

# COURSE SYLLABUS



COURSE TITLE: HCA 154 Cognitive and/or Mental Health Challenges

60 hours

CLASS SECTION: X03 (W2)

TERM: Winter

COURSE CREDITS: 3 (60 hours)

DELIVERY METHOD(S): On campus. Synchronous.

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

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## INSTRUCTOR DETAILS

NAME: Sarah Chisholm

EMAIL: [chisholms@camosun.ca](mailto:chisholms@camosun.ca)

OFFICE: CHW 317

HOURS: Tuesday 3-4 or by appointment

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

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## CALENDAR DESCRIPTION

This course builds on content from other courses to assist students to explore concepts and caregiving approaches that will allow them to work effectively with individuals experiencing cognitive and/or mental health challenges. The emphasis in this course is on supporting clients with dementia, recognizing responsive behaviours, and identifying person-centred intervention strategies.

60 hours

PREREQUISITE(S): None

CO-REQUISITE(S): None

EQUIVALENCIES: None

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## COURSE LEARNING OUTCOMES / OBJECTIVES

1. Describe ways to organize, provide, and evaluate person-centred care and assistance for clients experiencing cognitive challenges:
  - 1.1 Explain the difference between confusion, delirium, and dementia.
  - 1.2 Identify causes of reversible and irreversible dementia and describe the primary forms, causes, symptoms, and treatments, as well as the stages of dementia.

- 1.3 Discuss principles of person-and family-centred care used to care for individuals living with dementia.
- 1.4 Use effective communication strategies for interacting with persons with dementia.
- 1.5 Describe the behaviours and psychological symptoms of dementia, including factors influencing behaviours and strategies for preventing and responding to behaviours.
- 1.6 Describe appropriate techniques for assisting with personal care and dietary intake for persons with dementia.
- 1.7 Describe appropriate activities for individuals experiencing different levels of dementia.
- 1.8 Identify the needs of the families and professional caregivers and describe ways to support them.

2. Describe ways to organize, provide, and evaluate person-centred care and assistance for clients experiencing mental health challenges:

- 2.1 Explain the mental health continuum and identify factors that influence the mental health and well-being of individuals.
- 2.2 Describe the causes, symptoms, treatments, and prevalence of common mental health disorders and conditions.
- 2.3 Discuss stigma associated with mental health challenges and stigmatizing language.
- 2.4 Discuss how perceptions of mental health challenges may differ between diverse groups.
- 2.5 Describe the principles and approaches for person-centred care of the client and family.
- 2.6 Identify implications of involuntary admission under the Mental Health Act.

3. Describe effective approaches for responding to responsive and reactive behaviours:

- 3.1 Identify behavioural indicators that an individual or group is becoming reactive or exhibiting behaviours that could impact safety.
- 3.2 Describe appropriate verbal and non-verbal techniques to promote a calming atmosphere and de-escalate responsive behaviours.
- 3.3 Identify when and how to exit a potentially unsafe situation.

4. Describe effective approaches for recognizing, responding to, and preventing elder abuse.

- 4.1 Identify types of elder abuse.
- 4.2 Describe signs and symptoms of elder abuse.
- 4.3 Discuss risk factors and underlying causes of elder abuse.
- 4.4 Discuss strategies for preventing and responding to elder abuse.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Sorrentino's Canadian Textbook for the Support Worker, Fifth Edition (2022) by Sorrentino's, Remmert & Wilk. Elsevier.

Integrating a Palliative Approach: Essentials for Personal Support Workers, Second Edition (2020) by Murray. Life & Death Matters.

## COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

**All classes are 2.5 hours. Refer to schedule on D2L.**

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1-3	Unit 1: Neurocognitive Changes	4.5 classes
Week 3-4	Unit 2: Person Centred Care	2.5 classes
Week 4-6	Unit 3: Caring for Individuals with Dementia	3.5 classes
Week 6-8	Unit 4: Effective Communication and responding to Behaviours	3 classes
Week 9-15	Unit 5: Mental Health	5.5 classes
Week 16-18	Unit 6: Abuse	3 classes

## Course Content

### Cognitive Challenges in Older Adulthood

- Confusion
- Neurocognitive disorders
  - Delirium
  - Dementia
- Reversible vs. irreversible causes
- Primary forms: Alzheimer's disease and other dementias
- Pathology, processes, and characteristics
- Protective factors and risk factors
- Stages of dementia
- Person-centred and family-centred care for individuals with dementia.
  - Principles of person- and family-centred care.
  - Common person-centred care training programs for caregivers used in B.C.
  - Common person-centred care models for care facilities.

- Stigma associated with cognitive challenges and stigmatizing language.
- Effective communication strategies for clients with dementia.
- Behavioural and psychological symptoms of dementia (BPSD).
  - Types of responsive behaviours.
  - Factors precipitating behaviours.
  - Strategies for preventing and responding to BPSD.
  - Knowing when to exit a potentially unsafe situation.
  - Importance of environment in relation to behaviours.
- Environmental design strategies: familiar, homelike, accessible, safe, comfortable, and navigable.
- Working with individuals experiencing early, moderate, or severe dementia.
  - Observing clients and situations.
  - Appropriate engagement and participation in care and activities for individuals experiencing differing levels of dementia.
  - Strategies for assisting with eating and drinking.
  - Non-pharmacological therapies (e.g., music, pets, art, multisensory, massage, bright light, aromatherapy, reminiscence, meaningful activities).
- Supporting family members experiencing grief and loss.
- Caregiver needs and support.

## **Mental Health Challenges**

- Mental health models.
- Factors that influence mental health and well-being in individuals and families, such as stress, illness, loss, and aging.
- Common mental health disorders, including causes, symptoms, treatments, and prevalence of:
  - Anxiety disorders
  - Affective (mood) disorders
  - Schizophrenia
  - Personality disorders
  - Substance-related and addictive disorders
  - Dual or multiple diagnoses
- Suicide risks and prevention
- Stigma associated with mental health challenges and stigmatizing language.
- Perceptions of mental health challenges in diverse groups.
- Caring for the person and family.
  - Principles and approaches used to plan and implement effective care.
  - Person-centred care.
  - Person-first language vs. identity-first language (e.g., person with a diagnosis of depression vs. depressed client).

- Introduction to trauma-informed care. ◦
- When and what to report.
- Implications of involuntary admission under the Mental Health Act.
  - Alteration of client's right to leave the care setting or to refuse treatment.

## Abuse

- Types of abuse (reportable incidents).
  - Physical, emotional, sexual, financial, neglect (as per Residential Care Regulation).
  - Self-neglect.
- Sign and symptoms of elder abuse, including physical injuries, changes in behaviour, emotional distress, financial manipulation, and neglect.
- Risk factors and causes of abuse, including ageism, caregiver stress, social isolation, and mental health challenges.
- Types of abusive relationships.
  - Caregiver/client
  - Family member/client
  - Client/client
- Four stages of the cycle of abuse.
- Strategies for preventing abuse, including promoting awareness, building social networks, and access to supportive services and resources.
- Responding to and reporting signs of abuse.

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines can be reviewed on the [CAL exams page](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams).  
<https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

## EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Exam #1	25%
Exam #2	20%
Exam #3	25%
Assignment – In Class Critical Thinking discussion and written responses relating to dementia behaviour (from clinical)	10%
Assignment - In Class Role Play scenario (Dementia)	5%
Assignment - Behavioural Case Studies	10%
Assignment - Common Mental Health Challenge	5%
Students must obtain a minimum of 70% to be successful in this course.	
	TOTAL
	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf) policy for more information.  
<https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

All assignments must adhere to Camosun College student conduct and academic integrity policies. Review the course outline/assignment specifications closely to determine if you are permitted to use generative AI. It is your responsibility, as the student, to be clear on when, where, and how the use of generative AI is permitted. If you use generative AI, you must cite its usage. Failing to cite the use of generative AI is academic misconduct. In all other aspects of your work, the use of generative AI will be considered a breach of academic integrity and Academic Policy E-1.13 Academic Integrity will be applied. If you are uncertain if you have used GenAI and/or cited appropriately, please speak with your instructor.

## WRITTEN ASSIGNMENTS

Students requiring an extension for the due date of an assignment must negotiate with the instructor, at least 48 hours before the due date. Assignments submitted late without an approved extension will result in a 5% deduction in mark for each day late. Assignments submitted more than 3 days late may not be accepted without prior approval by instructor.

## SCHOOL OR DEPARTMENTAL INFORMATION

### TEST AND EXAMINATION PROCEDURES

There are policies regarding written tests and examination procedures including late arrivals and missed tests. Please see the Health and Human Services Student Manual (Section 5.4) for Test and Examination Procedures:

## STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit [camosun.ca/services](https://camosun.ca/services).

Support Service	Website
Academic Advising	<a href="https://camosun.ca/services/academic-supports/academic-advising">camosun.ca/services/academic-supports/academic-advising</a>
Accessible Learning	<a href="https://camosun.ca/services/academic-supports/accessible-learning">camosun.ca/services/academic-supports/accessible-learning</a>
Counselling	<a href="https://camosun.ca/services/health-and-wellness/counselling-centre">camosun.ca/services/health-and-wellness/counselling-centre</a>
Career Services	<a href="https://camosun.ca/services/co-operative-education-and-career-services">camosun.ca/services/co-operative-education-and-career-services</a>
Financial Aid and Awards	<a href="https://camosun.ca/registration-records/financial-aid-awards">camosun.ca/registration-records/financial-aid-awards</a>
Help Centres (Math/English/Science)	<a href="https://camosun.ca/services/academic-supports/help-centres">camosun.ca/services/academic-supports/help-centres</a>
Indigenous Student Support	<a href="https://camosun.ca/indigenous-students">https://camosun.ca/indigenous-students</a>
International Student Support	<a href="https://camosun.ca/international">camosun.ca/international</a>
Learning Skills	<a href="https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills">camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</a>
Library	<a href="https://camosun.ca/services/library">camosun.ca/services/library</a>
Office of Student Support	<a href="https://camosun.ca/services/office-student-support">camosun.ca/services/office-student-support</a>
Ombudsperson	<a href="https://camosun.ca/services/ombudsperson">camosun.ca/services/ombudsperson</a>
Registration	<a href="https://camosun.ca/registration-records/registration">camosun.ca/registration-records/registration</a>
Technology Support	<a href="https://camosun.ca/services/its">camosun.ca/services/its</a>
Writing Centre	<a href="https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills">camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</a>

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

### Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>  
Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

### Academic Accommodations for Students with Disabilities

Camosun College is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging appropriate academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a documented disability and think you may need accommodations, you are strongly encouraged to contact the Centre for Accessible Learning (CAL) and register as early as possible. Please visit the CAL website for more information about the process of registering with CAL, including important deadlines:  
<https://camosun.ca/cal>

### Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

### Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal (see [policy](#)). Please visit <https://camosun.ca/services/forms#medical> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct



Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and [camosun.ca/services/sexual-violence-support-and-education](https://camosun.ca/services/sexual-violence-support-and-education). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-370-3841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

### Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

**Changes to this Syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.