

COURSE OUTLINE		
<b>TERM: Fall 2024</b>	<b>COURSE NO: HCA 103</b>	
<b>INSTRUCTOR:</b>	<b>COURSE TITLE: Common Health Challenges</b>	
<b>OFFICE: LOCAL:</b> <b>EMAIL: @capilanou.ca</b>	<b>SECTION NO:</b>	<b>CREDITS: 4.5</b>
<b>OFFICE HOURS:</b>		
<b>COURSE WEBSITE:</b>		

Capilano University acknowledges with respect the Lil'wat7úl (Lil'wat), xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), Sḵwx̱wú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tseil-Waututh) people on whose territories our campuses are located.

#### **COURSE FORMAT**

19 x 6.5 instructional hours, in person and/or online, see elearn and HCA Student Manual for details. Minimum 115 instructional hours.

#### **COURSE PREREQUISITES/CO-REQUISITES**

None

#### **CALENDAR DESCRIPTION**

This course introduces students to the normal structure and function of the human body and normal bodily changes associated with aging. Students will explore common challenges to health and healing in relation to each body system. Students will also be encouraged to explore person-centred practice as it relates to the common challenges to health and, in particular, to end-of-life care.

#### **REQUIRED TEXTS AND/OR RESOURCES**

Wilk, M. J., (2022) *Sorrentino's Canadian Textbook for the Support Worker* (5<sup>th</sup> ed.). Elsevier: Toronto, Ontario. This is bundled with a workbook.

Murray, K. (2020) *Integrating a Palliative Approach: Essentials for Personal Support Workers* [Textbook] (2<sup>nd</sup> ed.). Life and Death Matters: Victoria, BC

Murray, K. (2020) *Integrating a Palliative Approach: Essentials for Personal Support Workers* [Workbook] (2<sup>nd</sup> ed.). Life and Death Matters: Victoria, BC

#### **COURSE STUDENT LEARNING OUTCOMES**

**On successful completion of this course, students will be able to do the following:**

1. Explain the structure and function of the human body and normal changes associated with aging:
  - Describe the organization of the human body, including cells, tissues, and organs.

- Describe the structure and functions of the major body systems.
  - Discuss the natural changes in each system associated with aging.
2. Discuss common challenges to health and healing:
    - Discuss the experience of illness, disability, and common challenges to healing.
    - Discuss the experience of chronic illness and implications for care.
    - Describe common health challenges related to each body system.
    - Describe common neurodevelopmental disorders.
    - Discuss how to implement a person-centred caring approach for specific health challenges.
  3. Discuss nutrition as it relates to managing common health challenges:
    - Identify components of common special diets.
    - Identify community resources to support clients' dietary intake.
  4. Discuss the components of person-centred, end-of-life care for clients and families:
    - Discuss the philosophy and principles of care used in hospice and palliative care settings.
    - Describe caring and problem-solving as these relate to end-of-life care in facilities and in community settings.
    - Discuss elements of legal and ethical practice in end-of-life care.
    - Describe common reactions and experiences as people approach death.
    - Discuss physical, psychological, cognitive, social, and spiritual needs of the dying person and appropriate interventions.
    - Discuss common reactions of family members and ways to support the family.
    - Describe processes involved in the care of the body after death.
    - Discuss the effects of a client's death on the health care workers involved in the dying process.
    - Explain the importance of and ways to provide self-care following the death of a client.

## **COURSE CONTENT**

### **Medical Terminology**

- Word elements: prefixes, roots and suffixes, and abbreviations.

### **Structure and Function of the Human Body**

- Organization of the human body: cells, tissues, and organs.
- Major body systems:
  - Integumentary
  - Musculoskeletal
  - Cardiovascular
  - Respiratory
  - Digestive
  - Urinary
  - Reproductive
  - Endocrine

- Nervous
- Immune
- Natural changes associated with aging

### Challenges to Health and Healing

- The experience of illness and disability.
- Common challenges to healing:
  - Transitions
  - Loss
  - Pain
  - Illness
  - Death
- Broad effects of health challenges on the individual and family (e.g., changes in physical health can be expected to also affect psychological, cognitive, social, and spiritual health).
- Common disorders related to each body system (relevant examples in parenthesis):
  - Integumentary (common skin disorders, pressure ulcers, pain).
  - Musculoskeletal (falls, fractures, contractures, arthritis, osteoporosis, pain).
  - Cardiovascular (hypertension, hypotension, edema, coronary artery disease, blood clots, myocardial infarction, congestive heart failure).
  - Respiratory (cyanosis, dyspnea, apnea, orthopnea, hyperventilation, hypoventilation, COPD, asthma, pneumonia).
  - Digestive (vomiting, diarrhea, dysphagia, lack of appetite, dehydration, constipation, obesity, hiatal hernia, diverticular disease, irritable bowel syndrome, celiac disease).
  - Urinary (urinary tract infections, renal failure).
  - Reproductive (benign prostatic hyperplasia (BPH), sexually transmitted infections (STIs), erectile dysfunction).
  - Endocrine (diabetes, hyperthyroidism, hypothyroidism).
  - Neurological (CVA/stroke, Parkinson's disease, multiple sclerosis, ALS, acquired brain injuries, spinal cord injuries).
  - Sensory challenges:
    - Normal sensory changes of aging.
    - Speech and language challenges (aphasia, apraxia, dysarthria).
    - Hearing and visual challenges.
  - Cancer.
  - Common communicable diseases (including, but not limited to, MRSA, VRE, C. difficile infections, influenza, coronaviruses, HIV/AIDS, hepatitis, and tuberculosis).
- Neurodevelopmental disorders (Down syndrome, autism spectrum, cerebral palsy, fetal alcohol syndrome, fragile X syndrome, phenylketonuria (PKU)).
- Chronic illness:
  - Basic definition and concepts.
  - Implications for care.
  - Focus on self-care.
  - Community and consumer resources related to various health challenges.

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**Nutrition and Common Health Challenges**

- Special diets:
  - Texture-modified diets
  - Restricted diets
  - Diabetic diet
  - High protein diet
  - Liquid and pureed diets
  - Food allergies and intolerances
- Diversity and nutrition:
  - Vegetarian diets
  - Belief-based diets
  - Cultural differences
- Community resources to support clients' dietary intake.

**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 and ethical practice and safety in palliative care.
- Quality of life issues — honouring the individual, family, and rituals.
- Common reactions and experiences as people approach death.
- Physical, psychological, cognitive, social, and spiritual needs and appropriate interventions.
- Comfort measures for:
  - Pain
  - Breathing challenges
  - Challenges with eating and drinking
  - Dehydration
  - Bowel function
  - Restlessness
  - 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 caregiver:
  - Personal and professional boundaries.
  - Recognizing the impact of loss on the caregiver.
  - Recognizing signs of and preventing stress and burnout.

**EVALUATION PROFILE**

Participation*	10%
Case study 1	10%
Case Study 2	10%
Quiz 1	20%
Quiz 2	20%
Learning Activities	15%
Mini Quizzes	15%
<b>TOTAL</b>	<b>100%</b>

**Assignment Descriptions**

All assessments will be completed and/or submitted online.

- Exams/quizzes – via eLearn
- Written submissions – via eLearn

**Participation**

This mark is based on both the frequency and quality of the student's comments, questions, observations, and involvement, with the emphasis on quality. The quality is determined by among other things, the relevance, insight and clarity of remarks. Reading the required readings in advance will support a student's ability to participate. Not attending, being late to class or being late returning from breaks, will impact the overall participation grade.

**GRADING PROFILE**

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

**Incomplete Grades**

Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

**Late Assignments**

Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand. Marks will be deducted for the late submission of assignments. The penalty for a late submission is 10% for each day. All assignments must be submitted in order to receive credit for the course.

**Missed Exams/Quizzes/Labs etc**

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor. Accommodations can be made to honour community needs or traditional practices.

**Attendance**

Students are expected to attend all classes and associated activities. A student who misses 10% of classes will be placed on Program Probation pending a faculty review, and may not receive credit for this course. If you are ill or caring for someone who is ill and/or need to self-isolate, please contact the instructor so that we can ensure that you are able to complete the course. See also the student manual regarding attendance, which applies to all courses in the HCA program.

**English Usage**

All assignments are marked for correct English usage, proofreading, and formatting. At the instructor's discretion, any assignment not reaching these standards may be returned for revision and resubmission.

**Electronic Devices**

Cell phones must be turned to vibrate or silent mode during class sessions unless being used as part of an in-class activity. Students that use their phones to call or text in class will be given one warning. If this behaviour continues, instructors may ask the student to leave the class. Students will receive a written warning that will go on their file. Use of cell phones during tests could be construed as cheating and the student may receive a score of zero. For privacy issues, no photographs can be taken in class, lab or clinical without the instructor's permission.

**On-line Communication**

Students in the HCA program are expected to check their Cap email at least once per day. Instructors will use this email address for important program and course related communications. Students must respond to the instructors using **only** their Cap email. Emails from personal email addresses will not be accepted.

**UNIVERSITY OPERATIONAL DETAILS****Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-services/>

**Capilano University Security: download the [CapU Mobile Safety App](#)**

**Policy Statement (S2009-06)**

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

**Academic Integrity (S2017-05)**

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information:

<https://www.capilanou.ca/media/capilanouca/about-capu/governance/policies-amp-procedures/senate-policies-amp-procedures/S2017-05-Academic-Integrity-Policy.pdf>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

**Academic dishonesty** is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

**Cheating:** Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

**Fraud:** Creation or use of falsified documents.

**Misuse or misrepresentation of sources:** Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

**Plagiarism:** Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

**Self-Plagiarism:** Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

**Prohibited Conduct:** The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);

- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

### **Sexual Violence and Misconduct**

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

**Emergencies:** Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

## **DEPARTMENT OR PROGRAM OPERATIONAL DETAILS**

### **Vision Statement**

Graduates of the Health Care Assistant program achieve a competent level of practice as an entry-level care provider. Graduates use a caring, problem-solving approach to provide care giving assistance that promotes the physical, psychological, social and spiritual well-being of the client and resident. The graduates are able to communicate effectively with clients, residents, family members and the health team.

### **AI Use in the HCA Department**

- The use of generative artificial intelligence tools is strictly prohibited in all course assignments unless explicitly stated otherwise by the instructor in this course. This includes ChatGPT and other artificial intelligence tools and programs. .
- Students are permitted to use artificial intelligence tools, including generative AI, to gather information, or review concepts. However, students are ultimately accountable for the work they submit, and any content generated or supported by an artificial intelligence tool must be cited appropriately. Please speak with your instructor if you are unsure about AI use in your coursework.
- Students are permitted to use AI tools for formative work such as gathering information or brainstorming but may not use it on any assessed work or final submissions.
- ***Use of AI tools is not permitted during midterm exams and final exams in this course.***



**Punctuality**

Punctuality is essential in both classroom courses and practicum given the professional nature of the program. Please see the Punctuality and Attendance Policy in the HCA Student Manual.

**Professionalism**

All students are expected to maintain the program's standards of academic achievement and professional behaviour as described in the HCA Student Manual.