

DEPARTMENT OF NURSING EDUCATION & HEALTH STUDIES

COURSE OUTLINE – Winter 2023

HC 1020: Human Body, Health, and Chronic Illness 3 (4-0-0) 45 hours/12 weeks

Northwestern Polytechnic respectfully acknowledges that we are located on Treaty 8 territory, the traditional homeland and gathering place for many diverse Indigenous peoples. We are honoured to be on the ancestral lands of the Cree, Dene/Beaver and Métis, whose histories, languages, and cultures continue to influence our vibrant community. We are grateful to have the opportunity to work, learn, and live on this land.

INSTRUCTOR:
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RN BSCN

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OFFICE HOURS: By appointment

CALENDAR DESCRIPTION:

In this course, you will study the systems that make up the human body and discuss the milestones of growth and development across a lifetime. You will read about and discuss the most common of the chronic illnesses that you may encounter, and you will learn how to provide safe care based on evidence-informed practices according to the clients' diagnoses, needs, and care plans. The information learned in this course will provide you with care strategies to support the client and the client's family through the process of a client's dying and death.

PREREQUISITE(S)/COREQUISITE: HC1010, HC1030, HC1040

DELIVERY MODE(S):

This course is delivered through 5 hr/week of lecture over 12 weeks and has no associated lab or clinical hours

REQUIRED TEXTBOOKS

Alberta Government. (2018, April). *Alberta health care aide competency profile*. Retrieved November 9, 2021, from <https://open.alberta.ca/publications/9781460137253>

Wilk, M. (2022). *Sorrentino's Canadian clinical skills: Skills for personal support workers*. <https://evolve.elsevier.com>

Wilk, M. (2022). *Sorrentino's Canadian textbook for the support worker* (5th ed.). Elsevier Inc.

Wilk, M., & Sekhon, N. (2022). *Workbook to accompany Sorrentino's Canadian textbook for the support worker* (5th ed.). Elsevier Inc.

Post-secondary institutions may also want to supplement the curriculum with other resources. There are many open resources that have valuable information for developing learning activities

Note: Use only the video clips from *Sorrentino's Canadian Textbook for the Support Worker* series (except where indicated) that are referenced in the Learner Guide, as the video clips that are not referenced may have practices that are not taught in the HCA Curriculum.

RECOMMENDED TEXTBOOKS

Murray, L. (2014). *Integrating a Palliative Approach: Essentials for Personal Support Workers*. Saanichton, BC, Canada: Life and Death Matters.

ADDITIONAL HCA PROVINCIAL CURRICULUM COURSE RESOURCES

Nearly all of the courses in the HCA I Curriculum have “references” at the end of each module with direct links for resources that can be accessed by learners or instructors. It is not the role of this Instructor Guide to monitor the accessibility of the website links listed in the references for each course.

If instructors have the Internet available in the classroom, they may wish to link directly to some of the listed references. Learners who have access to the Internet may wish to do further research as a learning enhancement activity. For these learners, it is important that the “source” of the information be obtained.

College libraries have many resources and librarians who can possibly help with journal articles or appropriate audio-visual materials.

There are many federal and provincial government-sponsored websites with current information related to the services provided by HCAs:

- Health Canada
- Government of Alberta
- Alberta Health Services
- Alberta Seniors and Community Supports
- Alberta Continuing Care Association
- Food Safe Alberta

COURSE OBJECTIVES:

1. Describe knowledge of basic anatomy and physiology (the structure and function of the body systems) with the purpose of having the foundational knowledge to describe common chronic illnesses.
2. Demonstrate the use of appropriate terminology related to the human body and the HCA role.
3. Describe knowledge of the basic principles of growth and development across the lifespan.
4. Discuss the aging process (effects on the body systems) and implications for the psychosocial dimension of health.
5. Analyze personal feelings and experiences as they relate to the aging process, death, and healthy dying.
6. Describe characteristics of healthy aging and its relationship to client independence.
7. Demonstrate knowledge of common chronic illnesses, including dementia, affecting the aging population.

8. Describe the effects of acute and chronic health conditions to diverse clients of various cultural backgrounds.
9. Examine chronic pain in relation to chronic conditions.
10. Examine the HCA role and responsibilities in providing person-centred care to clients with chronic conditions across acute and continuing care (home care, long-term care, and supportive living) settings.

LEARNING OUTCOMES:

1. Define and use terminology related to the twelve body systems.
2. Describe the basic structure, function, and location of organs in the following body systems.
 - a. Integumentary
 - b. Musculoskeletal
 - c. Nervous
 - d. Sensory
 - e. Circulatory
 - f. Lymphatic
 - g. Respiratory
 - h. Digestive
 - i. Urinary
 - j. Reproductive
 - k. Endocrine
 - l. Immune
3. Explain the connection between foundational knowledge of the body systems and the provision of safe person-centred care.
4. Define and use terminology related to human growth and development.
5. Identify the stages of growth and development across the lifespan.
6. Describe psychosocial development tasks across the lifespan.
7. Discuss the implications for care in relation to sexuality and sexually transmitted infections (STIs) in seniors.
8. Discuss the concept of death as a stage of growth and development.
9. Describe the physical changes that occur with death and dying.
10. Identify four common trajectories of decline to death.
11. Reflect on your own experiences with aging, death, and dying and how this can affect the care you provide.
12. Describe how knowledge of growth and development supports person-centred care.
13. Define and use terminology related to aging.
14. Describe the expected physical changes that may occur with aging in the following body systems.
 - a. Integumentary
 - b. Musculoskeletal
 - c. Nervous
 - d. Circulatory
 - e. Respiratory
 - f. Digestive
 - g. Urinary
 - h. Reproductive
15. Identify changes that may occur with aging in other health dimensions and how the HCA can provide support to clients in the following areas.
 - a. Emotional

- b. Social
 - c. Recreational
 - d. Spiritual
 - e. Cultural
16. Describe the characteristics of aging that support independence in later adulthood.
 17. Describe observations that indicate a change in the level of independence and the requirement for reporting/documentation.
 18. Identify normal functions of the brain and nervous system.
 19. Review the expected physical changes in the brain that occur with aging.
 20. Describe the expected changes in memory and learning that occur with aging:
 - a. Short-term memory
 - b. Long-term memory
 - c. Attention
 - d. Learning new information
 21. Discuss dementia as an unexpected part of aging.
 22. Define and use terminology related to chronic and acute illnesses.
 23. Explore the differences between acute and chronic illness.
 24. Describe common chronic illnesses in relation to specific body systems.
 25. Examine dementia, its effects on the different body systems, and implications for caregivers.
 - a. Identify causes of dementia.
 - b. Compare reversible and non-reversible dementias.
 - c. Describe the stages of progressive dementias of the Alzheimer's type.
 26. Identify pain reaction in late adulthood and behaviours that may indicate pain with the client who is unable to report pain.
 27. Compare acute and chronic pain.
 28. Discuss the purpose of palliative care approach to clients with a life-limiting illness undergoing pain.
 29. Distinguish between learned dependence and physical impairment.
 30. Describe the roles and responsibilities of the HCA in providing person-centred care to diverse clients with chronic illness across various settings.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page

<http://www.transferalberta.ca>.

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

EVALUATIONS:

Evaluation	Value	Date
Course Exam	70% or better (Pass/Fail)	
Completion of Lab Skills	Pass/Fail	

This course follows the Health Care Aide Provincial Curriculum Program Standards and Policies developed by the Government of Alberta.

LECTURES:

Attendance at all lectures is encourage. Absence could jeopardize overall performance.

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

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COURSE SCHEDULE/TENTATIVE TIMELINE:

Refer to the HC1020 MyClass site for the course calendar and course schedule/tentative timeline.

Week	Topic
Week 1,2,3,4	Module 1: Body Systems and Functions
Week 5, 6	Module 2:
Week 7	Reading Week
Week 8	Module 3:
Week 9, 10, 11, 12	Module 4:

STUDENT RESPONSIBILITIES:

Refer to the College Policy on Student Rights and Responsibilities at:

www.gprc.ab.ca/d/STUDENTRESPONSIBILITIES

For policies related to clinical absences, immunizations, uniforms, and other clinical requirements please see the NWP Department of Nursing Education & Health Studies Student Handbook on MyClass

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

**Note: all Academic and Administrative policies are available on the same page.

Additional Information (Optional):