

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.

<ul style="list-style-type: none"> • 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. <p>Protection and Safety in Health and Healing</p> <ul style="list-style-type: none"> • 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 <p>Critical incidents:</p> <ul style="list-style-type: none"> • recognizing critical incidents • recognizing situations where critical incident debriefing is warranted
<p>O: Methods of Instruction:</p> <p>Lecture Group discussion/group activities Audio-visual materials Case studies May include other methods (e.g. guest speakers, role play, etc.)</p>
<p>P: Textbooks and Materials to be Purchased by Students:</p> <p>A list of recommended textbooks and materials is provided to students at the beginning of the semester.</p>
<p>Q: Means of Assessment:</p> <p>Course evaluation is consistent with Douglas College course evaluation policy. An evaluation schedule is presented at the beginning of the course.</p> <p>This is a graded course. A minimum mark of 65% is necessary to be successful in the course.</p>
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</p>

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar