



School of Health Education and Human Services
HCA 100
HEALTH AND HEALING 1: CONCEPTS FOR PRACTICE
Term: Winter, 2024
Number of Credits: 2

Course Outline

INSTRUCTOR: TBD

E-MAIL: TBD

Class Dates: Wednesdays Jan 3th - Mar 13st, 1300-1600

Acknowledging that we live and work in the traditional territory of the Kwanlin Dün First Nation and the Ta'an Kwäch'än Council.

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.

COURSE REQUIREMENTS

Prerequisite(s): None

Corequisite(s): Full-time enrollment in HCA program unless special permission provided by HCA Coordinator

EQUIVALENCY OR TRANSFERABILITY

Transfers not yet formalized through BCCAT, due to recent changes in BC Curriculum. Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

LEARNING OUTCOMES

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

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

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

Each class has 3 hours of direct instruction time over the total of 10 classes. It is expected that this course will require 2-4 hours/week of homework and additional reading. The time required will vary by individual.

Delivery format

This course will be delivered through face-to-face sessions on-campus. Students will be required to adhere to public health guidelines. Zoom may serve as an alternative delivery format if needed.

EVALUATION

| | |
|---------------|------|
| Participation | 10% |
| Assignments | 90% |
| Quizzes | n/a |
| Final Exam | n/a |
| Total | 100% |

ASSESSMENTS

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.

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).

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.

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.

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

Missing or incomplete assignments will result in a course grade of ‘Incomplete’ or ‘Fail’ at discretion of the instructor based on overall course work completed

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates. <https://www.yukonu.ca/admissions/important-dates>

Thursday, March 7th is the last day to withdraw or change to audit from credit courses without academic penalty.

TEXTBOOKS & LEARNING MATERIALS

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

RELATED COURSE REQUIREMENTS

It is highly recommended that all students have access to a computer or other device and reliable 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 |

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

ACCESSIBILITY AND ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact Accessibility Services for resources or to arrange academic accommodations:

access@yukonu.ca.

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 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 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

Indigenous Knowledge and Perspectives