



**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

If Revision, Section(s) Revised:  
 Date of Previous Revision:  
 Date of Current Revision:

**C: HCSW 1104 D: Health Challenges 1 E: 3.0**

Subject & Course No.	Descriptive Title	Semester Credits						
<b>F:</b> 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-centered practice as it relates to the common challenges to health.								
<b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Lecture</b>  Number of Contact Hours: (per week / semester for each descriptor)  <b>60 hrs per semester</b>  Number of Weeks per Semester:  <b>15</b>	<b>H:</b> Course Prerequisites:  <b>None</b>  <b>I:</b> Course Corequisites:  <b>HCSW 1101 + HCSW 1102 + HCSW 1103 + HCSW 1105</b>  <b>J:</b> Course for which this Course is a Prerequisite:  <b>HCSW 1106, HCSW 1107, HCSW 1108, HCSW 1109, HCSW 1170, HCSW 1180, HCSW 1190, HCSW 1200</b>  <b>K:</b> Maximum Class Size:  <b>32</b>							
<b>L:</b> PLEASE INDICATE:  <table style="margin-left: 20px; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td>Non-Credit</td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 20px; text-align: center;">X</td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td>College Credit Transfer:</td> </tr> </table> SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bctransferguide.ca">www.bctransferguide.ca</a> )				Non-Credit	X	College Credit Non-Transfer		College Credit Transfer:
	Non-Credit							
X	College Credit Non-Transfer							
	College Credit Transfer:							

**M:** Course Objectives / Learning Outcomes:

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

1. Display and understanding of the structure and function of the human body and normal changes associated with aging.
2. Display a sound understanding of common challenges to health and healing.
3. Discuss nutrition as it relates to healing.
4. Describe ways to organize, administer and evaluate person-centered care and service for clients/residents experiencing common health challenges.

**N:** Course Content:

## Medical Terminology

- Word elements.
- Abbreviations.

## Structure and function of the human body

- Organization of the human body: cells, tissues and organs.
- Major body systems.
- Natural changes associated with aging.

## Challenges to health and healing

- The experience of illness and disability
- Common challenges to healing:
  - Transitions/Loss.
  - Pain.
  - Illness.
- Broad effects on the individual and family of health challenges.
- Common disorders related to each body system:
- Integumentary (pressure ulcers, pain).
- Musculo-skeletal (Falls, fractures, contractures, Arthritis, Osteoporosis, pain).
- Cardiovascular (hypertension, hypotension, edema, coronary artery disease, blood clots, heart failure, CVA-stroke).
- Respiratory (cyanosis, dyspnea, apnea, orthopnea, hyperventilation, hypoventilation, COPD, asthma, pneumonia, TB).
- Digestive (vomiting, diarrhea, dysphagia, lack of appetite, dehydration, constipation, hemorrhoids, obesity, hiatus hernia, diverticular disease, IBS, Celiac disease, hepatitis).
- Urinary (urinary tract infections, renal failure).
- Reproductive (STIs).
- Endocrine (Diabetes).
- Neurological (stroke, Parkinson's Disease, Multiple Sclerosis, ALS, Huntington's disease, brain or spinal cord injuries).
- Sensory Challenges:
  - Normal sensory changes of aging.
  - Speech and Language Challenges (Aphasia, apraxia, dysarthria).
  - Hearing and Visual challenges.
- Chronic Illness:
  - basic definition and concepts
  - implications for care
  - focus on self-care
- Applying critical thinking and problem-solving when caring for individuals experiencing common health challenges in facilities and in the community
  - Gathering information.
  - Sources of information (e.g. care plan, healthcare team, client/resident).
  - Observing changes in the client/resident.
  - Establishing priorities for care.
  - Carrying out plan of care.
  - Evaluating effectiveness of care.
  - Reporting and recording.

<p>Preventing Infection</p> <ul style="list-style-type: none"> <li>• Microorganisms and the spread of infection.</li> <li>• Principles and practice of medical asepsis in facilities and in community settings.</li> <li>• Dealing with “super bugs”.</li> <li>• Standard precautions.</li> <li>• Isolation guidelines.</li> </ul> <p>Nutrition and Healing</p> <ul style="list-style-type: none"> <li>• Nutrition in relation to health challenges.</li> <li>• Cultural differences.</li> <li>• Special diets: <ul style="list-style-type: none"> <li>○ Modified diets.</li> <li>○ Restricted diets.</li> <li>○ Diabetic diet.</li> <li>○ High protein diet.</li> <li>○ Liquid and pureed diets.</li> </ul> </li> </ul>
<p><b>O:</b> 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><b>P:</b> 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><b>Q:</b> 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><b>R:</b> 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