



COURSE OUTLINE

HCA 101

HEALTH & HEALING B - CONCEPTS FOR PRACTICE

**45 HOURS
3 CREDITS**

PREPARED BY: Kim Diamond
DATE: May 17, 2019

APPROVED BY: Andrew Richardson, Dean Applied Arts
DATE:

APPROVED BY ACADEMIC COUNCIL: 2009
RENEWED BY ACADEMIC COUNCIL: (date)



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Academic Council, Governance Office
Academic Council MyYC: Policies, Procedures and Forms

PLEASE NOTE: It is strongly recommended that you save your course outline to help establish credit for further study in other institutions.

HEALTH & HEALING B - CONCEPTS FOR PRACTICE

INSTRUCTOR: Kim Diamond
OFFICE LOCATION: A2709

OFFICE HOURS: TBA
CLASSROOM: TBA

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TELEPHONE: 668-8853

DATES & TIMES: Fridays (1300-1600); Sept 6-20, Oct 4, Oct 18-Dec 6
PLUS Wednesday Oct 16 (09001200) AND Thursdays; Sept 5 & 12 (1300-1600)

COURSE 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 basic human needs and human development, family, culture and diversity as they relate to health and healing.

PREREQUISITES

Admission to the HCA Program or discretion of the HCA Coordinator/Instructor

RELATED COURSE REQUIREMENTS

None

EQUIVALENCY OR TRANSFERABILITY

Transfers not yet formalized through BCCAT, due to recent changes in BC Curriculum

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to

- Discuss basic human needs and common characteristics of human development as these concepts relate to person-centered care.
- Explain the principles of human development.
- Describe common developmental tasks and characteristics of various ages across the lifespan.

- Describe the role of family, culture, diversity and life experience in aging, health and healing.
- Understand stresses on family care providers.
- Discuss components of culturally sensitive care.

COURSE FORMAT

This course will consist of lectures, group work, learning activities, and may include guest speakers and other methods to optimise learning.

The format for each class will include:

- Opportunity for questions on previous material
- Introduction and integration of new material
- Assignments & preparation for next class

ASSESSMENTS/EVALUATION

All evaluative components for this course are mandatory and must have a passing grade (usually a minimum of 50%)

Missing or incomplete components will result in a course grade assessment of "Fail"

Late Assignments/Work: For every day an assignment *is late* (after assigned due date) 5% will be deducted from the original paper grade.

- No assignment will be accepted more than one week (7 calendar days) following the due date unless arrangements are made with instructor of that specific course in advance of due date. Assignments not handed in one week after due date will receive a 0 (failing) grade.

ASSIGNMENTS/EVALUATIVE CRITERIA

Attendance & Participation

10%

This course is part of the HCA program which is experiential; therefore attendance is essential. Attendance means being at class on time every day, prepared for the class and participating to the end of the class. If you cannot be at class, you must notify the instructor in advance and you must arrange to get the class notes and information from your classmates. You are responsible for the information and materials of every class.

Participation includes your active involvement in the activities of the classroom and completion of assignments, reading, quizzes, etc. Coming to class regularly, being on time, being prepared for the class, speaking up in class and handing in your assignments when due will contribute greatly to your success. You will complete a self-assessment rubric regularly.

Quizzes; Various Dates TBD 25%

Regular quizzes on course content will be written throughout the course. There are NO re-writes for quizzes.

Elder Awareness Assignment; DUE Date TBD 30%

Each student will conduct an interview with an elder (i.e. someone who is over the age of 65) preferably someone who is also different from the student in gender, culture, ethnicity, and/or socio-economic level. Students will also discuss what they learned about generational differences, diversity, and changing family structures and aging in a healthy/positive manner. This is a written assignment.

Final Exam: Dec 6, 2019 35%

The final exam will be cumulative and cover the content of the course.

NOTE: If a student should fail the final exam a re-write/supplemental exam is not guaranteed, but at the discretion of the instructor

Other n/a

EVALUATION

Participation/Attendance	10%
Elder Awareness Assignment	30%
Quizzes	25%
Final Exam	35%
Total	100%

REQUIRED TEXTBOOKS AND MATERIALS

Polan, E. and Taylor, D. (2019) Journey across the Life Span 6th Edition F.A.Davis, Philadelphia

Sorrentino, S; Remmert, L & Wilk, J (2018) Mosby's Canadian textbook for the support worker. 4th ed. Elsevier, Toronto.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact [the Learning Assistance Centre \(LAC\): lac@yukoncollege.yk.ca](mailto:lac@yukoncollege.yk.ca).

INSTRUCTIONAL REQUIREMENTS

This course will be taught by a Registered Nurse with knowledge & experience in both education and the content area. Other qualifications may be considered.

TOPIC OUTLINE/SYLLABUS

Basic Human Needs

- Hierarchy of needs:
 - Physiological
 - Safety and Security
 - Love and Belonging
 - Self-esteem
 - Self-actualization/Self-fulfilment
- Interrelationship of needs.
- Factors that affect needs and the meeting of needs in older adults.
- Needs assessment.

Human Growth & Development

- Principles of human development
- Developmental Characteristics and Changes in :
 - The Pre-natal period
 - the Infant
 - Early Childhood (Toddler and preschooler)
 - Middle childhood & Late childhood
 - Adolescence
 - Early adulthood
 - Middle adulthood
 - Older Adulthood:
 - Physical changes
 - Psycho-social tasks and 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 of the family.
- The role of family in health and healing: coping and adapting.

- Influence on health care choices, such as traditional and alternative medicines and treatments.
- Understanding the impact of stress on family care providers.
- Families experiencing conflict or other dysfunction.
- Supporting the family.

Multiculturalism and Diversity

- Culturally Safe Care vs: Cultural Competence, Cultural Sensitivity, Humility
- Race, ethnicity and culture.
- Diversity of backgrounds.
- Gender Identity and Sexual orientation
- Generational differences.
- Prejudice and discrimination.
- Effects of culture.
- Culture and family.
- Culture and religion.
- Cultural influences on aging and health.