



**COURSE OUTLINE**

**HCA 130**

**HEALING 2A - COGNITIVE & MENTAL CHALLENGES**

**30 HOURS  
2 CREDITS**

PREPARED BY: Samantha Piper

DATE: July 9, 2018

APPROVED BY: Andrew Richardson, Dean Applied Arts

DATE:

APPROVED BY ACADEMIC COUNCIL: Click or tap to enter a date

RENEWED BY ACADEMIC COUNCIL: Click or tap to enter a date



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## Healing 2A - Cognitive & Mental Challenges

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**INSTRUCTOR:** Samantha Piper

**OFFICE HOURS:** Tuesdays 1000-1130

**OFFICE LOCATION:** A2708

**CLASSROOM:** A2714

**E-MAIL:** spiper@yukoncollege.yk.ca

**TIMES:** 0900-1200

**TELEPHONE:** 668-8852

**DATES:** Fridays, Sept 14- Nov 16

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### COURSE DESCRIPTION

This course builds on content from other courses to assist students to explore concepts and care-giving approaches that will allow them to work effectively with individuals experiencing cognitive challenges. Emphasis is on recognizing behaviours and identifying person-centered intervention strategies.

### PREREQUISITES

Admission to the HCA Program or discretion of the HCA Coordinator/Instructor.

### RELATED COURSE REQUIREMENTS

None

### EQUIVALENCY OR TRANSFERABILITY

Transfers not yet formalized through BCCAT, due to recent changes in BC Curriculum

### LEARNING OUTCOMES

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

- Describe ways to organize, administer and evaluate person-centred care and assistance for clients/residents experiencing cognitive health challenges.

- Use an informed problem-solving process when caring for individuals experiencing cognitive health challenges.
- Demonstrate an understanding of effective approaches to disruptive or abusive behaviours.
- Describe types of abuse/abusive relationships and the cycle of abuse.
- Know when to exit a potentially unsafe situation.

## 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

## ASSESSMENTS/EVALUATION

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.

### Assignments:

**Dementia Assignment: DUE Date TBD** **30%**

In this assignment, students will demonstrate to the instructor and their classmates what they think it would be like for them to have dementia. This requires personal reflection and the evidence of integration of experience and knowledge/theory from this course.

### Tests

**Quizzes: Various Dates TBD** **20%**

Quizzes will be completed throughout the course to assess the learning. There are no re-writes for quizzes.

**Final Exam: Nov. 8, 2017** **40%**

The final exam is cumulative and will cover material and information presented in class, the readings and discussions.

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

#### EVALUATION

Participation	10
Assignments	30
Quizzes	20
Final Exam	40
Total	100%

## REQUIRED TEXTBOOKS AND MATERIALS

Brackley, J. (2017) Creating Moments of Joy for the Person with Alzheimers or Dementia 5<sup>th</sup> edition. Purdue University Press, West Lafayette, Indiana.

Worksafe BC Dementia: understanding the risks and preventing violence

**OR Download online:**

[http://www.worksafefbc.com/publications/health\\_and\\_safety/by\\_topic/assets/pdf/bk125.pdf](http://www.worksafefbc.com/publications/health_and_safety/by_topic/assets/pdf/bk125.pdf)

## ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

## PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

## YUKON FIRST NATIONS CORE COMPETENCY

Yukon College 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 College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukoncollege.yk.ca/yfnccr](http://www.yukoncollege.yk.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 College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC): [lac@yukoncollege.yk.ca](mailto:lac@yukoncollege.yk.ca).

## TOPIC OUTLINE/SYLLABUS

### Cognitive Challenges in Older Adulthood

- Confusion and dementia.
- Common causes of reversible changes in mental functioning.
- Primary forms of irreversible dementia:
  - Alzheimer's disease
  - Other dementias
- Forms and causes of various dementias - pathology, processes and characteristics.
- Philosophies and models of care.
- Importance of life review in care of individuals with dementia.
- Stages of dementia and common behavioural manifestations and unique responses.
- Responsive behaviours - factors influencing behaviours (e.g. "triggers").
- Importance of environment in relation to behaviours.
- Strategies for working with individuals exhibiting responsive behaviours.
- Appropriate activities for individuals experiencing differing levels of dementia.
- Working effectively with individuals experiencing early, moderate or severe dementia.
- Supporting family members
- Caregiver needs and support.

### Abuse

- Types of abuse/abusive relationships.
- Cycle of abuse.
- Recognizing signs of abuse.

- Assessing situations and individuals.
- Responding to or preventing abuse, disruptive or out-of-control behaviour.
- Knowing when to exit a potentially unsafe situation.