

	School of Health, Education, and Human Services
	HCA 101
	HEALING 1B – CONCEPTS FOR PRACTICE
	Fall, 2024 3 Credits
Course Outline	

INSTRUCTOR: Kim Diamond RN

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CLASSROOM: TBA

Class Dates/Times: Thursday: Sept 5 & 19 (0900-1600), Wednesday: Sept 11 & 18 (0900-1200),
 Wednesdays: Oct 16-Dec 4 (0900-1200) *excluding reading week*, Friday: Oct 25 & Nov 8 (0900-1200)

HEHS Office: A2400 Ayamdigut Campus hehs@yukonu.ca (668-8781)

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 an HCA. The course focuses on concepts of basic human needs and human development, family, culture and diversity as they relate to health and healing.

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:

- 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.
- Discuss/understand components of culturally safe care.

COURSE FORMAT

Weekly breakdown of instructional hours

Each class will have 3 hours of direct instruction time over the total of 15 classes. It is expected that this course will require 2-5 hours/week of homework and additional reading. The time required will vary by individual.

Delivery format

This course is delivered on campus, in person. Students are expected to attend class and may be required complete assignments and/or activities online or individually. 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

EVALUATION

Participation	10%
Assignment	35%
Quizzes	25%
Final Exam	30%
Total	100%

All evaluative components for this course are mandatory.

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%

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 student cannot be at class, student must notify the instructor in advance and arrange to get the class notes and information from classmates. Students are responsible for the information and materials of every class.

Participation includes 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 assignments when due will contribute greatly to student's success.

Quizzes; Various Dates TBD

25%

Regular quizzes on course content will be written throughout the course. There are NO re-writes for quizzes.

Elder Awareness Assignment; DUE Date: TBD

35%

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 also discuss what they learned about generational differences, diversity, and changing family structures and aging in a healthy/positive manner. This is a written assignment.

Final Exam: Dec 4, 2024 (0900-1200)

30%

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

NOTE: If a student should fail the final exam a re-write/supplemental exam is not guaranteed, but at the discretion of the instructor

Other: **NO** Mid-term Exam

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

TEXTBOOKS & LEARNING MATERIALS

Polan, E. and Taylor, D. (2023) Journey across the Life Span: Human Development and Health Promotion 7th ed. F.A.Davis, Philadelphia

Wilk, J (2022) Mosby's Canadian Textbook for the Support Worker. 5th ed. Elsevier, Toronto.

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

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.

Human Growth & Development

- Principles of human development
- Developmental Characteristics and Changes in:
 - The Pre-natal period
 - the Infant
 - Early Childhood (Toddler and preschooler)
 - Middle childhood & Late childhood
 - Adolescence
 - Early adulthood
 - Middle adulthood
 - Older Adulthood:

- 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.
- Influence on health care choices, such as traditional and alternative medicines and treatments.
- Understanding the impact of stress on family care providers.
- Families experiencing conflict or another dysfunction.
- Supporting the family.

Multiculturalism and Diversity

- Culturally Safe Care vs: Cultural Competence, Cultural Sensitivity, Humility
- Race, ethnicity and culture.
- Diversity of backgrounds.
- Gender Identity and Sexual orientation
- Generational differences.
- Prejudice and discrimination.
- Effects of culture.
- Culture and family.
- Culture and religion.
- Cultural influences on aging and health.

Indigenous Knowledge/Perspectives

- Medicine Wheel and 4-stages of life; birth, childhood, adulthood, elder
- Role of family, community, land in growth & development
- Yukon First Nations; Culturally safe perspectives
- Inequities in access to social services/resources for indigenous children and resulting impact on the growth/development/health of the child
- Impact of government policies (i.e. residential school, 60s scoop) on family structure, parenting and family relationships.