



COURSE OUTLINE			
<b>TERM: Fall 2024</b>		<b>COURSE NO: HCA 112</b>	
<b>INSTRUCTOR:</b>		<b>COURSE TITLE: Practice Experience in Home Support, Assisted Living, and/or Group Home Setting</b>	
<b>OFFICE:</b>	<b>LOCAL:</b>	<b>SECTION NO:</b>	<b>CREDITS: 1.5</b>
<b>EMAIL:</b>	<b>@capilano.ca</b>		
<b>OFFICE HOURS:</b>			
<b>COURSE WEBSITE:</b>			

Capilano University acknowledges with respect the Lil'wat7úl (Lil'wat), x<sup>w</sup>məθk<sup>w</sup>əyám (Musqueam), shíshálh (Sechelt), Sk̓wxwú7mesh (Squamish), and Səlílwəta?/Selilwitulh (Tseil-Waututh) people on whose territories our campuses are located.

### COURSE FORMAT

Practicum course: Students will be assigned to a Home Support, Assisted Living, or Group Home practicum experience where they will complete 8 x 7.5 hour shifts (shifts may vary depending on practicum requirements) for a minimum of 60 clinical hours. Students will be supervised by a practicum site preceptor and their Capilano University clinical instructor.

### COURSE PREREQUISITES

HCA 100, HCA 101, HCA 102 and HCA 103 with a minimum B- grade in each course, and HCA 106

### CALENDAR DESCRIPTION

This practice course provides students with an opportunity to apply knowledge and skills from all other courses with individuals and families in a community setting. Opportunity will be provided for students to become more familiar with the role of the HCA within a home support agency, assisted living facility, or a group home to gain abilities that will prepare graduates for employment in these settings. It is important that students understand the philosophy of community care settings and the importance of client choice and independence.

### REQUIRED TEXTS AND/OR RESOURCES

Wilk, M. J., (2022) *Sorrentino's Canadian Textbook for the Support Worker* (5<sup>th</sup> ed.). Elsevier: Toronto, Ontario. This is bundled with a workbook.

Murray, K. (2020) *Integrating a Palliative Approach: Essentials for Personal Support Workers* [Textbook] (2<sup>nd</sup> ed.). Life and Death Matters: Victoria, BC

Murray, K. (2020) *Integrating a Palliative Approach: Essentials for Personal Support Workers* [Workbook] (2<sup>nd</sup> ed.). Life and Death Matters: Victoria, BC

**COURSE STUDENT LEARNING OUTCOMES**

**On successful completion of this course, students will be able to do the following:**

1. Provide person-centred care and assistance that recognizes and respects the uniqueness of each individual client:
  - Describe the characteristics of caring interactions in a variety of contexts.
  - View each client as a whole, unique individual.
  - Respect the individuality, diversity, and dignity of clients and families.
  - Support the autonomy and independence of clients and their families.
  - Encourage clients to be involved in their own care, make choices, and participate in decisions about their care and activities, as they are able.
  - Display cultural sensitivity and cultural humility when interacting with clients and families from diverse backgrounds and cultures.
  - Provide culturally safe and sensitive care.
  - Display a non-judgmental approach in all aspects of care provision.
  - Encourage clients to share their thoughts, feelings, and preferences.
  - View the client as an individual possessing a wealth of experience, knowledge, and wisdom.
  - Discuss traditional medicines, healing practices, and alternative forms of healing.
  - Encourage family involvement, as appropriate, in the care of their family member.
  - Observe family members for signs of stress and consult with an appropriate health care professional for direction.
  - 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:
  - Evaluate the client and situation using informed observation, reflection, and communication.
  - Observe changes in the client's health status and report these changes to the appropriate regulated/licenced health care professional.
  - Identify priorities for care within the care plan.
  - Use knowledge of health, healing, human needs, and human development to guide choices and actions.
  - Use knowledge of the interrelationship between the physical, psychological, cognitive, social, and spiritual dimensions of health to guide choices and actions.
  - Discuss the importance of the family in health and healing.
  - Use appropriate health care team members as resources to augment one's own problem-solving and decision-making.
  - Follow the care plan for each client.
  - Consult with health care team members to review and evaluate care and make suggestions to modify the care plan as needed.
  - Carry out recording requirements in a timely fashion.
  - Use clear, current, factual, objective, and relevant language when reporting or documenting client information.

- Use current computer technology in accordance with workplace standards.
  - 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:
- Base choices and actions on a sound understanding of normal anatomy and physiology and common changes associated with aging.
  - Base choices and actions on a sound understanding of common challenges to health and healing.
  - Base choices and actions on a clear understanding of the interrelationship of the physical, psychological, cognitive, social, and spiritual dimensions of health and healing.
  - Organize, administer, and evaluate care and service for clients with complex health challenges.
  - Assist clients and families to maintain independent functioning within their capabilities.
  - 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:
- Organize, administer, and evaluate care and assistance for clients experiencing cognitive or mental health challenges.
  - Base choices and actions on a sound understanding of physical and psychosocial processes of cognitive and/or mental health challenges.
  - Base choices and actions on an understanding of the factors that influence behaviours.
  - Use an informed problem-solving process when caring for or providing assistance for individuals experiencing cognitive and/or mental health challenges.
  - Demonstrate appropriate interactions with clients experiencing cognitive, behavioural, and psychological impairment.
  - Cope constructively with unanticipated or unusual situations.
  - 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:
- Recognize and respect diversity within the health care team.
  - Use caring, respectful communication with all members of the health care team.
  - Base interactions on a clear understanding of the roles and responsibilities of various members of the health care team.
  - Seek clarification, guidance, and assistance from other health care team members when needed.
  - Contribute observations and information to care-planning sessions.
  - Communicate changes in the client's health status to the appropriate health care team member so that the care plan is kept current.
  - Communicate with confidence and appropriate assertiveness.
  - Offer support and assistance to other health care team members as appropriate.
  - Report and record relevant information in a clear, concise, and objective manner.
  - Use appropriate lines of communication in accordance with agency, facility, or employer

- standards and policies.
- Identify problems, concerns, and conflicts within the health care team and discuss these with appropriate team members in a timely manner.
  - Approach problems or conflict in a non-threatening way.
  - 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:
- Demonstrate an ability to write and speak English in a manner that can be easily understood.
  - Use appropriate volume, tone, and vocabulary.
  - Use language and a communication style that is appropriate to the client, family, or situation.
  - Adapt to a client's and family's unique background, respecting the impact of diversity on communication.
  - Observe common courtesies such as addressing the client and family members by name of choice.
  - Identify barriers to communication and make efforts to improve communication.
  - Describe the relationship between self-awareness, self-concept, and communication.
  - Recognize how perceptions influence one's reality and experience of situations.
  - Interact in a manner that respects the rights, needs, interests, and preferences of others.
  - 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.
  - Use touch appropriately and respectfully.
  - Use humour appropriately and respectfully.
  - Recognize non-verbal communication.
  - Use non-verbal attending skills including eye contact, body positioning, and attentive facial expression.
  - Use active listening skills.
  - Maintain appropriate interpersonal and professional boundaries.
  - Use appropriate self-disclosure.
  - Use effective approaches to conflict management.
  - Demonstrate an understanding of the stressors experienced by clients and families as they are reflected in communication patterns.
7. Recognize abusive communication and report in accordance with agency, facility, or employer standards and policies. Provide personal care and assistance in a safe, competent, and organized manner:
- Wear safe and appropriate clothing, including identification.
  - Evaluate the client and the environment prior to commencing care.
  - Adjust environments, as appropriate, to ensure safety and promote efficiency.
  - Adhere to the client's care plan.
  - Exhibit flexible and adaptable behaviour, setting priorities and making adjustments to

- the care process based on client requirements.
- Organize and implement care according to client needs.
  - Organize time and equipment for safety and efficiency.
  - Adhere to the principles of body mechanics.
  - Adhere to the principles of medical asepsis and infection-control practices.
  - Report, verbally and in writing, unsafe work environments.
  - Recognize and make wise choices in situations of potential risk to self or others.
  - Encourage client communication and engagement during personal care.
  - Maintain client privacy and dignity.
  - Assist the client with personal hygiene and grooming.
  - Assist the client with movement and ambulation.
  - Use aids to promote comfort, relaxation, and sleep.
  - Take and record vital signs (temperature, pulse, and respirations) accurately.
  - Identify basic dietary requirements related to the client's health needs and preferences.
  - Use appropriate techniques, strategies, and assistive devices to safely assist clients who require support with eating and drinking.
  - 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.)
  - 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:
- Identify own learning needs for both personal and professional development.
  - Invite feedback from other health care team members related to own performance.
  - Collaborate with appropriate health professionals to identify and utilize opportunities for specific learning and training enhancement.
  - Identify and use opportunities to learn from clients, families, and colleagues.
  - Share new learning with other health care team members.
  - Reflect on own choices and behaviours as they contribute to physical, psychological, cognitive, social, and spiritual health.
  - Strive to demonstrate healthful lifestyle and self-care practices.
  - 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:
- Demonstrate an understanding of the components of the health care system within the region and province.
  - Comply with legal and contractual parameters of practice for HCAs.
  - Foster and uphold the mission, policies, and standards of the organization of employment.
  - Adhere to the expectations and guidelines established in one's job description.

- Clarify one's own role to others when necessary.
- Demonstrate dependability, responsibility, accountability, reliability, honesty, and integrity.
- Reflect on one's own values, beliefs, and standards in relation to caregiving practice.
- Recognize how one's own beliefs, values, standards, and cultural background may be different from, or similar to, those of clients and families.
- Recognize how one's own beliefs and values influence one's responses to clients, families, and situations.
- Maintain a non-judgmental position when faced with difficult or unusual client or family situations.
- Advocate on behalf of the rights, needs, interests, and fair treatment of clients and their families.
- Maintain client and family confidentiality.
- Set appropriate personal boundaries in interactions with clients and family members.
- Recognize ethical issues in practice and seek appropriate methods for resolving such issues.
- Challenge questionable actions or decisions made by other health care team members.
- Reflect on the benefits and challenges of the HCA role.
- Champion the role of HCAs on the health care team.

### **COURSE CONTENT**

Assignments change daily based on individual students progress and needs in order to achieve learning outcomes

### **EVALUATION PROFILE**

This is a **MASTERY** course. Evaluation of the course will be based on the course objectives and be consistent with University policies on course evaluation.

The term "Mastery" means that the student has satisfactorily met the objective in accordance with their level of theory and experience.

Students will be evaluated according to the HCA 112 Learning Outcomes and must achieve 100% Mastery.

### **Note Re: Unsafe or Inappropriate Behaviour**

The student who, in the instructor's judgment, consistently displays unsafe behaviour in the clinical setting will be:

- asked to leave the clinical area
- asked to withdraw from the course

The student will receive a skills list with details of the required clinical competencies at the beginning of the course. The competencies will be evaluated throughout the course.

**Evaluation of mastery in the practicum setting will include:**

1. The demonstration of required psychomotor skills.
2. Student participation in the evaluation of their own practicum performance.
3. Performance of objectives as assessed by the practicum instructor and in conjunction with preceptor.
4. Evaluation records will be completed by the practicum instructor following consultation with the student and with practicum staff.

**GRADING PROFILE**

Credit/No credit

**Incomplete Grades**

Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

**Late Assignments**

Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand. Marks will be deducted for the late submission of assignments. The penalty for a late submission is 10% for each day. All assignments must be submitted in order to receive credit for the course.

**Missed Exams/Quizzes/Labs etc**

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor. Accommodations can be made to honour community needs or traditional practices.

**Attendance**

Students are expected to attend all classes and associated activities. A student who misses 10% of classes will be placed on Program Probation pending a faculty review, and may not receive credit for this course. If you are ill or caring for someone who is ill and/or need to self-isolate, please contact the instructor so that we can ensure that you are able to complete the course. See also the student manual regarding attendance, which applies to all courses in the HCA program.

**English Usage**

All assignments are marked for correct English usage, proofreading, and formatting. At the instructor's discretion, any assignment not reaching these standards may be returned for revision and resubmission.

**Electronic Devices**

Cell phones must be turned to vibrate or silent mode during class sessions unless being used as part of an in-class activity. Students that use their phones to call or text in class will be given one warning. If this behaviour continues, instructors may ask the student to leave the class. Students will receive a written warning that will go on their file. Use of cell phones during tests could be construed as cheating and the student may receive a score of zero. For privacy issues, no photographs can be taken in class, lab or clinical without the instructor's permission.

### On-line Communication

Students in the HCA program are expected to check their Cap email at least once per day. Instructors will use this email address for important program and course related communications. Students must respond to the instructors using **only** their Cap email. Emails from personal email addresses will not be accepted.

## UNIVERSITY OPERATIONAL DETAILS

### Tools for Success

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-services/>

**Capilano University Security: download the [CapU Mobile Safety App](#)**

### Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

### Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: <https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

**Academic dishonesty** is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

**Cheating:** Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

**Fraud:** Creation or use of falsified documents.



**Misuse or misrepresentation of sources:** Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

**Plagiarism:** Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

**Self-Plagiarism:** Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

**Prohibited Conduct:** The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

### **Sexual Violence and Misconduct**

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

**Emergencies:** Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

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## DEPARTMENT OR PROGRAM OPERATIONAL DETAILS

### Vision Statement

Graduates of the Health Care Assistant program achieve a competent level of practice as an entry-level care provider. Graduates use a caring, problem-solving approach to provide care giving assistance that promotes the physical, psychological, social and spiritual well-being of the client and resident. The graduates are able to communicate effectively with clients, residents, family members and the health team.

### AI Use in the HCA Department

- The use of generative artificial intelligence tools is strictly prohibited in all course assignments unless explicitly stated otherwise by the instructor in this course. This includes ChatGPT and other artificial intelligence tools and programs. .
- Students are permitted to use artificial intelligence tools, including generative AI, to gather information, or review concepts. However, students are ultimately accountable for the work they submit, and any content generated or supported by an artificial intelligence tool must be cited appropriately. Please speak with your instructor if you are unsure about AI use in your coursework.
- Students are permitted to use AI tools for formative work such as gathering information or brainstorming but may not use it on any assessed work or final submissions.
- ***Use of AI tools is not permitted during midterm exams and final exams in this course.***

### Punctuality

Punctuality is essential in both classroom courses and practicum given the professional nature of the program. Please see the Punctuality and Attendance Policy in the HCA Student Manual.

### Professionalism

All students are expected to maintain the program's standards of academic achievement and professional behaviour as described in the HCA Student Manual.