



COURSE OUTLINE

HCA 101

Health & Healing B - Concepts for Practice

**45 HOURS
3 CREDIT COURSE**

PREPARED BY: _____ DATE: _____
Mary Beaton, Instructor

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

APPROVED BY ACADEMIC COUNCIL: _____

RENEWED BY ACADEMIC COUNCIL: _____

YUKON COLLEGE

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Course Outline prepared by Patricia McClelland, November 2009.

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

Yukon College
P.O. Box 2799
Whitehorse, Yukon
Y1A 5K4



Health & Healing B - Concepts for Practice

INSTRUCTOR: Mary Beaton, RN BScN, CDE. **OFFICE HOURS:** TBA

OFFICE LOCATION: TBA

CLASSROOM: A2714

E-MAIL: beaton@northwestel.net

TIME: Mondays, 1300-1600
Thursday September 10 only (0900-1200)
October 21 only (0900-1200)

TELEPHONE: (867) 334-1927
OR (867) 667-4899 (leave message)
FAX: (867) 668-8805

DATES: September 14 - December 14, 2015

COURSE WEBSITE: See HCA 101 course webpage on MyYC (more information TBA)

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. Students will utilize the problem-solving model learned in HCA 100.

PRE-REQUISITES:

Admission to the HCA Program or discretion of the instructor.

EQUIVALENCY/TRANSFERABILITY:

Transfers through BCCAT

LEARNING OUTCOMES:

Upon successful completion of the course, students will:

- 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.
1. Discuss components of culturally sensitive care.

DELIVERY METHODS & 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

COURSE REQUIREMENTS/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”

Evaluation Criteria:

1. Attendance & participation, punctual, prepared.	10%
2. Quizzes	25%
3. Elder Awareness Project	30%
4. Final Exam	35%

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 and 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 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 in this area.

Yukon College Attendance Policies • General: Attendance is mandatory. A student may be dismissed from a course or program if more than ten percent (10%) of the scheduled contact hours are missed in any one course. Dismissal from a course may result in loss of full-time status and loss of sponsorship funding.

Quizzes 25%

Students will complete approximately 10 quizzes throughout the course to assess their knowledge of the content.

Elder Awareness Project 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 present their project to the class. Students will also discuss what they learned about generational differences, diversity, and changing family structures. Students will submit this exercise as a project paper.

Final Exam 35%

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

REQUIRED TEXTBOOKS/MATERIALS:

Polan, E. and Taylor, D. (2011) Journey across the Life Span 4th Edition F.A.Davis, Philadelphia

Sorrentino, S. (2013) Mosby's Canadian textbook for the support worker. 3rdnd edition. Elsevier, Toronto. (includes the Student Workbook).

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

http://www.yukoncollege.yk.ca//downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper 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) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

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.
- Basic Assessment

Human Growth & Development

- Principles of human development
- Common developmental tasks and characteristics of:
 - Infancy
 - Toddlerhood
 - Preschool period
 - Middle childhood
 - Late childhood
 - Adolescence
 - Young adulthood
 - Middle adulthood
- Developmental characteristics, tasks and changes in the older adult:
 - 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.

- Understanding stresses on family care providers.
- Families experiencing conflict or other dysfunction.
- Supporting the family.

Multiculturalism and Diversity

- Cultural Competence
- Race, ethnicity and culture.
- Diversity of backgrounds.
- Generational differences.
- Prejudice and discrimination.
- Effects of culture.
- Culture and family.
- Culture and religion.
- Cultural influences on aging and health.
- Culturally sensitive care.