Douglas College

EFFECTIVE: SEPTEMBER 2010
CURRICULUM GUIDELINES

A.	Division:	Education	Effective Date:	September 2010	
B.	Department / Program Area:	Health Sciences/ Health Care Support Worker	Revision		New Course: X
			If Revision, Section(s) Revised:		
			Date of Previous Revision:		
			Date of Current Revision:		

C: **HCSW 1101** **D:** **Concepts for Practice** **E:** **3.0**

Subject & Course No.	Descriptive Title	Semester Credits

F: Calendar 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 caring and person-centred care; basic human needs and human development; 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.

G: Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture

Number of Contact Hours: (per week / semester for each descriptor)

60 hrs per semester

Number of Weeks per Semester:

15

H: Course Prerequisites:

None

I: Course Corequisites:

HCSW 1102 + HCSW 1103 + HCSW 1104 + HCSW 1105

J: Course for which this Course is a Prerequisite:

HCSW 1106, HCSW 1107, HCSW 1108, HCSW 1109, HCSW 1170, HCSW 1180, HCSW 1190, HCSW 1200

K: Maximum Class Size:

32

L: PLEASE INDICATE:

- [ ] Non-Credit
- [X] College Credit Non-Transfer
- [ ] College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)

M: Course Objectives / Learning Outcomes:

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

1. Display an understanding of person-centred care that recognizes and respects the uniqueness of each individual.
2. Discuss basic human needs and common characteristics of human development as these concepts relate to person-centred 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. Display an understanding of the role of family, culture, diversity and life experience in aging, health and healing.

N: Course Content:

Characteristics of Caring and person-centred practice

- Caring as a moral ideal: What is caring?
- 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 and self-esteem.
- Promoting self-determination.
- Promoting quality of life – who defines it and who decides what it means to each person.
- Social and Community models of care.
- Supporting personal preferences and choices.
- Recreation/socialization and 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
- Interrelationship of needs.
- Factors that affect needs and the meeting of needs in older adults.
- Needs assessment

Human Development

- Principles of human development
- Common developmental tasks and characteristics, infancy through 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.

Cultural influences on aging and health; culturally 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/decision-making.

- Problem-solving in relation to time management.
- Care planning as a problem-solving process.
- Steps in the care planning / problem-solving process.
- Care planning process in facilities.
- Care planning process in community settings.
- Role of HCA in planning care.
- Reporting and recording – common practices in community and facility settings.

Protection and Safety in Health and Healing

- Factors affecting the need for protection and safety (health, age, lifestyle, health challenges)
- Realities and challenges
- Promoting and maintaining safe environments
- Roles and parameters of practice in relation to safety
- Risk management – definitions and approaches
- Safety plans – purpose, role, factors influencing safety planning
- Living at risk issues : respecting the client/residents' choice to live at risk; informed choice

Critical incidents:

- recognizing critical incidents
- recognizing situations where critical incident debriefing is warranted

O: Methods of Instruction:

Lecture
Group discussion/group activities
Audio-visual materials
Case studies
May include other methods (e.g. guest speakers, role play, etc.)

P: Textbooks and Materials to be Purchased by Students:

A list of recommended textbooks and materials is provided to students at the beginning of the semester.

Q: Means of Assessment:

Course evaluation is consistent with Douglas College course evaluation policy. An evaluation schedule is presented at the beginning of the course.

This is a graded course. A minimum mark of 65% is necessary to be successful in the course.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar

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