



**Bow Valley
College**

Course Outline

HCAD1402

The Human Body, Health &
Chronic Illness
Fall 2022 - Current

Last Updated: 9/2/2022 8:17:04 AM

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HCAD1402 The Human Body, Health & Chronic Illness

COURSE DESCRIPTION

This course focuses on the study of the systems that make up the human body and discusses the milestones of growth and development across the lifespan. It is an introduction to foundational knowledge of the most common of the chronic illnesses that a health care aide may encounter. The learner will describe ways 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, the client's family, and yourself through the process of a client's dying and death. Bow Valley College is licensed to deliver this course as part of the Government of Alberta Health Care Aide Provincial Curriculum 2019.

REQUISITES	None
EQUIVALENTS	None
CREDITS	3
HOURS	45
ELIGIBLE FOR PLAR	Yes
ZERO TEXTBOOK COST	No

COURSE LEARNING OUTCOMES

Bow Valley College is committed to ensuring our graduates can demonstrate their abilities in key areas that will make them effective citizens and encourage their development as lifelong learners. In addition to the discipline-specific skills that learners acquire in their programs, the College has identified ten learning outcomes.

College-Wide Outcomes:

1. Communication
2. Thinking Skills
3. Numeracy and Financial Literacy
4. Working with Others
5. Digital Literacy
6. Positive Attitudes and Behaviours
7. Continuous Learning
8. Health and Wellness Awareness
9. Citizenship and Intercultural Competence
10. Environmental Sustainability

COURSE LEARNING OUTCOME(S) COLLEGE WIDE OUTCOMES SUPPORTED

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.	2,8
2	Demonstrate the use of appropriate terminology related to the human body and the HCA role.	1,2
3	Describe knowledge of the basic principles of growth and development across the lifespan.	2,8,9
4	Discuss the aging process (effects on the body systems) and implications for the psychosocial dimension of health.	1,4
5	Analyze personal feelings and experiences as they relate to the aging process, death, and healthy dying.	4,6,8,9
6	Describe characteristics of healthy aging and its relationship to client independence.	4,6,8,9
7	Demonstrate knowledge of common chronic illnesses, including dementia, affecting the aging population.	4,6,8,9
8	Describe the effects of acute and chronic health conditions to diverse clients of various cultural backgrounds.	4,6,8,9
9	Examine chronic pain in relation to chronic conditions.	2,4,8
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.	4,6,8,9

COURSE MODULES AND SCHEDULE

**Course schedule subject to change, depending on delivery mode and term of study. For exact dates, please consult the Course Offering Information in Brightspace.*

WEEK/HOURS MODULES

Week 1	Module 1: Body Systems and Functions • Define and use terminology related to the twelve body systems.
Week 2	Module 1: Body Systems and Functions • Describe the basic structure, function, and location of organs in the following body systems: a. Integumentary b. Musculoskeletal c. Nervous d. Sensory
Week 3	Module 1: Body Systems and Functions • Describe the basic structure, function, and location of organs in the following body systems: a. Circulatory b. Lymphatic c. Respiratory d. Digestive
Week 4	Module 1: Body Systems and Functions • Describe the basic structure, function, and location of organs in the following body systems: a. Urinary b. Reproductive c. Endocrine d. Immune
Week 5	Module 1: Body Systems and Functions • Explain the connection between foundational knowledge of the body systems and the provision of safe person-centred care.

Week 6	Module 2: Human Growth, Development and Death • Define and use terminology related to human growth and development. • Identify the stages of growth and development across the lifespan. • Describe psychosocial development tasks across the lifespan. • Discuss the implications for care in relation to sexuality and sexually transmitted infections (STIs) in seniors. • Discuss the concept of death as a stage of growth and development. • Describe the physical changes that occur with death and dying. • Identify four common trajectories of decline to death. • Reflect on your own experiences with aging, death, and dying and how this can affect the care you provide. • Describe how knowledge of growth and development supports person-centred care.
Week 7	Reading Week (dates may vary)
Week 8	Module 3: Healthy Aging and Independence • Define and use terminology related to aging. • 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
Week 9	Module 3: Healthy Aging and Independence • Support to clients in the following areas: a. Emotional b. Social c. Recreational d. Spiritual e. Cultural • Describe the characteristics of aging that support independence in later adulthood. • Describe observations that indicate a change in the level of independence and the requirement for reporting/documentation.
Week 10	Module 3: Healthy Aging and Independence • Identify normal functions of the brain and nervous system. • Review the expected physical changes in the brain that occur with aging. • 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 • Discuss dementia as an unexpected part of aging.
Week 11	Module 4: Chronic Conditions • Define and use terminology related to chronic and acute illnesses. • Explore the differences between acute and chronic illness. • Describe common chronic illnesses in relation to specific body systems. • Examine dementia, its effects on the different body systems, and implications for caregivers. a. Identify causes of dementia. • Compare reversible and non-reversible dementias. • Describe the stages of progressive dementias of the Alzheimer's type
Week 12	Module 4: Chronic Conditions • Identify pain reaction in late adulthood and behaviours that may indicate pain with the client who is unable to report pain. • Compare acute and chronic pain. • Discuss the purpose of palliative care approach to clients with a life-limiting illness undergoing pain. • Distinguish between learned dependence and physical impairment. • Describe the roles and responsibilities of the HCA in providing person-centred care to diverse clients with chronic illness across various settings. • Describe the roles and responsibilities of the HCA in providing person-centred care to diverse clients with chronic illness across various settings.
Week 13	Final Exam

ASSESSMENT

COURSE LEARNING OUTCOME(S)	ASSESSMENT	WEIGHT
1-10	Final Exam	100%

Important: For details on each assignment and exam, please see the Course Offering Information.

PERFORMANCE STANDARDS

A minimum grade of D is required to pass this course. However, a program may require a higher grade in this course to progress in the program or to meet specific program completion requirements.

As per the Government of Alberta Health Care Aide Provincial Curriculum and Licensing Policies, learners are required to achieve a minimum grade of B- (70%) to pass all theory and lab courses, including this course.

Please consult with the program area or contact the program chair for further details. A minimum Grade Point Average of 2.0 is required for graduation.

GRADING SCHEME

Grade	Percentage	Grade Point	Description
A+	95-100	4.0	Exceptional: superior knowledge of subject matter
A	90-94	4.0	Excellent: outstanding knowledge of subject matter
A-	85-89	3.67	
B+	80-84	3.33	
B	75-79	3.0	Very Good: knowledge of subject matter generally mastered
B-	70-74	2.67	
C+	67-69	2.33	
C	64-66	2.0	Satisfactory/Acceptable: knowledge of subject matter adequately mastered
C-	60-63	1.67	
D+	57-59	1.33	
D	50-56	1.0	Minimal Pass
F	Less than 50	0.0	Fail: an unsatisfactory performance

REQUIRED LEARNING RESOURCES

Bow Valley College/Alberta Health and Wellness. HCAD1402 Course Module Package. Calgary: Bow Valley College.

Sorrentino, S., Remmert, L., Wilk, M., Newmaster, R. (2021). Sorrentino's Canadian Textbook for the Support Worker–Text, Workbook and Clinical Skills: Skills for Nurse Assisting. (5th Canadian ed.) Toronto: Elsevier Canada or current

edition. (ISBN: 9780323880626)

OR

Sorrentino's Canadian Textbook for the Support Worker Elsevier eBook on VitalSource, 5thCdn. (Purchase on the Evolve site. The ISBN is: 9780323711661)

Canadian Clinical Skills: Skills for Personal Support Workers, 1st Cdn Edition by Elsevier

Additional learning resources may be found in the Course Offering Information or in Brightspace.

ADDITIONAL INFORMATION

Bow Valley College is licensed to deliver this course as part of the Government of Alberta Health Care Aide Provincial Curriculum 2019.

Additional References:

A Place for Mom Inc. (2018). Elderly urinary tract infection. Retrieved from

<http://nursing-homes.aplaceformom.com/articles/elderly-urinary-tract-infection/>

Alzheimer's Society of Canada. (2018). About dementia. Retrieved from

<https://alzheimer.ca/en/Home/About-dementia>

Canadian Dental Hygienists Association. (2018). Your oral health – A public health issue. Retrieved from

https://www.dentalhygienecanada.ca/DHCanada/Your%20Oral%20Health/DHCanada/Information/Oral_health_you.aspx

Canadian Dental Hygienists Association (2018). Seniors' oral health. Retrieved from

https://www.dentalhygienecanada.ca/DHCanada/Seniors/Denture_and_Mouth_Care/DHCanada/Seniors/seniorsOralHealth.aspx

Government of Alberta (2013). Health care aide provincial curriculum: Course 3 Module 2 Human growth and development. Edmonton, AB: Author.

Government of Alberta. (2013). Health care aide provincial curriculum: Course 3 Module 3 Healthy aging and independence. Edmonton, AB: Author.

Government of Alberta. (2013). Health care aide provincial curriculum: Course 3 Module 4: Chronic Conditions. Edmonton, AB: Author.

HCA Alberta Provincial Curriculum 2019

Government of Alberta. (2013). Health care aide provincial curriculum: Course 7 Module 3: Caring for clients with a diagnosis of dementia. Edmonton, AB: Author.

Government of Alberta. (2019). Course 2: Applying the Person-Centred Care Approach and HCA CARE Principles. Edmonton, AB: Author.

Government of Alberta. (2018). End PJ paralysis. Retrieved December from

<https://www.albertahealthservices.ca/info/Page15971.aspx>

Government of Canada & Statistics Canada (2018). Framework on palliative care in Canada. Retrieved from

<https://www.canada.ca/en/health-canada/services/health-care-system/reports-publications/palliative-care/framework-palliative-care-canada.html#p1.1>

Health Canada. (2011). Physical activity. Retrieved from

<https://www.canada.ca/en/health-canada/services/healthy-living/physical-activity.html>

Health Canada. (2014). Seniors. Retrieved from

<http://www.hc-sc.gc.ca/hl-vs/seniors-aines/index-eng.php>

Health Canada. (2015). Injury prevention for seniors. Retrieved from

<https://www.canada.ca/en/public-health/services/health-promotion/aging-seniors/injury-prevention-seniors.html>

Health Canada. (2018). Framework on palliative care in Canada. Retrieved from

<https://www.canada.ca/en/health-canada/services/health-care-system/reports-publications/palliative-care/framework-palliative-care-canada.html#p1.1>

Khan Academy. (2018). Human anatomy and physiology introductory Videos. Retrieved from

<https://www.khanacademy.org/science/health-and-medicine/human-anatomy-and-physiology>

McLeod, S. A. (2018). Erik Erikson's stages of psychosocial development. Retrieved from

<https://www.simplypsychology.org/Erik-Erikson.html>

Murray, K. (2014). Integrating a palliative approach: Essentials for person support workers. Saanichton, BC: Life and Death Matters.

Provincial Palliative and End-of-Life Care, Alberta Health Services. (2015). Final days. Retrieved from

<https://myhealth.alberta.ca/palliative-care/resources/final-days>

Sorrentino, S.A., Remmert, L., & Wilk, M.J. (2018). Evolve resources for Mosby's Canadian textbook for the support worker (4th ed.). (2018). Retrieved from

<https://evolve.elsevier.com/>

Sorrentino, S.A., Remmert, L., Kelly, R. T., & Wilk, M. J. (2018). Workbook to accompany Mosby's Canadian textbook for the support worker (4th ed.). Toronto, ON: Elsevier Canada.

The Wellness Institute. (2018). Healthy aging. Retrieved from

<https://wellnessinstitute.ca/healthy-aging/>

United States National Library of Medicine & National Institutes of Health. (2018). Aging changes in the nervous system. Retrieved from <https://medlineplus.gov/ency/article/004023.htm>

United States National Library of Medicine & National Institutes of Health. (2018). Aging changes in the senses. Retrieved from <http://www.nlm.nih.gov/medlineplus/ency/article/004013.htm>

World Health Organization. (2018). WHO definition of palliative care. Retrieved from <https://www.who.int/cancer/palliative/definition/en/>

Additional information may be found in the Course Offering Information or in Brightspace.

ACADEMIC ACCOMMODATIONS

Learners with a disability (learning, physical, and/or mental health) may qualify for academic and exam accommodations. For more information, or to apply for accommodations, learners should make an appointment with Accessibility Services in the Learner Success Services (LSS) Department. Accessibility Services can also assist learners who may be struggling with learning but do not have a formal diagnosis. To make an appointment visit LSS on the first floor of the south campus or call 403-410-1440. It is the learner's responsibility to contact Accessibility Services and request academic accommodations. For more information, please visit our website at <http://www.bowvalleycollege.ca/accessibility>.

INSTITUTIONAL POLICIES

Bow Valley College is committed to the highest standards of academic integrity and honesty. Learners are urged to become familiar with and uphold the following policies: Academic Integrity (500-1-7), Learner Code of Conduct, Procedures and Guidelines (500-1-1), Learner Appeals (500-1-12), Attendance (500-1-10), Grading (500-1-6), Academic Continuance and Graduation (500-1-5), and Electronic Communications (300-2-13). Audio or video recording of lectures, labs, seminars, or any other teaching and learning environment by learners is allowed only with consent of the instructor as part of an approved accommodation plan. Recorded material is to be used solely for personal study and is not being used or distributed without prior written consent from the instructor.

Turnitin:

Students may be required to submit their course work to Turnitin, a third-party service provider engaged by BVC. Turnitin identifies plagiarism by checking databases of electronic books and articles, archived webpages, and previously submitted student papers. Students acknowledge that any course work or essays submitted to Turnitin will be included as source documents in the Turnitin.com reference database, where it will be used solely to detect plagiarism. The terms that apply to a student's use of Turnitin are described on Turnitin.com.

Online Exam Proctoring:

Examinations for this course may require proctoring through an online proctoring service. Online proctoring enables online exam taking within a controlled and monitored environment, thereby enhancing academic integrity. Online proctoring may occur through a variety of methods, including but not limited to:

- a. live online proctoring where a remote invigilator authenticates identity and observes completion of an exam using

- specialized software and recordings;
- b. automated proctoring where the exam session is recorded and AI (artificial intelligence) analyzed;
 - c. browser lockdown that limits access to other applications, websites, copying, printing, screen capture and other functions; or
 - d. a combination of both live/automated proctoring and browser lockdown.

Course instructors will review recordings, analyses, and data obtained through online proctoring for academic integrity infractions. It is the student's responsibility to meet the technical, software, location, and identity verification requirements necessary to enable online proctoring.

Further details of these policies are available in the Academic Calendar and on the Bow Valley College website, bowvalleycollege.ca.

Learners are encouraged to keep a copy of this course outline for future reference.

Collection of Personal Information:

This course, including your image and voice, may be recorded and made available to you and other students taking the course section. By attending the class(es) online or in person, you consent to the collection of your personal information. If you do not wish to be recorded, please contact your instructor before starting the course/class to discuss alternative arrangements.

You may use the recordings only for educational purposes and you must not copy, share, or use the recordings for any other purpose without the instructor's express permission.

Your personal information is collected in accordance with section 33(c) of the Freedom of Information and Protection of Privacy Act (Alberta) to deliver academic programming, support learner flexibility, promote universal design for learning principles, and for purposes consistent with the course activities and outcomes. If you have any questions about the collection, disclosure, use, or protection of this information, please contact the College's Access and Privacy Officer at foip@bowvalleycollege.ca.