



School of Health Education and Human Services  
**HCA 130**  
**HEALING 2A – COGNITIVE & MENTAL CHALLENGES**  
Term: Fall, 2021  
Number of Credits: 2

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## Course Outline

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**INSTRUCTOR:** Samantha Piper

**E-MAIL:** [spiper@yukonu.ca](mailto:spiper@yukonu.ca)

**Class Dates:** Wednesdays September 8<sup>th</sup> – November 10<sup>th</sup>

**Class Times:** 1-4 pm

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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.

### COURSE REQUIREMENTS

Prerequisite(s): None

### EQUIVALENCY OR TRANSFERABILITY

Transfers not yet formalized through BCCAT, due to recent changes in BC Curriculum. Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

### 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

Each class will have 3 hours of direct instruction time over the total of 10 classes. It is expected that this course will require 2-4 hours/week of homework and additional reading. The time required will vary by individual.

### Delivery format

This course will be delivered through face-to-face sessions on-campus. Students will be required to adhere to public health guidelines. More information about the specific precautions will take place during the HCA orientation in August.

### EVALUATION

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

### ASSESSMENTS

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.

### 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%**

[www.yukonu.ca](http://www.yukonu.ca)

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

## Final Exam

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.

## COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates. <https://www.yukonu.ca/admissions/important-dates>

**Friday, November 5** is the last day to withdraw or change to audit from credit courses without academic penalty.

## TEXTBOOKS & LEARNING 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>

## RELATED COURSE REQUIREMENTS

It is highly recommended that all students have access to a computer or other device and reliable Internet to do their studies. The minimum specifications for a student device are as follows:

Requirement	Windows-based PC	Apple Mac/macOS-based PC
Operating System	Windows 10	macOS X
Web Browser	Firefox, Edge or Google Chrome	Firefox, Edge or Google Chrome
RAM/Memory	4 GB	4 GB
Storage	5 GB of available space	5 GB of available space

## ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by

others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

## **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon University 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 University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukonu.ca/yfnccr](http://www.yukonu.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 University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): [LearningAssistanceCentre@yukonu.ca](mailto:LearningAssistanceCentre@yukonu.ca).

## **TOPIC OUTLINE**

### **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.

### **Indigenous Knowledge and Perspectives**