



ORIGINAL COURSE IMPLEMENTATION DATE: June 2009  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): August 2030  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

<b>Course Code and Number:</b> HCA 113	<b>Number of Credits:</b> 2 <a href="#">Course credit policy (105)</a>										
<b>Course Full Title:</b> Cognitive and/or Mental Health Challenges <b>Course Short Title:</b> Cognitive/Mental Health											
<b>Faculty:</b> Faculty of Health Sciences	<b>Department/School:</b> School of Health Studies										
<b>Calendar Description:</b> 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. Emphasis is on supporting clients with dementia, recognizing responsive behaviours, and identifying person-centered intervention strategies.											
<b>Prerequisites (or NONE):</b>	Admission to the Health Care Assistant certificate.										
<b>Corequisites (if applicable, or NONE):</b>											
<b>Pre/corequisites (if applicable, or NONE):</b>											
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: <b>HSRC 175</b> Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>Face-to-face only</b> Expected frequency: <b>Twice per year</b> Maximum enrolment (for information only): <b>36</b>										
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">48</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">12</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table>	Lecture/seminar	48	Tutorials/workshops	12					<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.
Lecture/seminar	48										
Tutorials/workshops	12										
<b>Total hours</b>	<b>60</b>										
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>										
<b>Department approval</b>	<b>Date of meeting:</b> January 15, 2024										
<b>Faculty Council approval</b>	<b>Date of meeting:</b> April 5, 2024										
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> August 29, 2024										

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Describe ways to organize, provide, and evaluate person-centered care and assistance for clients/residents experiencing cognitive health challenges.
2. Describe ways to provide and evaluate person-centered care and assistance for clients/residents experiencing mental health challenges.
3. Describe effective approaches for responding to reactive behaviours.
4. Describe effective approaches for recognizing, responding to, and preventing elder abuse.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Final exam:	50%	Assignments:	25%	%
Quizzes/tests:	25%		%	%

**Details:**

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lecture, presentations, guest lecturers.

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Sorrentino, S.A.	Mosby's Canadian textbook for the support worker (5th Canadian ed.). Toronto: Elsevier Mosby.	2022
2.			
3.			
4.			
5.			

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

Cognitive challenges in older adults:

- 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- 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 situations and making observations about clients.
  - 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