

EFFECTIVE: SEPTEMBER 2010 CURRICULUM GUIDELINES

| A. | Division: | Education | Е | ffective Date: | September 2010 | |
|----|--|--|-------------|--|---------------------------|--|
| В. | Department / Program Area: | Health Sciences/ Health Care Support Worker | | evision | New Course X | |
| C: | HCSW 1106 | D: Health C | R D D | Revision, Section(s) evised: atte of Previous Revision atte of Current Revision: s 2 | E: 3.0 | |
| | Subject & Cou | rse No. | Descr | iptive Title | Semester Credits | |
| F: | Calendar Descri | iption: | | | | |
| | This course builds on HCSW 1104: Health Challenges 1. In this course, students will continue to explore common health challenges and person-centered practice, especially in relation to chronic diseases and end-of-life care. Students will have the opportunity to consolidate learning from previous courses, and to consider further caring for clients in home and assisted living settings. | | | | | |
| G: | | ontact Hours to Type of Instruction | on H: | Course Prerequisites: | | |
| | / Learning Setti | ngs | | HCSW 1101 + HCSV | W 1102 + HCSW 1103 + | |
| | Primary Method Learning Setting | ds of Instructional Delivery and/o | or | HCSW 1104 + HCSV | V 1105 | |
| | | gs. | I: | Course Corequisites: | | |
| | Lecture | | | HCSW 1107 + HCSV | V 1108 | |
| | Number of Contact Hours: (per week / semester for each descriptor) | | | | | |
| | | | J: | Course for which this | Course is a Prerequisite: | |
| | 60 hrs per semester | | | HCSW 1109, HCSW 1170, HCSW 1180, HCS | | |
| | Number of Wee | eks per Semester: | | 1190, HCSW 1200 | | |
| | 7 | | K: | Maximum Class Size: | | |
| | • | | | 32 | | |
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| | | | | | | |
| L: | PLEASE INDIC | CATE: | | | | |
| | Non-Credit | | | | | |
| | X College Credit Non-Transfer | | | | | |
| | College C | lege Credit Transfer: | | | | |
| | SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca) | | | | e.ca) | |

M: Course Objectives / Learning Outcomes:

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

- 1. Display a sound understanding of common challenges to health and healing.
- 2. Discuss the experience of chronic illness and implications for care.
- 3. Demonstrate an understanding of the components of person-centered end-of-life care for clients/residents and families.
- 4. Apply critical thinking and problem-solving when caring for individuals experiencing health challenges in the community and assisted living settings.
- 5. Demonstrate an understanding of nutrition and healing in the non-residential client.
- 6. Discuss safety in home and community settings.

N: Course Content:

Challenges to Health and Healing

- The experience of chronic illness and disability
- Death
- Multi-organ diseases (cancer, AIDS)

Critical thinking and problem-solving when caring for individuals experiencing common health challenges in community and assisted living settings

- Sources and methods of gathering information.
- Observing client changes.
- Care planning in non-residential settings.
- Evaluation of care.
- Reporting and recording.

Nutrition and healing in the non-residential client

- Preparation of special diets in the home setting.
 - Involving the client in meal preparation in the home.
- Cultural aspects of diet.
- Community resources.

Safety in the home setting

- Potential safety risks for care giver and client.
- Observing for infestations of vermin in the home environment and appropriate actions to prevent spread.

End-of-Life Care

- Hospice and palliative care philosophy and principles of care.
- The Journey of dying understanding and coming to terms with death and dying.
- Caring and problem-solving as related to palliative care in facilities and in community settings.
- Legal/ethical practice and safety in palliative care.
- Quality of life issues honouring the individual and family/rituals.
- Common reactions/experiences as people approach death.
- Physical, emotional, cognitive and spiritual needs and appropriate interventions.
- Comfort measures for:
 - o Pain.
 - Breathing challenges.
 - o Challenges with eating and drinking.
 - o Dehydration.
 - o Bowel function.
 - Restlessness.
 - o Delirium.
- Common reactions of family members and ways to support the family.
- The moment of death and care of the body after death.
- Grief and grieving.
- Self-care for the care-giver:
 - o Personal and professional boundaries.
 - Recognizing the impact of loss on the care-giver.
 - Recognizing signs of and preventing stress and burnout.

| | SW 1106: Health Challenges 2 | Page 3 of 3 | | | |
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| O : | Methods of Instruction: | | | | |
| | Lecture | | | | |
| | Group discussion/group activities | | | | |
| | Audio-visual materials | | | | |
| | Case studies | | | | |
| | May include other methods (e.g. guest speakers, ro | ole 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 | | | | |
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| Course Designer(s) | | Education Council / Curriculum Committee Representative | | | |
| Dean | / Director | Registrar | | | |

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