

	<b>School of Health, Education, and Human Services</b>
	<b>HCA 160</b>
	<b>PRACTICUM: MULTI-LEVEL, COMPLEX &amp; DEMENTIA</b>
	<b>Fall-Winter 2026-27</b> <b>4 Credits</b>
<b>Course Outline</b>	

**INSTRUCTOR: Sandeep Kaur RN & Peggy Heynen RN**

**E-MAIL: TBD**

**CLASSROOM: Off Site in Whitehorse Long Term Care facilities**

**Class Dates/Times:** Thursday: Oct 8-29 + Nov 19 & 26 + Dec 3-17, Tuesday: Nov 3 & 24 + Dec 1-15, Wednesday: Dec 16, Friday: Dec 4 & 18 (all shifts are 0700-1500)

***No Practicum during Reading Week; Oct 12-16, 2026***

**HEHS Office:** A2501 Ayamdigut Campus [hehs@yukonu.ca](mailto:hehs@yukonu.ca) (668-8845)

## **COURSE DESCRIPTION**

This course provides students with an opportunity to apply knowledge and skills from theory courses to working with individuals and families in multi-level or complex care settings. A portion of this clinical placement will be spent working with individuals experiencing cognitive challenges. Opportunity will be provided for students to gain expertise and confidence with the role of the HCA (Nursing Home Attendant) within a continuing care facility.

## **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 formalized through BCCAT. 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:

- provide person-centered care and assistance that recognizes and respects the uniqueness of each individual resident or client
- use an informed problem-solving approach to provide care and assistance that promotes the physical, psychological, social, cognitive and spiritual well-being of clients and families
- provide care and assistance for clients experiencing complex health challenges
- provide care and assistance for clients experiencing cognitive and/or mental health challenges

- interact with other members of the health care team in ways that contribute to effective working relationships and achievement of goals
- communicate clearly, accurately and in sensitive ways with clients and families within a variety of contexts
- provide personal care and assistance in a safe, competent and organized manner
- recognize and respond to their own self-development, learning and health enhancement needs
- perform the care-giver role in a reflective, responsible, accountable and professional manner.

## COURSE FORMAT

This course takes place in a work setting and involves the application of theory to practice.

### Delivery format

This course is delivered face-to-face in appropriate practicum facilities in the community (Whitehorse) corresponding to regular day shift hours (mostly) of said facility. These work experiences will be variable in length and time and occur on various days during the week. Each student must complete 210 hours (minimum) of placement. Clinical placement time may vary and include learning in lab/simulation settings when appropriate. **NOTE: This course runs over both the fall and winter semester.**

Students will be required to adhere to public health guidelines as outlined by the facility they do practicum shifts in. More information about the specific precautions will take place during the HCA 160 Orientation in September.

## EVALUATION

Participation	See below
Assignments: <ul style="list-style-type: none"> <li>• Reflective Workbook</li> <li>• Resident Assignment &amp; Workplan</li> <li>• Mini Assignments</li> <li>• Student Skills Log Booklet</li> </ul>	See below
Instructor Evaluation	See below
Buddy Feedback	See below
Total	Pass/Fail

### ***This course is graded as Pass/Fail***

All evaluative components for this course are mandatory.

In order to receive a passing course grade all course assignments, participation, instructor/buddy evaluation must be completed in a satisfactory manner. All expectations for **each** separate evaluative component must be met.

There are specific Due dates for Mini- Assignments. Other assignments will have dates assigned by practicum instructor. All components must be **completed within ONE week of completing final practicum shifts**; failure to do so result in not passing the course

## **EVALUATION**

Includes; attendance, reflective writing, assignments, skills review and feedback from staff and instructors. Details of each will be reviewed during practicum orientation

1. Attendance
2. Reflective Workbook sheets (done daily for every Practicum Shift)
3. Resident Assignment
4. Workplan
5. Mini Assignments
6. Student Skills Progress Log (updated throughout practicum & also associated with HCA 140/141 courses)
7. Buddy Feedback
8. Instructor Evaluation
9. Preceptorship Learning Plan & Evaluation (*Not available in Spring 2027*)

*Check with your Practicum Site Instructor re: Due Dates for individual assignments*

### **Attendance:**

Regular attendance for clinical placement and any lab/classroom sessions is essential for successful completion of this course: Please refer to Student Manual (Clinical Placement section) for details of attendance and other practicum requirements.

***Students must complete **210hrs** during this practicum to successfully complete this course.*** Absence from practicum could result in a student not graduating. There are very limited days per term to make up missed practicum days.

### **Reflective Workbook:**

Students will complete a reflective workbook (using reflective sheets provided), to set goals and document their learning throughout the course.

### **Resident Assignment:**

Students will complete a comprehensive resident study that incorporates a person-focused approach to resident care.

### **Workplan(s):**

Students will complete one or more workplans to assist them in planning care for residents.

### **Mini Assignments:**

Students will complete mini assignments related to resident care and supportive activities in practicum care facilities

### **Student Skills Progress Log (booklet):**

Students will maintain/update the skills log booklet from HCA 140/141 and document continued progress and growing competency, using this written log, throughout their practicum.

### **Buddy Feedback:**

Agency staff you are buddied with give verbal and written feedback to staff on your performance related to practicing of skills and professionalism. Buddies complete these in confidence; you are NOT permitted access to these forms. Practicum instructors will summarize (anonymously) essential feedback for you.

### **Instructor Evaluations:**

Instructors will assess and evaluate student progress using a variety of methods such as staff feedback and meetings with students. Regular onsite meetings will also provide instructor insight into students' progress.

**COURSE WITHDRAWAL INFORMATION:** Refer to the YukonU website for important dates.

***Thursday, November 5th is the last day to withdraw or change to audit from credit courses without academic penalty.***

### **TEXTBOOKS & LEARNING MATERIALS**

Wilk, M. J. (2022) Sorrentino's Canadian Textbook for the Support Worker 5<sup>th</sup> ed. Elsevier, Toronto

Wilk, M./Sekhon, N./Sorrentino, S./Remmert, L./Kelly, R. (2022) Workbook to Accompany Sorrentino's Canadian Textbook for the Support Worker 5<sup>th</sup> ed. Elsevier, Toronto

Worksafe BC, Back Talk; An Owners Manual (2014) *Link to booklet on 140 Moodle Page*

Worksafe BC, Back Talk for Workers (2021) *Link on 140 Moodle Page*

### **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](mailto:access@yukonu.ca).

## **TOPIC OUTLINE**

### **Application of Skills learned in HCA labs and theory classes**

#### **Indigenous Knowledge/Perspectives**

- At some point during the HCA program students attend a 'Trauma informed practice for the Caregiver' Workshop. This is focused on what students should know (historically and in current context) so they consider how they might approach care at the bedside in a more culturally safe manner. Trauma informed practice with also be discussed in various other HCA courses and in practicum debriefs as needed.
- Practicum instructors connect to First Nations Liaison staff at LTC facilities speak to HCA students during their practicum
- When possible, the Healing room (in WBP, TC facilities) is toured and staff explain role in healing and supporting residents/families