



## **Module Specification**

### **Principles of Dementia Care**

Version: 2023-24, v2.0, 15 Jul 2023

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## Part 1: Information

**Module title:** Principles of Dementia Care

**Module code:** UZTRWR-20-M

**Level:** Level 7

**For implementation from:** 2023-24

**UWE credit rating:** 20

**ECTS credit rating:** 10

**Faculty:** Faculty of Health & Applied Sciences

**Department:** HAS School of Health and Social Wellbeing

**Partner institutions:** None

**Field:** Continuing Care Adult Nursing

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** Yes

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** This is a multi-professional Masters (LM) module designed for all dementia care contexts.

**Features:** Module Entry requirements: Registered Practitioner in Health or Social Care. Including Nursing Associates supported by Line Management.

**Educational aims:** See Learning Outcomes.

**Outline syllabus:** Person Centred Care: Development of theories relating to person centred dementia care. Maintaining identity / Promoting Agency through occupation / Sharing decision making. The promotion of personhood and selfhood despite dementia. Global psychological and emotional considerations of the person with dementia.

Complexities of care: The inter relationship of physical and mental health in people with dementia. Psycho-social approaches to challenging issues in care; non-pharmacological approaches in dementia care. Ethical aspects of dementia care and ethical decision making. Aspects of positive communication with people with dementia. Malignant social psychology and care cultures. The assessment of people with learning disability and dementia. Behavioural and psychological symptoms and dementia and promoting working with unmet need.

Family work & dementia: Creating effective partnerships with carers and families and the impact of caring for a person with dementia on family relationships. Anticipatory death/grief.

Socio-cultural aspects of dementia: The experience of BAME and dementia, including socio-cultural differences in care giving roles.

Patho-physiology: Patho-physiology of dominant dementia syndromes and lifestyle associated risk factors for dementia. Relevant pharmacological approaches and outcomes.

Practice development: Models of change to enhance aspects of clinical practice. Resistors to change in clinical practice. Partnership approaches to aspects of services that can enhance the lives of people with dementia and their carers.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** See syllabus and assessment strategy.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Critique the dominant theories, concepts, philosophies and practices that influence the delivery of person-centred dementia care.

**MO2** Critically evaluate the available evidence base that supports effective communication with people with dementia and reduces the disabling effects of malignant social psychology in care contexts.

**MO3** Critically explore unmet need and psycho-social approaches to enhance the emotional and psychological well-being of people with dementia and reduce challenging presentations.

**MO4** Critically explore the legal and ethical issues relevant to practice with people with dementia, providing a critical rationale for decision making and risk taking.

**MO5** Critically appraise the evidence base that encourages a partnership approach with the person's family / carers, to develop effective, innovative and collaborative practice.

**MO6** Synthesise the evidence and argue a practice change perspective that promotes positive approaches to care within the practitioner's clinical area.

**Hours to be allocated:** 200

**Contact hours:**

Independent study/self-guided study = 152 hours

Face-to-face learning = 48 hours

Total = 200

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uztrwr-20-m.html) via the following link <https://uwe.rl.talis.com/modules/uztrwr-20-m.html>

## **Part 4: Assessment**

**Assessment strategy:** Formative Assessment: Knowledge exchange is facilitated by specialists within dementia care. Discussions, peer shared learning and formative progress assessment are features of the module. These approaches assist students to enhance their own critical cognitive skills to the successful completion of the summative assessment assignment at M level.

Summative Assessment: A 3000-word written assignment. Based on a case study that incorporates aspects of the module content, students will complete a critical account of the implementation of practice development or initiative in their practice area. Evidence based perspectives must support the student's argument.

At level M students are expected to critically evaluate, synthesise and provide independent perspectives regarding the practice / service development. This should include a critical exploration of the literature and a debate of the wider socio-political implications of dementia care that may impact on the successful implementation of the development.

**Assessment tasks:**

**Written Assignment (First Sit)**

Description: 3000 word assignment

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

**Written Assignment (Resit)**

Description: 3000 word assignment

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Specialist Practice (District Nursing) [Glenside] MSc 2023-24