



COURSE OUTLINE

HCA 102

INTRODUCTION TO PRACTICE

**45 HOURS
3 CREDITS**

PREPARED BY: Patricia McClelland, Instructor

DATE: December 9, 2016

APPROVED BY: Dr. Andrew Richardson, Dean

DATE:

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)



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



APPLIED ARTS DIVISION
Introduction to Practice
3 Credit Course
Winter Semester, 2017

INTRODUCTION TO PRACTICE

INSTRUCTOR: Patricia McClelland

OFFICE HOURS: TBA

OFFICE LOCATION: A2708

CLASSROOM: TBA

E-MAIL: pmcclelland@yukoncollege.yk.ca

TIME: 0900 - 1200.
Mondays; Jan 9-April 10, 2017
AND Thurs Mar 2 ALL DAY (09-1600)

TELEPHONE: 668-8852

DATES: January 4 - April 21, 2017

COURSE DESCRIPTION

This course provides an introduction to the role of the HCA within the Yukon and Canadian health care systems. Students will be introduced to the healthcare team and the roles and functions of HCA within the team. Students will also have opportunities to develop self-reflective skills required for competent practice and will be introduced to effective job-finding approaches.

PREREQUISITES

Admission to the HCA Program or discretion of the instructor.

RELATED COURSE REQUIREMENTS

EQUIVALENCY OR TRANSFERABILITY

Transfers through BCCAT

LEARNING OUTCOMES

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

- Demonstrate an understanding of the roles and responsibilities of the HCA within the health care system in Yukon and Canada.
- Describe the HCA's role in contributing to the effective functioning of the healthcare team.
- Demonstrate responsibility, accountability, and knowledge of the legal and ethical parameters of the HCA role.
- Apply self-reflection, and self-appraisal processes in order to recognise and respond to own self-development needs as a care provider.
- Demonstrate knowledge and skills necessary to the job-search process:

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 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.

Assignments

Personal Assessment & Learning Plan 30%

The purpose of this assignment is to describe “ideal” qualities and characteristics of a care giver as a member of a team and to evaluate your strengths and limitations in reference to the standard you developed. Identify your learning needs/self-development needs and create a learning plan for the next year or two.

The assignment will be a written report (approx 1000 words) either typed (computer) or legibly hand written.

Analysis of Practice Scenarios 35%

Working in groups of 2 or 3, choose two of the scenarios and using the problem solving/decision making approach, identify the ethical and legal issues, and answer the questions related to the scenarios. Use class notes and any 'laws' or 'acts' to assist you (Charter of Rights, Human Rights Act, Education/Health Act, and others). You should have a two to three page summary for each scenario.

Personal Portfolio, Resume, Application Letter 25%

The purpose of this assignment is to learn how to prepare a proper resume to submit for job applications. It is important to be able to document your work experience and education in a manner that is appropriate to the particular work area to which you are applying. The letter of application, which is submitted with the resume, is important to indicate your interest in the job and reasons why your application should be considered. You should also provide a copy of an actual or sample job ad indicating the position for which you are applying.

The learning portfolio will provide a more comprehensive view of your past and present learning achievements. This portfolio will help you to gather information to up-date and complement your resume and cover letter.

You will be expected to submit to the instructor a resume, a letter of application for a position that you are interested in applying for in future, your learning portfolio, and a 250 word reflection on the assignment.

EVALUATION

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

REQUIRED TEXTBOOKS AND MATERIALS

None

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 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.

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

Workplace Settings and Contexts

- Introduction to the Health Care System in Yukon and Canada
- Long Term Care Assessment (how it is done and outcomes).
- Models of care - creating community, actualizing person-centred care.
- Assisted Living - goals, philosophy, approaches - how these might also be applied in other contexts.
- Working in facilities - challenges and opportunities.
- Working in Community-based settings - challenges and opportunities.
- Agency/ facility/ employer standards. policies and procedures - purpose and function.
- Standards of care.
- Importance of maintaining client/resident/family confidentiality.
- Reporting and recording - when, what, how.
- Legal implications of the written word.
- Organizing within the work environment: managing time effectively.
- Use of workplace technology (computers).

Team work in Healthcare Settings

- The healthcare team in facilities and in the community.
- Roles and responsibilities of various members of the healthcare team.
- The roles and responsibilities of HCA (CHW/Home Support Workers and RCAs)
- Legal limitations and obligations of HCAs.
- What to do when a situation exceeds legal parameters of one's role
- Supervision and delegation of tasks.
- Lines of communication.
- Basic concepts of team development and group processes.
- Benefits & challenges of working in a team.
- Facilitating effective team functioning - principles of collaboration.

Legal and Ethical Issues

- Human rights: World Health Organization.
- Basic human rights in Canada.
- Rights of people receiving healthcare services.
- Rights of care-givers.
- Relevant contractual obligations that guide HCA practice.
- Ethical and legal parameters of HCA (CHW/Home Support Worker and RCA) roles.
- Ethical standards and decision-making within one's practice.
- Abuse - recognizing and reporting.
- Occupational health and safety.
- Employment standards.

Professional Approaches to Practice

- Responsible and Accountable behaviour.
- Unions - membership, rights, and responsibilities.
- Professional relationships with clients/ residents, family members and other members of the health team:
 - roles and professional boundaries
 - principles of professional self-disclosure
- Accountability and ethical behaviour in working relationships.
- Aspects of confidentiality in shared information.

Self-reflective Practice

- Reflective practice - what it is, why it is important, how to become a reflective care provider.
- Personal competence as a component of caring.
- Effect of personal values, beliefs and principles on practice.
- Self-assessment and self- development
- Challenges and rewards of specific work environments.
- Selecting a work environment that fits own strengths, values, preferences and lifestyle.
- The importance of lifelong learning.
- The function of motivation and commitment in on-going learning and personal development.

Employability Skills

- Preparing a resume and letter of application.

- Completing a job application form.
- Effectively handling the job interview.
- Employer expectations.