



ORIGINAL COURSE IMPLEMENTATION DATE: September 2011
 REVISED COURSE IMPLEMENTATION DATE: September 2024
 COURSE TO BE REVIEWED (six years after UEC approval): August 2030
 Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: HCA 114		Number of Credits: 4 Course credit policy (105)											
Course Full Title: Concepts for Practice Course Short Title: Concepts for Practice													
Faculty: Faculty of Health Sciences		Department/School: School of Health Studies											
Calendar Description: <p>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 Health Care Assistant. The course focuses on concepts of caring and person-centered care, basic human needs, human growth and development, and family, culture, and diversity as they relate to health and healing. Students will also be introduced to a problem-solving model that will be critical to their practice.</p> <p>Note: Field trips outside of class time will be required.</p>													
Prerequisites (or NONE):		Admission to the Health Care Assistant certificate.											
Corequisites (if applicable, or NONE):													
Pre/corequisites (if applicable, or NONE):													
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: Face-to-face only Expected frequency: Twice per year Maximum enrolment (for information only): 36											
Typical Structure of Instructional Hours		Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">62</td> </tr> <tr> <td>Experiential (field trip)</td> <td style="text-align: center;">8</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;">Total hours</td> <td style="text-align: center;">70</td> </tr> </table>		Lecture/seminar	62	Experiential (field trip)	8					Total hours	70	Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: No Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>	
Lecture/seminar	62												
Experiential (field trip)	8												
Total hours	70												
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Department approval											
Faculty Council approval		Date of meeting: January 15, 2024											
Undergraduate Education Committee (UEC) approval		Date of meeting: April 5, 2024											
		Date of meeting: August 29, 2024											

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Describe how person-centered care recognizes and respects the uniqueness of each individual.
2. Discuss basic human needs and common characteristics of human growth and development, as these concepts relate to person-centered care.
3. Use an informed problem-solving approach to provide care and service.
4. Contribute to the safety and protection of self and others within a variety of work environments.
5. Discuss the role of family, diversity, and life experience in aging, health and healing.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Project:	25%	Quizzes/tests:	20%	%
Assignments:	15%	Final exam:	40%	%

Details:

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Sorrentino, S.A.	Mosby's Canadian textbook for the support worker (5th Canadian ed.). Toronto: Elsevier Mosby.	2022
2.			
3.			
4.			
5.			

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

Characteristics of caring and person-centered practice:

- Caring as a moral ideal: What is caring?
- What distinguishes a caring act 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 decides what it means to each person.
- Social and community models of care.
- Supporting personal preferences and choices.
- Recreation and socialization and how they affect 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.

Basic human needs:

- Hierarchy of needs:
 - Physiological
 - Safety and security
 - Love and belonging
 - Self-esteem
 - Self-actualization and self-fulfillment
- Interrelationship of needs.
- Factors that affect needs and meeting the needs of clients and families.

- Unique factors that affect needs and meeting the needs in older adults.
- Observing and reporting unmet needs.

Human development:

- Principles and stages of human development.
- Common developmental tasks and characteristics of:
 - Infancy
 - Toddlerhood
 - Preschool period
 - School age
 - Adolescence
 - Young adulthood
 - Middle adulthood
- Developmental tasks, characteristics, and changes in the older adult:
 - Physical changes
 - Psychosocial 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 on the family.
- The role of family in health and healing:
 - Coping and adapting
 - Decision-making
- Understanding the impact of stress on family care providers.
- Families experiencing conflict or other dysfunction.
- Supporting the family.

Diversity:

- Relationship between diversity and person-centred care.
- Impact of diversity on aging, and health and healing, including:
 - Race and ethnicity.
 - Culture.
 - Generational differences.
 - Gender identity, gender expression, and sexual orientation.
 - Religious and spiritual diversity.
- Diverse practices in health and healing, including the role of traditional medicines, healing practices, and alternative forms of healing.
- Prejudice and discrimination.
- Impact of inequity and discrimination on the quality of care.
- Cultural safety and cultural humility.
- Culturally safe and sensitive care.

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 and decision-making.
- Problem-solving in relation to time management.
- Care planning as a problem-solving process.
- Steps in the care-planning and problem-solving process:
 - Observing – gathering information (including the client's unique personal history, achievements, strengths, and preferences).
 - Consulting with the client 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 health care settings, including complex care, community care, and acute care.
- Concepts of client acuity and how these factors influence the HCA's problem-solving and decision-making regarding care provision and prioritization of care activities.
- Role of HCAs in planning care.

- Reporting and recording.
 - Common practices in different health care settings, including complex care, community care, and acute care settings.
 - Paper-based documentation (e.g., flow sheets, records, charts).
 - Electronic-based documentation.
- Electronic health records (EHRs).
- Tools used for EHRs, including computers, tablets, and mobile devices.
- Common health technology systems in B.C.
- Privacy, confidentiality, and security requirements.

Protection and safety in health and healing:

- Factors affecting the need for protection and safety (health, age, lifestyle, and cognitive or mental health challenges).
- Realities and challenges.
- Promoting and maintaining safe environments in various health care settings (complex care, community care, acute care), including:
 - Reporting unsafe equipment.
 - Maintaining a clutter-free environment.
 - Recognizing and reporting vermin and vectors.
 - Safety when working alone.
- Roles and parameters of practice in relation to safety.
- Risk management – definitions and approaches.
- Following the plan of care to address safety of the client and of the HCA.
- Living-at-risk issues: respecting the client's choice to live at risk when an informed choice has been made.
- Emergency and critical incidents:
 - Recognizing critical incidents.
 - Recognizing situations where critical incident debriefing is warranted.
 - Recognizing appropriate actions by the HCA in response to emergency situations (for example, recognizing and responding to cardiac arrest in complex care, acute care, and community care settings).
 - Recognizing emergency codes used in acute care settings, specifically codes blue, white, yellow, and red.
 - Recognizing the HCA's role during emergency codes (activating help, assisting other team members as directed, communicating, and collaborating with other team members).