

COURSE OUTLINE			
TERM: Fall 2024		COURSE NO: HCA 104	
INSTRUCTOR:		COURSE TITLE: Introduction to Practice	
OFFICE:	LOCAL:	SECTION NO:	CREDITS: 1.5
E-MAIL:	@capilanou.ca		
OFFICE HOURS:			
COURSE WEBSITE:			

Capilano University acknowledges with respect the Lil'wat7úl (Lil'wat), x^wməθk^wəyəm (Musqueam), shíshálh (Sechelt), Sḱwxwú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) people on whose territories our campuses are located.

COURSE FORMAT

5 x 6.5 instructional hours, in person and/or online, see elearn and HCA student manual for details.
 Minimum 30 instructional hours

COURSE PREREQUISITES/CO-REQUISITES

None

CALENDAR DESCRIPTION

This course provides an introduction to the role of the HCA within the British Columbia health care system. Students will be introduced to the healthcare team and the roles and functions of HCA 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.

REQUIRED TEXTS AND/OR RESOURCES

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

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

Murray, K. (2020) *Integrating a Palliative Approach: Essentials for Personal Support Workers* [Workbook] (2nd 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. Discuss the roles and responsibilities of HCAs within the health care system in British Columbia:
 - Describe the health care systems in British Columbia and Canada.
 - Describe the processes by which individuals in British Columbia 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 and family confidentiality.
 - Describe the roles and responsibilities of HCAs within the health care team.
 - Describe the role of labour unions in health care in relation to membership, responsibilities, and implications for HCAs.
 - Describe the role and mandate of bodies with oversight of HCAs in B.C.

2. Discuss strategies to support the effective functioning of the health care team:
 - Discuss basic concepts of team development and group processes.
 - Describe the benefits and challenges of working in a team, including diversity within the team.
 - Describe principles of collaboration and cooperation that contribute to effective team functioning.
 - Describe the roles and responsibilities of various members of the health care team.
 - Discuss lines of communication.

3. Discuss the legal and ethical parameters of the HCA role and requirements for responsible and accountable practice:
 - 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 HCAs.
 - 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 or employer-defined parameters of one's role.
 - Describe what is meant by professional boundaries in relation to relationships with clients 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.
 - Identify the components of applying for a job:
 - Preparing a clear, attractive resume and letter of application.
 - Completing a job application form.
 - Effectively participating in a job interview.
 - Finding resources to support the process of applying for a job.

COURSE CONTENT

Workplace Settings and Contexts

- Introduction to the health care system in British Columbia and Canada.
- Long-term care assessment (how it is done and outcomes).
- Models of care — creating community, actualizing person-centred care.
- Assisted living — goals, philosophy, approaches — how these might also be applied in other contexts.
- Working in various health care settings (complex care, community care, and acute care) — challenges and opportunities.
- Agency, facility, and employer standards, policies, and procedures — purpose and function.
- Standards of care and care regulations.
- Importance of maintaining client and 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).

Teamwork in Health Care Settings

- The health care team in various health care settings (complex care, community care, and acute care).
- Roles and responsibilities of various members of the health care team.
- The roles and responsibilities of HCAs in various settings.
- Legal limitations and obligations of HCAs.
 - Types of care activities:
 - Tasks: care activities that HCAs are educated and trained to perform as part of their assigned HCA role.
 - Restricted activities: higher-risk care activities outlined in health professional regulations that an HCA cannot perform without authorization (delegation) by a regulated health professional, such as a registered nurse. Restricted activities are not considered HCA tasks.
 - What to do when a situation exceeds the legal parameters of one's role.
- Lines of communication, such as shift reports, team huddle meetings, phone calls, to ensure comprehensive communication and avoid or reduce missing information related to client care.
- Basic concepts of team development and group processes.

- Benefits and challenges of working in a team, including benefits and challenges of diversity within the team.
- Facilitating effective team functioning — principles of collaboration.
- Maintaining a respectful workplace including:
 - Characteristics of a respectful workplace.
 - Benefits of a respectful workplace.
 - Practical ways to show respect in the workplace (e.g., avoiding gossip, offering and accepting help, cleaning up after yourself, replacing something when you've taken the last of it, showing appreciation, using common courtesies).
 - Preventing and responding to bullying and harassment.

Legal and Ethical Issues

- Human rights: World Health Organization.
- Basic human rights in Canada.
- Rights of people receiving health care services.
- Rights of HCAs.
- Relevant contractual obligations that guide HCA practice.
- Ethical and legal parameters of HCA 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.
- HCA oversight in B.C.
- Role of the union — membership, rights, and responsibilities.
- Professional relationships with clients, family members, and other members of the health care team:
 - Roles and professional boundaries.
 - Principles of professional self-disclosure.
- Accountability and ethical behaviour in working relationships.
- Aspects of confidentiality in shared information and appropriate use of personal information.
- Inappropriate use of mobile devices and social media (for example, sharing confidential client information online, discussing workplace issues and conflicts on social media, or using personal phone during work hours).

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 ongoing learning and personal development.

Employability Skills

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

EVALUATION PROFILE

Quiz 1:	30%
Quiz 2:	30%
Assignment 1:	10%
Assignment 2:	20%
Participation*:	10%
TOTAL:	100%

Assignment Descriptions

All assessments will be completed and/or submitted online.

- Exams/quizzes – via eLearn
- Written submissions – via eLearn

Participation*

This mark is based on both the frequency and quality of the student's comments, questions, observations, and involvement, with the emphasis on quality. The quality is determined by among other things, the relevance, insight and clarity of remarks. Reading the required readings in advance will support a student's ability to participate. Not attending, being late to class or being late returning from breaks, will impact the overall participation grade.

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

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.

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.