



**CAMOSUN COLLEGE**  
**School of Health & Human Services**  
**Continuing Care Department**

**Health Care Assistant**  
**HCA 154 – Healing 2: CARING FOR INDIVIDUALS EXPERIENCING**  
**COGNITIVE OR MENTAL CHALLENGES**  
**Fall 2015**

**COURSE OUTLINE**

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Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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The calendar description is available on the web @ <http://camosun.ca/learn/calendar/current/web/hca.html>

**1. 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 or mental challenges. Emphasis is on recognizing behaviours and identifying person-centred intervention strategies.

**2. Instructor Information**

- (a) Instructor \_\_\_\_\_
- (b) Office hours \_\_\_\_\_
- (c) Location \_\_\_\_\_
- (d) Phone \_\_\_\_\_ **Alternative:** \_\_\_\_\_
- (e) E-mail \_\_\_\_\_
- (f) Website \_\_\_\_\_

**3. Intended Learning Outcomes**

*(If any changes are made to this part, then the Approved Course Description must also be changed and sent through the approval process.)*

**Upon successful completion of this course, students will be able to:**

- 1. Describe ways to organize, administer and evaluate person-centered care and assistance for clients/residents experiencing cognitive health challenges**
  - Use an informed problem-solving process when caring for individuals experiencing cognitive health challenges
  - Base choices and actions on a sound understanding of the physical, cognitive and psycho-social processes of various kinds of dementia
  - Base choices and actions on an understanding of environmental influences on behaviours
  
- 2. Describe ways to organize, administer and evaluate person-centered care and assistance for clients/residents experiencing mental health challenges**
  - Use an informed problem-solving process when caring for or providing assistance for individuals experiencing mental health challenges

- Identify factors that influence the mental health and well-being of individuals
  - Tailor interactions and responses based on an understanding of common mental health challenges
  - Cope constructively with unanticipated or unusual situations
- 3. Demonstrate an understanding of effective approaches to disruptive or abusive behaviours.**
- Describe types of abuse/abusive relationships and the cycle of abuse
  - Identify behavioural indicators that an individual or group are becoming disruptive, abusive or out-of-control
  - Utilize calming non-verbal techniques to prevent or de-escalate disruptive or out-of-control behaviours
  - Utilize appropriate verbal techniques to prevent or de-escalate disruptive or out-of-control behaviours
  - Know when to exit a potentially unsafe situation
- 4. Describe ways to organize, administer and evaluate person-centered care and assistance for clients/residents experiencing cognitive health challenges**
- 5. Demonstrate an understanding of effective approaches to providing care to those with mental / physical disabilities.**
- Use an informed problem-solving process when caring for or providing assistance for individuals experiencing mental / physical disabilities
  - Tailor interactions and responses based on an understanding of common mental / physical disabilities

#### **4. Required Materials**

(a) Texts

HCA 110 STUDENT LEARNING GUIDE: Health & Healing

Mosby's Canadian Textbook for Support Worker

Integrating a Palliative Approach: Essentials for Personal Support Workers

#### **5. Course Content and Schedule**

(Can include: Class hours, Lab hours, Out of Class Requirements and/or Dates for quizzes, exams, lecture, labs, seminars, practicums, etc.)

**60 hours**

##### **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

### **Mental Health Challenges**

- Causes and common treatment of mental health challenges
- Common mental health disorders:
  - 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
  - principles and approaches used to plan and implement effective care
  - person-centered care
  - when and what to report
- Suicide risks and prevention

### **Mental and/or Physical Disabilities**

- Causes of common mental and / or physical disabilities
- Challenges associated with common disabilities
- Common mental and / or physical disabilities
  - Intellectual (Cognitive) Disabilities
  - Down Syndrome (DS)
  - Cerebral Palsy (CP)
  - Autism
  - Epilepsy
  - Spina Bifida
  - Fetal Alcohol Syndrome (FAS)
- Caring for the person and family
  - Principles and approaches used to plan and implement effective care and person-centered care (incorporation of the principle of DIPPS into the care of the individual with a disability)

- When and what to report

## 6. Basis of Student Assessment (Weighting)

*(Should be directly linked to learning outcomes.)*

NOTE: As with all courses in the Health Care Assistant program, you are required to achieve a minimum grade of 70% (B-) in HCA 110 Health and Healing: Concepts for Practice in order to successfully pass the course.

- (a) Assignments
- (b) Quizzes
- (c) Exams
- (d) Other (e.g. Project, Attendance, Group Work)

**Assignment #1 - Speaking To Residents with Dementia (9%)**

**Assignment #2 - Behavioural Case Studies (8%)**

**Assignment #3 - Communicating with a Resident Experiencing Cognitive Challenges (10%)**

**Assignment #4 - Common Mental Health Challenge Assignment (10%)**

**Assignment #5 - In-Class Assignment - Role Play Scenario (3%)**

**QUIZ #1 Midterm (30%)**

**QUIZ #2 Final (30%)**

## 7. Grading System

*(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)*

*(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)*

Standard Grading System (GPA)

Competency Based Grading System

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

Workbook "On Delivering Care"

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.  
<http://www.camosun.bc.ca/policies/policies.html>

A. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.