COURSE NAME: ATG430 Promotion of Cognitive and Social Abilities

Credit Value: 2
Total Course Hours: 27
Prerequisite Course(s): ATG 400 Gerontology - Introduction
ATG 405 Life Enrichment - Introduction
Corequisite Course(s): None

COURSE DESCRIPTION

Participants will focus on the description of cognitive impairments and adaptations to the physical and psychosocial environments which can reduce the impact on residents. The care planning process will be reviewed from this perspective. In addition, guidelines for the selection of appropriate activities and methods for their organization and evaluation will be studied.

PLAR INFORMATION

This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

1.0 Describe cognitive impairment.
   1.1 Define common terms of cognitive impairment.
   1.2 Describe symptoms of cognitive impairment.
   1.3 Compare symptoms of cognitive impairment and depression.

2.0 Describe the influence of environment on cognitive functioning.
   2.1 Discuss how changes in environment influence cognitive functioning.
   2.2 Recognize how acute and chronic problems influence approaches to care.

3.0 Describe Alzheimer’s disease.
   3.1 Describe the characteristics of Alzheimer’s disease.
   3.2 Describe the stages and changes associated with each.
   3.3 Describe retained functions.
   3.4 Discuss current research and discoveries about causes and treatment of Alzheimer’s.

4.0 Describe favourable physical and psychosocial environments for the cognitively impaired elderly, according to level of functioning.
   4.1 Explain how a change in physical environment affects the cognitively impaired resident.
   4.2 Describe the orienting information required to assist a resident.
   4.3 Discuss techniques which compensate for sensory loss.
   4.4 Demonstrate how maintenance of mobility can be facilitated.
   4.5 Explain the need for a consistent team approach in maintaining a stable psychosocial environment.
   4.6 Discuss family and staff attitudes toward the home environment and the cognitively impaired resident.
   4.7 Demonstrate reality orientation and the importance of a structured day.
   4.8 Explain the purpose of family support groups.

5.0 Describe the components of the care plan for cognitively impaired adults.
   5.1 Describe the components of a care plan for cognitively impaired adults.
   5.2 Explain the role of each member of the care team in observing and recording resident assessment.
   5.3 Identify treatment goals and approaches to care for a care plan.
5.4 Describes how to review a care plan to evaluate program effectiveness.

6.0 Describe the selection of activities for the cognitively impaired.
   6.1 Describe factors to consider when selecting activities.
   6.2 Explain the need for flexibility in adapting activities.

7.0 Describe considerations of level of activity, staff responsibilities, and group structure when organizing activities.
   7.1 Describe how groups are organized according to high, moderate, or low levels of function.
   7.2 Discuss how staff responsibilities are allocated in group or individual activities.
   7.3 Explain the importance of the following in group structure: goals, time schedule, location, publicity, and group leaders.
   7.4 Describe the adjuvant’s role as part of the care team in organizing and leading group activities.

8.0 Identify the types of groups and their purpose.
   8.1 Describe the purposes of a sensory stimulation group.
   8.2 Describe appropriate activities for each level of function.
   8.3 Describe the purpose of a reality orientation group.
   8.4 Describe appropriate activities for each level of function.
   8.5 Describe the purpose of a remotivation group.
   8.6 Describe appropriate activities for each level of function.
   8.7 Describe the purpose of a reminiscing group.
   8.8 Describe appropriate activities for each level of function.
   8.9 Describe the purpose and implementation of validation techniques.

9.0 Demonstrate evaluation methods for program effectiveness.
   9.1 List and explain the criteria of benefit and enjoyment in evaluating program effectiveness.
   9.2 Discuss examples of group evaluation forms in terms of purpose and use.

GENERAL EDUCATION
This is not a General Education course.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES
This course contributes to the following Ministry of Training, Colleges and Universities approved essential employability skills (EES) outcomes:
1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication
5. Use a variety of thinking skills to anticipate and solve problems
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one’s own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS
None.

**COURSE EVALUATION**

Assignments 50%
Final Exam 50%

**PROGRAM SPECIFIC GRADING**

Per College Grading System

**GRADING SYSTEM**

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*For a complete detailed description please refer to the College website.

**LEARNING RESOURCES**


*Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor’s teaching methodology and the nature of the resource.*

**LEARNING ACTIVITIES**

Assignments

**DELIVERY MODE**

Correspondence

**ACADEMIC POLICIES**

- Academic Integrity
- Academic Appeal
- Academic Attendance
- Grading and Assessment

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: http://www.canadorecollege.ca/about-us/college-policies.

STUDENT SUCCESS SERVICES

YOUR SUCCESS MATTERS!

We offer comprehensive, student-focused services designed to help you succeed. Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies. We offer:

- Study skills workshops
- Peer tutoring
- Career guidance
- Mental health and wellness tips and strategies
- Resource centre
- Assistive devices

The ultimate goal of Student Success Services is to support students so they can achieve success academically, in their career aspirations, and in their personal lives. Please don’t hesitate to drop by C262 or to book an appointment please call 1-705-474-7600 ext. 5205.

FIRST PEOPLES’ CENTRE:

We offer a culturally safe environment where our student focused services provide you with the following CONFIDENTIAL services:

- One on one counselling
- Elder in residence
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.
HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.