



EFFECTIVE: JANUARY 2012 CURRICULUM GUIDELINES

A. Division: Academic Effective Date: January 2012

B. Department / Program Area: Health Sciences/
Health Care Support Worker Revision New Course

If Revision, Section(s) Revised: A, G, J

Date of Previous Revision: December 2009

Date of Current Revision: May 2011

C: HCSW 1107 **D:** Cognitive and Mental Health Challenges **E:** 3

| Subject & Course No. | Descriptive Title | Semester Credits | | | | | | |
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| <p>F: Calendar Description:</p> <p>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 or mental challenges. Emphasis is on recognizing behaviours and identifying person-centred intervention strategies.</p> | | | | | | | | |
| <p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>60 hrs per semester</p> <p>Number of Weeks per Semester:</p> <p>8</p> | <p>H: Course Prerequisites:</p> <p>HCSW 1101 + HCSW 1102 + HCSW 1103 + HCSW 1104 + HCSW 1105</p> | | | | | | | |
| | <p>I: Course Corequisites:</p> <p>HCSW 1106 + HCSW 1108</p> | | | | | | | |
| | <p>J: Course for which this Course is a Prerequisite:</p> <p>HCSW 1109, HCSW 1170, HCSW 1180, HCSW 1190, HCSW 1195, HCSW 1200</p> | | | | | | | |
| | <p>K: Maximum Class Size:</p> <p>32</p> | | | | | | | |
| <p>L: PLEASE INDICATE:</p> <table style="width: 100%;"> <tr> <td style="width: 50px; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)</p> | | | <input type="checkbox"/> | Non-Credit | <input checked="" type="checkbox"/> | College Credit Non-Transfer | <input type="checkbox"/> | College Credit Transfer: |
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| <input checked="" type="checkbox"/> | College Credit Non-Transfer | | | | | | | |
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| <p>M: Course Objectives / Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Describe ways to organize, administer and evaluate person-centered care and assistance for clients/residents experiencing cognitive health challenges. 2. Describe ways to organize, administer and evaluate person-centered care and assistance for clients/residents experiencing mental health challenges. 3. Demonstrate an understanding of effective approaches to disruptive or abusive behaviours. |
| <p>N: Course Content:</p> <p>Cognitive Challenges in Older Adulthood</p> <ul style="list-style-type: none"> • Confusion and dementia. • Common causes of reversible changes in mental functioning. • Primary forms of irreversible dementia: <ul style="list-style-type: none"> ○ 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. <p>Abuse</p> <ul style="list-style-type: none"> • 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. <p>Mental Health Challenges</p> <ul style="list-style-type: none"> • Causes and common treatment of mental health challenges • Common mental health disorders: <ul style="list-style-type: none"> ○ Anxiety disorders ○ Affective or mood disorders ○ Schizophrenia ○ Personality disorders ○ Substance abuse disorders ○ Dual or multi-diagnoses • Stigma associated with mental health challenges • Cultural differences in perceptions of mental health challenges • Caring for the person and family <ul style="list-style-type: none"> ○ Principles and approaches used to plan and implement effective care ○ Person-centred care ○ When and what to report • Suicide risks and prevention |
| <p>O: Methods of Instruction:</p> <p>Lecture Group discussion/group activities Audio-visual materials Case studies May include other methods (e.g. guest speakers, role play, etc.)</p> |

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| P: Textbooks and Materials to be Purchased by Students: A list of recommended textbooks and materials is provided to students at the beginning of the semester. |
| Q: Means of Assessment: Course evaluation is consistent with Douglas College course evaluation policy. An evaluation schedule is presented at the beginning of the course. This is a graded course. A minimum mark of 65% is necessary to be successful in the course. |
| R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR No |

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar