcers, pain)

- Musculo-skeletal (Falls, fractures, contractures, Arthritis, Osteoporosis, pain)
- Cardiovascular (hypertension, hypotension, edema, coronary artery disease, blood clots, heart failure, CVA-stroke)
- Respiratory (cyanosis, dyspnea, apnea, orthopnea, hyperventilation, hypoventilation, COPD, asthma, pneumonia)
- Digestive (vomiting, diarrhea, dysphagia, lack of appetite, dehydration, constipation, obesity, Hiatal Hernia, Diverticular disease)
- Urinary (urinary tract infections, renal failure, hepatitis)
- Reproductive (STIs)
- Endocrine (Diabetes)
- Neurological (stroke, Parkinson's Disease, Multiple Sclerosis, ALS, brain or spinal cord injuries)
- Sensory challenges (aphasia, apraxia of speech, dysarthria, hearing and visual challenges)
- Multi-organ (cancer, AIDS)

**3. Discuss nutrition as it relates to healing**

- Discuss nutrition in relation to common health challenges
- Identify components of common special diets
- Identify community resources

**4. Describe ways to organize, administer and evaluate person-centered care and service for clients/residents experiencing common health challenges**

- Discuss person-centered/caring approaches appropriate for specific health challenges
- Describe aspects of critical thinking and problem-solving that should be utilized when caring for individuals experiencing common health challenges

**5. Demonstrate an understanding of the components of person-centered end-of-life care for clients/residents and families**

- Discuss the philosophy and principles of care used in hospice and palliative care settings
- Describe caring and problem-solving as these relate to end-of-life care in facilities and in community settings
- Discuss elements of legal/ethical practice in end-of-life care
- Describe common reactions/experiences as people approach death
- Discuss physical, emotional, cognitive and spiritual needs of the dying person and appropriate interventions
- Discuss common reactions of family members and ways to support the family
- Describe processes involved in the care of the body after death
- Discuss the effects of a client/resident's death on the healthcare workers involved in the dying process.
- Display an understanding of the importance of and ways to provide self-care for the caregiver following a death

## 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.)

### 115 hours

#### Medical Terminology

- Word elements
- Abbreviations

#### Structure and function of the human body

##### Organization of the human body: cells, tissues and organs

- Major body systems:
  - Integumentary
  - Muscular
  - Skeletal
  - 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 on the individual and family of health challenges (i.e. changes in physical health can be expected to also affect social, emotional, cognitive, and spiritual health)
- Common disorders related to each body system:
  - Integumentary (pressure ulcers, pain)
  - Musculo-skeletal (Falls, fractures, contractures, Arthritis, Osteoporosis, pain)
  - Cardiovascular (hypertension, hypotension, edema, coronary artery disease, blood clots, heart failure, CVA-stroke)

- Respiratory (cyanosis, dyspnea, apnea, orthopnea, hyperventilation, hypoventilation, COPD, asthma, pneumonia)
- Digestive (vomiting, diarrhea, dysphagia, lack of appetite, dehydration, constipation, obesity, Hiatal Hernia, Diverticular disease)
- Urinary (urinary tract infections, renal failure, hepatitis)
- Reproductive (STIs)
- Endocrine (Diabetes)
- Neurological (stroke, Parkinson’s Disease, Multiple Sclerosis, ALS, brain or spinal cord injuries)
- Sensory Challenges
- Normal sensory changes of aging
- Speech and Language Challenges (Aphasia, apraxia, dysarthria)
- Hearing and Visual challenges
- Multi-organ (cancer, AIDS)
- Chronic Illness
  - basic definition and concepts
  - implications for care
  - focus on self-care
- Applying critical thinking and problem-solving when caring for individuals experiencing common health challenges in facilities and in the community:
  - Gathering information
  - Sources of information (e.g. care plan, healthcare team, client/resident)
  - Observing changes in the client/resident
  - Establishing priorities for care
  - Carrying out plan of care
  - Evaluating effectiveness of care
  - Reporting and recording

### **Preventing Infection**

- Microorganisms and the spread of infection
- Principles and practice of medical asepsis in facilities and in community settings
- Dealing with “super bugs”
- Standard Precautions
- Isolation guidelines
- Observing for infestations of vermin in home environments and appropriate actions to prevent spread

### **Nutrition and Healing**

- Nutrition in relation to health challenges
- Cultural differences
- Special diets:
  - Modified diets
  - Restricted diets
  - Diabetic diet
  - High protein diet
  - Liquid and pureed diets

- Preparing special diets from written instructions (in the home)
- Involving the client in meal preparation (in the home)
- Community resources

#### **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/ethical practice and safety in palliative care
- Quality of life issues – honouring the individual and family/rituals
- Common reactions/experiences as people approach death
- Physical, emotional, cognitive 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 care provider:
  - personal and professional boundaries
  - recognizing the impact of loss on the care provider
  - recognizing signs of and preventing stress and burnout

## **5. 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)

**CASE STUDY/CARE PLANNING ASSIGNMENT (10%)**

**MENU PLANNING ASSIGNMENT (5%)**

**QUIZ #1 (25%)**

**QUIZ #2 (20%)**

**QUIZ #3 (20%)**

**QUIZ #4 (20%)**

## 6. 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

## 7. 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.