

EFFECTIVE: SEPTEMBER 2006 CURRICULUM GUIDELINES

A.	Division:	Instructional	Ef	fective Date:		September 200	6	
В.	Department / Program Area:	Health Care Support Worker	Re	evision		New Course	X	
	C		Re Da	Revision, Section(s) evised: tte of Previous Revision tte of Current Revision		•		
C:	HCSW	7 1120 D: Con	ncepts	Health & Healing		E: 3.75	İ	
	Subject & Course No. Descript		tive Ti	tle Semester Credits				
F:	Calendar Description:							
	This course provides students with the opportunity to develop a theoretical framework for practice. Studen will examine the significant philosophical beliefs and theoretical understandings underlying competent practice as a Health Care Support Worker. The course will focus on the concepts and principles related to health and healing across the lifespan, as well as aspects of care-giving that promote individual health and healing.						actice	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture/Discussion Group Work		H:	Course Prerequisites:				
				None				
			I:	HCSW 1100 + HCSW 1110 + HCSW 1130				
	Number of Con	tact Hours: (per week / semester	J:	Course for which this Course is a Prerequisite				
	for each descriptor) 75 hrs. per semester			HCSW 1140 + HCSW 1150 + HCSW 1160 + HCSW 1170 + HCSW 1180 + HCSW 1190 +				
				HCSW 1170 + HCSW HCSW 1200		0 + HCSW 1190	+	
	Number of Wee	eks per Semester: 15	K:	Maximum Class Size	e:			
				35				
L:	PLEASE INDIC	CATE:						
	Non-Credit							
	X College Credit Non-Transfer							
	College Credit Transfer:							
	SEE BC TRAN	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)						

M: Course Objectives / Learning Outcomes

This course is based on the competencies as outlined in the Provincial Curriculum Guide for Home Support and Resident Care Attendant Programs, 1992.

In this course, students will have opportunities to:

- 1. Describe the concepts and principles related to human needs, human development, health and healing, from infancy to old age.
- 2. Explain common challenges to health and healing, with emphasis on the older adult.
- 3. Recognize aspects of care-giving that promote health and healing.
- 4. Apply problem-solving process in identifying care-giving strategies that promote health and healing.

N: Course Content:

- 1. Basic concepts and principles
 - •health and healing
 - caring
 - •human needs
 - •human development
 - •families and family systems
 - diversity
 - ·loss, separation and grieving
- 2. Common health challenges
 - anatomy and physiology
 - •physical health challenges in old age
 - •disabilities
 - •pain
 - •infectious diseases
 - •death, dying and grief
 - age-related changes in anatomy and physiology
- 3. Promotion of health and healing
 - problem-solving
 - •medical terminology and abbreviations
 - •reporting and recording observations
 - •promoting independence
 - •resources to assist care-givers (client/consumer groups, special services, support groups and public library)

O: Methods of Instruction

- 1. Classroom lecture/discussion
- 2. Group work
- 3. Guest speakers
- 4. Audio-visual materials
- 5. Computer resources

P: Textbooks and Materials to be Purchased by Students

1. A list of reading materials is provided to the 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					
	Yes					
Cours	e Designer(s)	Education Council / Curriculum Committee Representative				
Course Designer(s)		Education Council / Curriculum Committee Representative				
Dean	/ Director	Registrar				
		0				

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