

EFFECTIVE: SEPTEMBER 2010 CURRICULUM GUIDELINES

А.	Division:	Education	Ef	fective Date:	September 2010
B. C:	Department / Program Area: HCSW 1107	Health Sciences/ Health Care Support Worker D: Cognitive ar	If Re Da Da	evision Revision, Section(s) evised: tte of Previous Revision tte of Current Revision ntal Health Challenge	:
	Subject & Cour	rse No.	Descri	ptive Title	Semester Credits
F:	Calendar 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.				
G:	/ Learning Settin Primary Method Learning Setting Lecture	s of Instructional Delivery and/or ss: act Hours: (per week / semester tor)	H: I: J:	HCSW 1104 + HCS Course Corequisites: HCSW 1106 + HCS Course for which thi	W 1102 + HCSW 1103 + W 1105 W 1108 s Course is a Prerequisite: W 1170, HCSW 1180, HCSW
L:	College Cr		ETAIL	S (www.bctransferguic	le.ca)

Case studies

May include other methods (e.g. guest speakers, role play, etc.)

M:	Course Objectives / Learning Outcomes:				
	1 Describe ways to organize administer and avaluate person contered care and assistance for				
	 Describe ways to organize, administer and evaluate person-centered care and assistance for clients/residents experiencing cognitive health challenges. 				
	 Describe ways to organize, administer and evaluate person-centered care and assistance for clients/residents experiencing mental health challenges. Demonstrate an understanding of effective approaches to disruptive or abusive behaviours. 				
N:	Course Content:				
	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-centred care				
	• When and what to report				
	• Suicide risks and prevention				
0:	Methods of Instruction:				
	Lecture Group discussion/group activities Audio-visual materials				

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

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