



Course Outline

INSTRUCTOR: Samantha Piper RN

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Class Dates: Mondays, January 9th – April 3rd 0900 - 1200

PLUS Thursday January 5th 1300 – 1600 **PLUS** Wednesday March 22&29th 0900 – 1200

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.

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 yet formalized through BCCAT, due to recent changes in BC Curriculum. Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

YUKON FIRST NATIONS CORE COMPETENCY

Students who successfully complete this course will have achieved core competency in knowledge of Yukon First Nations. By the end of this course, students will have greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination. For details, please see

www.yukonu.ca/yfnccr

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 recognize 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
- Assignments & preparation for next class

Each class will have 3 hours of direct instruction time over the total of 15 classes. It is expected that this course will require 2-4 hours/week of homework and additional reading. The time required will vary by individual.

Delivery format

This course will be delivered through face-to-face sessions on-campus. Students will be required to adhere to public health guidelines. Zoom will serve as an alternative delivery format if needed.

EVALUATION

Participation	10%
Assignments	90%
Quizzes	n/a
Final Exam	n/a
Total	100%

ASSESSMENTS

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.

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 either typed (computer) or legibly handwritten.

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.

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.

All evaluative components for this course are mandatory and must have a passing grade of minimum 50%

Missing or incomplete assignments will result in a course grade of 'Incomplete' or 'Fail' at discretion of the instructor based on overall course work completed

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates. <https://www.yukonu.ca/admissions/important-dates>

Thursday, March 9th 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 5th Edition. Elsevier, Toronto.

RELATED COURSE REQUIREMENTS

It is highly recommended that all students have access to a computer or other device and reliable Internet to do their studies. The minimum specifications for a student device are as follows:

Requirement	Windows-based PC	Apple Mac/macOS-based PC
Operating System	Windows 10	macOS X
Web Browser	Firefox, Edge or Google Chrome	Firefox, Edge or Google Chrome
RAM/Memory	4 GB	4 GB
Storage	5 GB of available space	5 GB of available space

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

- 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.

Indigenous Knowledge and Perspectives