



COURSE OUTLINE

HCA 130

HEALING 2A - COGNITIVE & MENTAL CHALLENGES

**30 HOURS
2 CREDITS**

PREPARED BY: Samantha Piper
DATE: May 14, 2019

APPROVED BY: Andrew Richardson, Dean Applied Arts
DATE:

APPROVED BY ACADEMIC COUNCIL: 2009
RENEWED BY ACADEMIC COUNCIL: (date)



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Academic Council, Governance Office
Academic Council MyYC: Policies, Procedures and Forms

PLEASE NOTE: It is strongly recommended that you save your course outline to help establish credit for further study in other institutions.

HEALING 2A - COGNITIVE & MENTAL CHALLENGES

INSTRUCTOR: Samantha Piper

OFFICE HOURS: Mondays 1300-1330

OFFICE LOCATION: A2708

CLASSROOM: TBA

E-MAIL: spiper@yukoncollege.yk.ca

TELEPHONE: 668-8852

DATES & TIMES: Fridays: Sept 6 - Nov 15 (0900-1200)

PLUS Wednesday Sept 25 (0900-1200)

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 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 25%

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

Final Exam: Nov. 15, 2019 35%

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 n/a

EVALUATION

Participation	10%
Assignments	30%
Quizzes	25%
Final Exam	35%
Total	100%

REQUIRED TEXTBOOKS AND MATERIALS

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

Worksafe BC Dementia: understanding the risks and preventing violence

OR Download online:

<https://www.worksafebc.com/en/resources/health-safety/books-guides/dementia-understanding-risks-and-preventing-violence?lang=en>

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.

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:the.Learning.Assistance.Centre@yukoncollege.yk.ca).

INSTRUCTIONAL REQUIREMENTS

This course will be taught by a Registered Nurse with knowledge & experience in both education and the content area. Other qualifications may be considered.

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.