



## COURSE OUTLINE: HCL101 - PATIENT & FAMILY CAR

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Approved: Sherri Smith, Chair, Natural Environment, Business, Design and Culinary

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| <b>Course Code: Title</b>   | HCL101: PATIENT AND FAMILY CENTERED CARE  |
| <b>Program Number: Name</b>   | 2187: HEALTH CARE LEADER<br>5985: HEALTH CARE LEADER.   |
| <b>Department:</b>  | BUSINESS/ACCOUNTING PROGRAMS  |
| <b>Academic Year:</b>   | 2023-2024   |
| <b>Course Description:</b>  | Patient and Family-Centered Care (PFCC) is an approach to the planning, delivery and evaluation of health care based on mutually beneficial partnerships among patients, families and health care professionals. These partnerships occur at the clinical, program, organizational and policy levels to assure the quality and safety of health care delivery. This course focuses on effective leadership strategies to advance the practice of patient and family-centered care within health care organizations.   |
| <b>Total Credits:</b>   | 3   |
| <b>Hours/Week:</b>  | 3   |
| <b>Total Hours:</b>   | 42  |
| <b>Prerequisites:</b>   | There are no pre-requisites for this course.  |
| <b>Corequisites:</b>  | There are no co-requisites for this course.   |
| <b>This course is a pre-requisite for:</b>                            | HCL401  |
| <b>Vocational Learning Outcomes (VLO's) addressed in this course:</b> | <p><b>2187 - HEALTH CARE LEADER</b></p> <p>VLO 1 Communicate effectively and appropriately with patients, families, and members of both the health care and administrative teams to maintain a wholly interactive environment.</p> <p>VLO 2 Practice and support evidence informed decision making, using critical thinking skills and best leadership practices to lead sustainable health care operations.</p> <p>VLO 3 Practice within the legal, ethical and professional scope of practice of a leader in Ontario's health care system to maintain the integrity of the health care organization.</p> <p>VLO 5 Utilize progressive, professional leadership concepts with a culturally competent approach to achieve organizational and health system goals within an interprofessional health care team.</p> <p>VLO 10 Apply patient and family quality care theories and core concepts of patient safety into current practices to achieve enhanced patient outcomes and positive experiences in the health care setting.</p> <p>VLO 11 Apply principles of operational planning, project management, and quality management to support health care operations.</p> <p><b>5985 - HEALTH CARE LEADER.</b></p> |

Please refer to program web page for a complete listing of program outcomes where applicable.



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|  | VLO 1  | Communicate effectively and appropriately with patients, families, and members of both the health care and administrative teams to maintain a wholly interactive environment.                       |
|  | VLO 2  | Practice and support evidence informed decision making, using critical thinking skills and best leadership practices to lead sustainable health care operations.                                    |
|  | VLO 3  | Practice within the legal, ethical and professional scope of practice of a leader in Ontario's health care system to maintain the integrity of the health care organization.                        |
|  | VLO 4  | Address the needs of a diverse patient population using best practices to ensure progressive and positive processes within a health care facility.  |
|  | VLO 5  | Utilize progressive, professional leadership concepts with a culturally competent approach to achieve organizational and health system goals within an interprofessional health care team.          |
|  | VLO 7  | Utilize health care technology and informatics for the benefit of the patients and support of the institution.  |
|  | VLO 10 | Apply patient and family quality care theories and core concepts of patient safety into current practices to achieve enhanced patient outcomes and positive experiences in the health care setting. |
|  | VLO 11 | Apply principles of operational planning, project management, and quality management to support health care operations.   |

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| <b>Essential Employability Skills (EES) addressed in this course:</b> | EES 1  | Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. |
|   | EES 2  | Respond to written, spoken, or visual messages in a manner that ensures effective communication.  |
|   | EES 4  | Apply a systematic approach to solve problems.  |
|   | EES 5  | Use a variety of thinking skills to anticipate and solve problems.  |
|   | EES 7  | Analyze, evaluate, and apply relevant information from a variety of sources.  |
|   | EES 8  | Show respect for the diverse opinions, values, belief systems, and contributions of others.   |
|   | EES 9  | Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.                            |
|   | EES 10 | Manage the use of time and other resources to complete projects.  |
|   | EES 11 | Take responsibility for ones own actions, decisions, and consequences.  |

**Course Evaluation:** Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

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| <b>Course Outcomes and Learning Objectives:</b> | <b>Course Outcome 1</b>   | <b>Learning Objectives for Course Outcome 1</b>  |
|   | Describe key terms and explain core concepts related to patient- and family-centred care. | 1.1 Discuss the meaning of `respect`, `dignity`, `partnership`, `shared decision-making`, and `culture of care` as these concepts pertain to Canadian health care.<br>1.2 Understand the evolution of, and historical milestones, that have shaped the contemporary patient- and family-centred approach to care.<br>1.3 Explore the legal, policy and ethical frameworks, including |

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|   | health care reform, that support and require a patient- and family-centred care approach in Ontario.  |
| <b>Course Outcome 2</b>   | <b>Learning Objectives for Course Outcome 2</b>   |
| Explain the patient and family perspective in a health care.  | 2.1 Gain critical insights and understand key elements of health care delivery that are valued by patients and their families.<br>2.2 Hear from patients and families about their health care experiences - both positive and negative - and needs across multiple health and life stages.<br>2.3 Describe the forums through which patient and family voices are shared.<br>2.4 Explore the various types of partnerships in health care decision-making, service delivery, and evaluation from the perspective of patients and their families.  |
| <b>Course Outcome 3</b>   | <b>Learning Objectives for Course Outcome 3</b>   |
| Explore and apply methods of meaningful engagement with patients and their families                               | 3.1 Evaluate an organization's patient- and family-centred care culture and identify improvement opportunities<br>3.2 Assess and challenge personal and professional biases and barriers as they pertain to engaging patients and their families in health care decision-making and partnerships<br>3.3 Describe and apply practical tools to engage patients and their families in health care planning, delivery and evaluation including care plan development, surveys, committee participation, and advisory council models<br>3.4 Explore best practice communication with patients and families that respect diversity |
| <b>Course Outcome 4</b>   | <b>Learning Objectives for Course Outcome 4</b>   |
| Evaluate the intersection of patient- and family-centred care and high-quality health care delivery and outcomes. | 4.1 Explain and critically evaluate approaches and models of patient- and family-centred care.<br>4.2 Critically evaluate the data and evidence that support a patient- and family-centred care approach and collaborative decision-making for improving quality of care and patient outcomes.<br>4.3 Explore the importance of patient and family engagement in developing a 'systems thinking' approach.<br>4.4 Evaluate the impact of a patient- and family-centred approach on key health-related business indicators including quality indicators  |

**Evaluation Process and Grading System:**

| Evaluation Type  | Evaluation Weight |
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| Assignments (includes written assignments and presentations) | 60%               |
| Professional Skills Development                              | 20%               |
| Tests / quizzes  | 20%               |

**Date:** June 23, 2023

**Addendum:** Please refer to the course outline addendum on the Learning Management System for further information.