



COURSE OUTLINE

HCA 100

HEALTH AND HEALING 1: CONCEPTS FOR PRACTICE

2 CREDITS

PREPARED BY: Samantha Piper, RN, BScN, Instructor

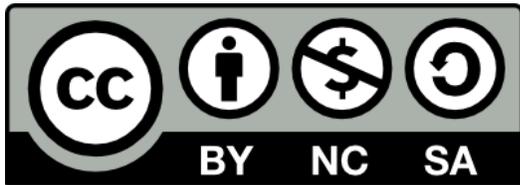
DATE: November 6, 2020

APPROVED BY: Dr. Andrew Richardson, Dean, Applied Arts

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HEALTH AND HEALING 1: CONCEPTS FOR PRACTICE

INSTRUCTOR: Samantha Piper, RN, BScN **OFFICE HOURS:** Mondays 1300-1430

OFFICE LOCATION: A2708

CLASSROOM: Online via Zoom

E-MAIL: spiper@yukonu.ca

TIME: 0900-1155

TELEPHONE: 668-8852

DATES: Wednesdays: January 6 – March 17

No Classes the week of February 22-26

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 caring, person-centered care, safety and protection as they relate to health and healing. Students will also be introduced to a problem-solving model, the rudiments of care planning and requirements for reporting & recording.

PREREQUISITES

Admission to the HCA Program

Requirement	Windows-based PC	Apple Mac/macOS-based PC
Operating System	Windows 10	macOS X
Web Browser	Firefox, Edge or Google Chrome	Firefox, Edge or Google Chrome
RAM/Memory	4 GB	4 GB
Storage	5 GB of available space	5 GB of available space

RELATED COURSE REQUIREMENTS

It is highly recommended that all students have access to a computer or other device and Internet to do their studies. The minimum specifications for a student device are as follows:

Requirement	Windows-based PC	Apple Mac/macOS-based PC
Operating System	Windows 10	macOS X

Web Browser	Firefox, Edge or Google Chrome	Firefox, Edge or Google Chrome
RAM/Memory	4 GB	4 GB
Storage	5 GB of available space	5 GB of available space

EQUIVALENCY OR TRANSFERABILITY

Transfers pending through BCCAT

LEARNING OUTCOMES

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

1. Demonstrate an understanding of person-centered care that recognizes and respects the uniqueness of each individual.
2. Describe the characteristics and qualities of caring interactions in a variety of contexts.
3. Apply an informed problem-solving approach to provide care and service.
4. Describe care planning as a problem-solving process.
5. Demonstrate common practices for reporting and recording in community and facility settings.
6. Explain factors affecting the safety and protection of self and others within a variety of work environments:

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

ASSESSMENTS

All evaluative components for this course are mandatory and must be completed satisfactorily (minimum 50%) in order to receive a passing mark. 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.

Attendance & Participation**10%**

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 & 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.

Assignments**Analysis of Caring in a book or video****25%**

The assignment will be a description of the caring or uncaring acts you identify in a book or video from a list provided. The purpose of this assignment is to demonstrate your insights into the aspects of caring that are evident in the book. Both positive and negative examples will be evident in the books and you are expected to discuss both. The assignment will be a written report (approx 1000 words) either typed (computer) or legibly hand written.

Evidence of Learning**25%**

These 5 written assignments will encompass various aspects of the course content and required readings and are an opportunity for you to demonstrate your learning around each topic. Each assignment should be 1 –2 typewritten pages (approximately 500 words per page). Handwritten work is acceptable.

Problem solving, care planning, safety scenario**40%**

This group assignment provides an opportunity to demonstrate your knowledge and skills in using a systematic approach to problem solving, care planning, safety, and community resources, within a caring framework.

EVALUATION

Assignments	90%
Midterm Exam	
Participation	10%
Final Exam	
Total	100%

REQUIRED TEXTBOOKS AND MATERIALS

Dass, R., & Gorman, P. (1985) *How can I help?* New York: Alfred A. Knopf.

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 University.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon University 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 University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukonu.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 University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, they should contact the Learning Assistance Centre (LAC): lac@yukonu.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:

Characteristics of Caring and Person-Centered Practice:

- Caring as a moral ideal: What is caring?
- What distinguishes a caring 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 a 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 defines it and who decides what it means to each person.
- Social and Community models of care.
- Supporting personal preferences and choices.
- Recreation/socialization and 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.

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/decision-making.
- Problem-solving in relation to time management.
- Care planning as a problem-solving process.
- Steps in the care planning / problem-solving process:
 - Assessing – gathering information (including the client/residents' unique personal history, achievements, strengths, and preferences).
 - Consulting with client/resident and health care team.
 - Establishing priorities.
 - Defining the problem or care requirement.
 - Identifying the goal for care.
 - Creating an action plan.
 - Implementing the action plan.
 - Evaluating.
- Care planning process in facilities.
- Care planning process in community settings.
- Role of HCA in planning care.
- Reporting and recording – common practices in community and facility settings.

Protection and Safety in Health and Healing:

- Factors affecting the need for protection and safety (health, age, lifestyle, health challenges)
- Realities and challenges
- Promoting and maintaining safe environments
- Roles and parameters of practice in relation to safety
- Risk management – definitions and approaches
- Safety plans – purpose, role, factors influencing safety planning
- Living at risk issues : respecting the client/residents' choice to live at risk when an informed choice has been made
- Critical incidents:
 - recognizing critical incidents
 - recognizing situations where critical incident debriefing is warranted