



Course Outline

INSTRUCTOR: Sean Hopkins RN (Copper Ridge Place) & TBD (Whistle Bend Place)

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Practicum Orientation: Done in September (fall term)

Practicum shift Dates/Times: Jan 4-April 30 Consult Practicum Schedule for Specific Shift dates

Practicum shift times 0700-1500

Practicum shifts are off Site in Community Agency

Acknowledging that we live and work in the traditional territory of the Kwanlin Dün First Nation and the Ta'an Kwäch'än Council.

COURSE DESCRIPTION

This course provides students with an opportunity to apply knowledge and skills from theory courses to working with individuals and families in multi-level or complex care settings. A portion of this clinical placement will be spent working with individuals experiencing cognitive challenges. Opportunity will be provided for students to gain expertise and confidence with the role of the HCA (Nursing Home Attendant) within a continuing care facility.

COURSE REQUIREMENTS

Prerequisite(s) for WINTER Term: Admission to the HCA Program. Completion of ALL term 1 HCA courses. Should be in term 2 lab (HCA 141) concurrently.

Corequisite(s): n/a

LEARNING OUTCOMES

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

- provide person-centered care and assistance that recognizes and respects the uniqueness of each individual resident or client
- use an informed problem-solving approach to provide care and assistance that promotes the physical, psychological, social, cognitive and spiritual well-being of clients and families
- provide care and assistance for clients experiencing complex health challenges
- provide care and assistance for clients experiencing cognitive and/or mental health challenges
- interact with other members of the health care team in ways that contribute to effective working relationships and achievement of goals
- communicate clearly, accurately and in sensitive ways with clients and families within a variety of contexts
- provide personal care and assistance in a safe, competent and organized manner
- recognize and respond to their own self-development, learning and health enhancement needs
- perform the care-giver role in a reflective, responsible, accountable and professional manner.

COURSE FORMAT

This course takes place in a work setting and involves the application of theory to practice.

Delivery format

This course will be delivered through face-to-face in appropriate practicum facilities in the community (Whitehorse) corresponding to regular day shift hours (mostly) of said facility. These work experiences will be variable in length and time and occur on various days during the week. Each student must complete 210 hours (minimum) of placement. Clinical placement time may vary and include learning in lab/simulation settings when appropriate.

Students will be required to adhere to public health guidelines as outlined by the facility they do practicum shifts in. More information about the specific precautions will be given as the need arises.

EVALUATION

Participation	See below
Assignments: <ul style="list-style-type: none">• Reflective Workbook• Resident Assignment & Workplan• Mini Assignments• Student Skills Log Booklet	See below
Instructor Evaluation	See below
Buddy Feedback	See below
Total	Pass/Fail

This course is graded as Pass/Fail

All evaluative components for this course are mandatory and must have a passing grade (usually a minimum of 50%) Or Pass grade indicated for each component in order to receive a passing grade.

There are specific Due dates for Mini- Assignments. Other assignments will have dates assigned by practicum instructor. All components must be ***completed within ONE week of completing final practicum shifts***; failure to do so result in not passing the course. Due dates will be reviewed by Practicum Instructors in winter term.

Evaluation includes the following:

1. Attendance
2. Reflective Workbook sheets (done daily for every Practicum Shift)
3. Resident Assignment
4. Workplan
5. Mini Assignments (Dietary, Laundry, Activity)
6. Student Skills Log Booklet (updated throughout practicum & also associated with HCA 140/141 courses)
7. Buddy Feedback
8. Instructor Evaluation
9. Preceptorship Learning Plan & Evaluation (***Not this year due to COVID-19 situation***)

Attendance & Participation

Regular attendance for clinical placement and any lab/classroom sessions is essential for successful completion of this course: Please refer to Student Manual (Clinical Placement section) for details of attendance and other practicum requirements.

Students must complete 210hrs during this practicum to successfully complete this course.

Students should be mindful that there are LIMITED opportunities to make-up any missed practicum shifts.

Reflective Workbook:

Students will complete a reflective workbook (using reflective sheets provided), to set goals and document their learning throughout the course.

Resident Assignment:

Students will complete a comprehensive resident study that incorporates a person-focused approach to resident care.

Workplan(s):

Students will complete one or more workplans to assist them in planning care for residents.

Mini Assignments:

Students will complete mini assignments related to resident care and supportive activities in practicum care facilities

Student Skills Log Booklet:

Students will maintain/update the skills log booklet from HCA 140/141 and document continued progress and growing competency, using this written log, throughout their practicum.

Buddy Feedback:

Agency staff you are buddied with will give verbal and written feedback to staff on your performance related to practicing of skills and professionalism. Buddies complete these in confidence; you are NOT permitted access to these forms. Practicum instructors will summarize (anonymously) essential feedback for you.

Instructor Evaluations:

Instructors will assess and evaluate student progress using a variety of methods such as staff feedback and meetings with students. Regular onsite meetings will also provide instructor insight into students' progress.

COURSE WITHDRAWAL INFORMATION

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

Thursday, March 7th 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 5th ed. Elsevier, Toronto

Wilk, M./Sekhon, N./Sorrentino, S./Remmert, L./Kelly,R. (2022) Workbook to Accompany Sorrentino's Canadian Textbook for the Support Worker 5th ed. Elsevier, Toronto

Worksafe BC Back Talk. An Owner's Manual for Backs **OR Download online @**
<https://www.worksafebc.com/en/resources/health-safety/books-guides/back-talk-an-owners-manual-for-backs?lang=en>

Worksafe BC Home and Community Health Worker Handbook. (See PDF on HCA Program Moodle Page)

Terminology reference online: <https://www.dmu.edu/medterms/>

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.

ACCESSIBILITY AND ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact Accessibility Services for resources or to arrange academic accommodations: access@yukonu.ca

TOPIC OUTLINE: Application of Skills learned in HCA labs and theory classes.

Indigenous Knowledge/Perspectives

- Prior to practicum HCA students attend a full day 'Residential Schools and Caregiver' Workshop. This is focused on what students should know (historically and in current context) so they consider how they might approach care at the bedside in a more culturally safe manner
- Practicum instructors connect to First Nations Liaison staff at LTC facilities speak to HCA students during their practicum
- When possible, the Healing room (in WBP, TC facilities) is toured and staff explain role in healing and supporting residents/families