



School of Health Education and Human Services  
HCA 121  
HEALING 1B – COMMON HEALTH CHALLENGES  
Term: Fall, 2021  
Number of Credits: 3

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## Course Outline

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**INSTRUCTOR:** Kim Diamond

**PHONE:** 668-8853    **E-MAIL:** [kdiamond@yukonu.ca](mailto:kdiamond@yukonu.ca)

**Class Dates:** Wednesday Sept 8 – Wednesday December 1

**Class Times:** Wednesdays: Sept 8 – Dec 1 (0900-1200)

Friday: Oct 22 & Nov 5 (1300-1600)

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### COURSE DESCRIPTION

This course explores common challenges to health and healing in relation to each body system. Students will also learn to apply person-centred practice as it relates to the common challenges to health.

### COURSE REQUIREMENTS

Prerequisite(s): None

### EQUIVALENCY OR TRANSFERABILITY

Transfers not formalized through BCCAT. Receiving institutions determine course transferability. Find further information at: <https://www.yukonu.ca/admissions/transfer-credit>

### LEARNING OUTCOMES

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

- Explain the common challenges to Health and Healing related to each body system
- Describe the experience of illness and disability
- Recognize the effects of health challenges on the individual and family
- Apply a problem-solving approach when considering care of individuals experiencing common health challenges in facilities and in the community
- Understand person-centred care approaches appropriate for specific health challenges

### COURSE FORMAT

This course will consist of lectures, group work, learning activities, and may include guest speakers and other methods to optimise learning. The format for each class will include:

- Opportunity for questions on previous material
- Introduction and integration of new material
- Assignments & preparation for next class

Each class will have 3 hours of direct instruction time over the total of 15 classes. It is expected that this course will require 2-5 hours/week of homework and additional reading. The time required will vary by individual.

### Delivery format

This course will be delivered through face-to-face sessions on-campus. Students will be required to adhere to public health guidelines. More information about the specific precautions will take place during the HCA orientation in August.

### EVALUATION

Participation	10 %
Assignment	35 %
Quizzes	20 %
Final Exam	35 %
Total	100%

### ASSESSMENTS

All evaluative components for this course are mandatory and must have a passing grade (usually a minimum of 50%)

Missing or incomplete components will result in a course grade assessment of “Fail”

Late Assignments/Work: For every day an assignment *is late* (after assigned due date) **5%** will be deducted from the original paper grade.

No assignment will be accepted more than one week (7 calendar days) following the due date unless arrangements are made with instructor of that specific course in advance of due date. Assignments not handed in one week after due date will receive a 0 (failing) grade.

### Attendance & Participation

**10%**

This course is part of the HCA program which is experiential; therefore attendance is essential. Attendance means being at class on time every day, prepared for the class and participating to the end of the class. If you cannot be at class, you must notify the instructor in advance and you must arrange to get the class notes and information from your classmates. You are responsible for the information and materials of every class.

Participation includes your active involvement in the activities of the classroom and completion of assignments, reading, quizzes, etc. Coming to class regularly, being on time, being prepared for the class, speaking up in class and handing in your assignments when due will contribute greatly to your success.

You will complete a self-assessment rubric on your participation regularly.

**Quizzes; Various Dates TBD****20%**

Regular quizzes on course content will be written throughout the course. There are NO re-writes for quizzes.

**Health Challenges Assignment: DUE Date TBD****35%**

This is a written assignment requiring each group of students to examine a specific health challenge. This will include identifying:

- primary components of the health challenge
- impacts of the challenge on all dimensions of the individual's health and healing
- how changes in each dimension of health may positively contribute to healing
- the role of the HCA in enhancing person-centred care for an individual living with this particular health challenge.

**Final Exam: Dec 1, 2021****35%**

The final exam will be cumulative and cover the content of the course.

**NOTE:** If a student should fail the final exam a re-write/supplemental exam is not guaranteed, but at the discretion of the instructor

**Other:** NO Mid-Term exam

**COURSE WITHDRAWAL INFORMATION**

Refer to the YukonU website for important dates. <https://www.yukonu.ca/admissions/important-dates>

**Friday, November 5** is the last day to withdraw or change to audit from credit courses without academic penalty.

**TEXTBOOKS & LEARNING MATERIALS**

Wilk, M. J. (2022) Sorrentino's Canadian Textbook for the Support Worker 5<sup>th</sup> ed. Elsevier, Toronto

**RELATED COURSE REQUIREMENTS**

It is highly recommended that all students have access to a computer or other device and reliable Internet to do their studies. The minimum specifications for a student device are as follows:

<b>Requirement</b>	<b>Windows-based PC</b>	<b>Apple Mac/macOS-based PC</b>
Operating System	Windows 10	macOS X
Web Browser	Firefox, Edge or Google Chrome	Firefox, Edge or Google Chrome
RAM/Memory	4 GB	4 GB
Storage	5 GB of available space	5 GB of available space

## **ACADEMIC INTEGRITY**

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document. Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

## **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon University recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukonu.ca/yfnccr](http://www.yukonu.ca/yfnccr)

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): [LearningAssistanceCentre@yukonu.ca](mailto:LearningAssistanceCentre@yukonu.ca).

## **TOPIC OUTLINE**

### **The experience of illness and disability**

Common Challenges to Healing:

- Transitions, Loss, Pain, Illness, Death
- Effect of health challenges on individuals and families

#### **Chronic Illness**

- Basic definition and concepts
- Implications for Care
- Focus on self-care
- Community and consumer resources related to various health challenges

### **Common Disorders related to each Body System:**

- Integumentary (pressure ulcers, pain, psoriasis, eczema)
- Musculo-Skeletal (falls, fractures, contractures, arthritis, osteoporosis, pain)

- Cardiovascular (coronary artery disease, congestive heart failure, CVA – stroke, hypertension, hypotension, edema, blood clots)
- Respiratory (cyanosis, dyspnea, apnea, othopnea, hyperventilation, hypoventilation, COPD, asthma, pneumonia, Tuberculosis)
- Digestive (vomiting, diarrhea, constipation, dysphagia, dehydration, lack of appetite, obesity, hiatal hernia, diverticular disease, irritable bowel syndrome and irritable bowel disease, hepatitis, celiac disease)
- Urinary (urinary tract infections, renal failure, benign prostatic hypertrophy)
- Reproductive (STI's, certain cancers- prostate, ovarian, cervical, infertility, endometriosis, erectile dysfunction)
- Endocrine (diabetes – including diet, hypothyroidism, hyperthyroidism)
- Neurological (CVA, multiple sclerosis, Parkinson's, Huntington's, ALS, acquired brain injuries, spinal cord injuries, infections; i.e. meningitis)
- Sensory / Speech and Language challenges (aphasia, apraxia, dysarthria), hearing and visual challenges, infections and diseases of eyes and ears
- Immune/Multi-organ (Cancer, AIDS)

**Developmental Challenges** (i.e. Down's Syndrome, Autism Spectrum, fetal alcohol, fragile X)

### **Common Challenges to Healing**

- Cultural Differences
- Special Diets
- Community Recourses
- Apply Critical thinking and problem solving when caring for individuals experiencing common health challenges in residential, community/acute care settings):

### **The Nursing Process**

- Proper information gathering
- Different sources of information (e.g. care plan, healthcare team, clients)
- Observing changes in the client (Basic Assessment)
- Establishing priorities for care with consideration given to client acuity
- Carrying out plan of care
- Evaluating effectiveness of care
- Introduction to reporting and recording (purpose, principles, guidelines)

### **Indigenous Knowledge/Perspectives**

- Discuss perspectives on healing/illness
- Historical impacts (residential schools, Indian hospitals, experiments) on accessing healthcare
- Traditional Medicine; importance in FN culture; respect for protocols and knowledge keepers
- Racism in Health Care; discuss recent cases in Canada
- Culturally Safe approach to addressing various health challenges