CAPILANO UNIVERSITY

COURSE OUTLINE		
TERM: Fall 2024	**COURSE NO**: HCA 101	
INSTRUCTOR:	**COURSE TITLE:** Concepts for Practice	
OFFICE: LOCAL: **EMAIL:** @capilanou.ca	**SECTION NO:**	**CREDITS:** 3.0
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lil̓wat7úl (Lil'wat), xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), Sḵwx̱wú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) people on whose territories our campuses are located.

COURSE FORMAT
11 x 6.5 instructional hours, in person and/or online, see elearn and HCA Student Manual for details. Several topics will be covered each session. Minimum 70 instructional hours.

COURSE PREREQUISITES/CO-REQUISITES
None

CALENDAR DESCRIPTION
This course provides students with the opportunity to develop a theoretical framework for practice. Students will be introduced to the philosophical values and theoretical understandings that provide a foundation for competent practice as a HCA. The course focuses on concepts of caring and person centered care; basic human needs and human development; family, culture and diversity as they relate to health and healing. Students will also be introduced to a problem-solving model that will be critical to their practice.

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. Describe how person-centred care recognizes and respects the uniqueness of each individual:
    - Describe the characteristics and qualities of caring interactions in a variety of contexts.
    - Explain the importance of respecting the individuality, independence, autonomy, diversity, and dignity of clients and families.
    - Describe clients as individuals possessing a wealth of experience, knowledge, and wisdom.
    - Discuss the components of social and community models of care as they relate to person-centred care.

2. Discuss basic human needs and common characteristics of human development as these concepts relate to person-centred care:
    - Describe Maslow's hierarchy of needs, explaining the importance of each level and the interrelationship of needs.
    - Discuss the HCA's role in observing and reporting unmet needs in clients.
    - Discuss the principles and stages of human development.
    - Describe common developmental tasks, characteristics, and needs of various age groups across the lifespan.
    - Describe the common characteristics and changes in the older adult.

3. Discuss the role of family, diversity, and life experience in aging, health, and healing:
    - Discuss changing family structures and diverse family units.
    - Describe common socio-cultural, religious, environmental, and economic influences on the family.
    - Discuss the impact of stress on family care providers.
    - Identify ways care providers may support the family.
    - Describe how diversity influences an individual's experience of aging, health, and healing.
    - Discuss diverse practices in health and healing, including the role of traditional medicines, healing practices, and alternative forms of healing.
    - Explain the impact of inequity and discrimination on the quality of care.
    - Define cultural safety and cultural humility.
    - Describe how to provide culturally safe and sensitive care, including how to consider Indigenous history, cultural practices, traditional healing practices and medicines, and different community norms and protocols.

4. Use an informed problem-solving approach to provide care and service:
    - Describe critical thinking as a caring concept.
    - Discuss the relationship between critical thinking, problem-solving, and decision-making.
    - Describe care-planning as a problem-solving process.
    - Describe the steps of the care-planning and problem-solving process.
    - Describe the role of the HCA in planning care.

- Describe common practices for reporting and recording in various health care settings (complex care, community care, and acute care).

5. Contribute to the safety and protection of self and others in a variety of work environments:
    - Describe individual factors affecting the need for protection and safety (health age, lifestyle, and mental or cognitive health challenges).
    - Discuss ways of promoting and maintaining safe environments.
    - Define and describe elements of risk management.
    - Discuss care planning to promote safety of the client and of the HCA.
    - Discuss living-at-risk issues.
    - Identify emergency and critical incidents and describe appropriate steps to take during and after the incident.

COURSE CONTENT
Characteristics of Caring and Person-Centred Practice
- Caring as a moral ideal: What is caring?
- What distinguishes a caring act from an uncaring act?
- Caring in a health care context.
- Values and beliefs about care and caring.
- Promoting the dignity and worth of self and others.
- Self-building and self-caring as the basis of becoming an effective care provider.
- Caring and power — power positions vs. relational positions with others.
- Independence, dependence, and interdependence.
- Independence and self-esteem.
- Promoting self-determination.
- Promoting quality of life — who decides what it means to each person.
- Social and community models of care.
- Supporting personal preferences and choices.
- Recreation and socialization and how they affect quality of life.
- Preventing isolation and unnecessary dependence.
- Living at risk — what it is and why it is an option — the right to self-determination and choice.

Basic Human Needs
- Hierarchy of needs:
    - Physiological
    - Safety and security
    - Love and belonging
    - Self-esteem
    - Self-actualization and self-fulfillment
- Interrelationship of needs.
- Factors that affect needs and meeting the needs of clients and families.
- Unique factors that affect needs and meeting the needs in older adults.
- Observing and reporting unmet needs.

Human Development
- Principles and stages of human development.
- Common developmental tasks and characteristics of:
  - Infancy
  - Toddlerhood
  - Preschool period
  - School age
  - Adolescence
  - Young adulthood
  - Middle adulthood
- Developmental tasks, characteristics, and changes in the older adult:
  - Physical changes
  - Psychosocial challenges
  - Loss as part of aging
  - Diversity in older adults
  - Factors influencing aging

Family in Health and Healing
- Family development.
- Diverse family units.
- Changing family structures.
- Socio-cultural, religious, environmental, and economic influences on the family.
- The role of family in health and healing:
  - Coping and adapting
  - Decision-making
- Understanding the impact of stress on family care providers.
- Families experiencing conflict or other dysfunction.
- Supporting the family.

Diversity
- Relationship between diversity and person-centred care.
- Impact of diversity on aging, and health and healing, including:
  - Race and ethnicity.
  - Culture.
  - Generational differences.
  - Gender identity, gender expression, and sexual orientation.
  - Religious and spiritual diversity.
- Diverse practices in health and healing, including the role of traditional medicines, healing practices, and alternative forms of healing.
- Prejudice and discrimination.
- Impact of inequity and discrimination on the quality of care.
- Cultural safety and cultural humility.
- Culturally safe and sensitive care.

Critical Thinking and Problem-Solving
- Critical thinking as a caring concept.
- Relationship between critical thinking, problem-solving, and decision-making.
- Components of effective problem-solving and decision-making.
- Problem-solving in relation to time management.
- Care planning as a problem-solving process.
- Steps in the care-planning and problem-solving process:
    o Observing – gathering information (including the client's unique personal history, achievements, strengths, and preferences).
    o Consulting with the client and health care team.
    o Establishing priorities.
    o Defining the problem or care requirement.
    o Identifying the goal for care.
    o Creating an action plan.
    o Implementing the action plan.
    o Evaluating.
- Care-planning process in health care settings, including complex care, community care, and acute care.
- Concepts of client acuity and how these factors influence the HCA's problem-solving and decision-making regarding care provision and prioritization of care activities.
- Role of HCAs in planning care.
- Reporting and recording.
    o Common practices in different health care settings, including complex care, community care, and acute care settings.
    o Paper-based documentation (e.g., flow sheets, records, charts).
    o Electronic-based documentation.
        - Electronic health records (EHRs).
        - Tools used for EHRs, including computers, tablets, and mobile devices.
        - Common health technology systems in B.C.
        - Privacy, confidentiality, and security requirements.

Protection and Safety in Health and Healing
- Factors affecting the need for protection and safety (health, age, lifestyle, and cognitive or mental health challenges).
- Realities and challenges.
- Promoting and maintaining safe environments in various health care settings (complex care, community care, acute care), including:
    o Reporting unsafe equipment.
    o Maintaining a clutter-free environment.
    o Recognizing and reporting vermin and vectors.
    o Safety when working alone.
- Roles and parameters of practice in relation to safety.
- Risk management – definitions and approaches.
- Following the plan of care to address safety of the client and of the HCA.

- Living-at-risk issues: respecting the client's choice to live at risk when an informed choice has been made.
- Emergency and critical incidents:
  - o Recognizing critical incidents.
  - o Recognizing situations where critical incident debriefing is warranted.
  - o Recognizing appropriate actions by the HCA in response to emergency situations (for example, recognizing and responding to cardiac arrest in complex care, acute care, and community care settings).
  - o Recognizing emergency codes used in acute care settings, specifically codes blue, white, yellow, and red.
  - o Recognizing the HCA's role during emergency codes (activating help, assisting other team members as directed, communicating, and collaborating with other team members).

EVALUATION PROFILE

Quiz 1	30%
Quiz 2	30%
Assignment 1	15%
Assignment 2	15%
Participation	10%
TOTAL	**100%**

*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.

ASSIGNMENT DESCRIPTIONS

All assessments will be completed and/or submitted online.

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

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