## MODULE SPECIFICATION

| Part 1: Basic Data | | | | | | |
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| Module Title | Principles of Dementia Care | | | | | |
| Module Code | UZTRWR-20-M | | Level | M | Version | 2 |
| UWE Credit Rating | 20 | ECTS Credit Rating | 10 | WBL module? | No | |
| Owning Faculty | Health and Applied Sciences | | Field | Continuing Care Adult Nursing | | |
| Department | Nursing and Midwifery | | Module Type | Project | | |
| Contributes towards | MSc Advanced Practice PG Cert Health and Social care PG Dip Advanced Practice | | | | | |
| Pre-requisites | none | | Co- requisites | none | | |
| Excluded Combinations | none | | Module Entry requirements | Registered Practitioner in Health or Social Care | | |
| Valid From | September 2017 | | Valid to | March 2021 | | |

| CAP Approval Date | 20 July 2017 (v2) |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | On successful completion of this module students will be able to:<br><br>1. Critically debate how the different "types" of dementia may be presented in an individual and how this influences care management (Component A)<br><br>2. Critically evaluate and justify health education and promotion strategies that facilitate lifestyle changes to reduce the risk of dementia (Component A)<br><br>3. Critically evaluate the available evidence base that supports effective communication with people with dementia (Component A)<br><br>4. Critique the principal theories, concepts, policies and practices that influence the delivery of person centred dementia care (Component A)<br><br>5. Debate the impact that non-pharmacological and pharmacological approaches may have on the wellbeing of the person with dementia (Component A)<br><br>6. Critically explore the legal and ethical issues relevant to practice with people with dementia, providing a critical rationale for decision making and risk taking (Component A)<br><br>**7.** Critically appraise the evidence base that encourages a partnership approach with the persons family / carers, to develop effective, innovative and collaborative practice. (Component A) |
| Syllabus Outline | Assessment, Diagnosis and Case Finding<br>• Epidemiology<br>• Dementia Syndrome – signs and symptoms<br>• Types of dementia<br>• Differing perspectives<br>• Tools and approaches to diagnosis |

| | Prevention and Keeping Well |
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| | • Lifestyle risk factors<br>• Health promotion theories and strategies<br>• Motivational factors<br>• Health education initiatives<br>• Community resources<br><br>Communication<br>• The impact of memory and language difficulties on communication<br>• Communication strategies<br>• Stress and distress – communication of needs<br>• Cultural diversity and communication styles<br><br>Person Centred Care<br>• Development of theories relating to person centred care<br>• Family centred and relationship centred care<br>• Maintaining identity / Creating community / Sharing decision making<br><br>Complexities of care<br>• The inter relationship of physical and mental health in people with dementia<br>• Psycho-social approaches in dementia care<br>• Pharmacological approaches and outcomes<br><br>Legal and Ethical aspects of dementia care<br>• Mental capacity Act, Power of Attorney, Court of Protection and Care Act<br>• Advanced decisions / directives, advanced care planning<br>• The social and political context of care and its impact on ethical decision making<br>• Assessment and management of risks; promoting realistic risk taking<br><br>Creating effective partnerships with carers and families<br>• The significance of family and social networks for the person with dementia<br>• The impact of caring for a person with dementia on family relationships<br>• Socio-cultural differences in care giving roles<br>• Carers rights<br><br>Environment<br>• The impact of the built environment on wellbeing and independence<br>• Strategies to reduce the impact of unfamiliar environments<br>• The use of assistive technology |
| Contact Hours | Students will typically attend 8 days (each day 6 hours) over the course of the module. These days will comprise a mixed model of lecture and seminar formats. |
| Teaching and Learning Methods | Blended Learning Approach which includes online directed study and face to face learning. This module can be taken as a 20 credit module or as individual days **Scheduled learning** includes lectures and seminars.<br><br>**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion.<br><br>**TEL:** The module will be supported by a Blackboard module site where a range of course materials will be available. Students will be expected to access reading materials through the Blackboard site, and engage with additional activities such as accessing video and weblinks. Discussion boards will be enabled for student use, facilitated by the module leader. A range of TEL resources will be utilised as directed study activities |
| Key Information Sets Information | N/A |

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| Reading Strategy | All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely.<br><br>Any essential reading will be indicated clearly, along with the method for accessing it. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module leader.<br><br>If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate students will be given guidance on how to identify relevant sources for themselves e.g. through use of bibliographical databases. |
| Indicative Reading List | Ames, D (Ed) (2010) *Dementia.* 4th Edition. London: Hodder Arnold Publishers.<br><br>Banning, M. (2007) *Medication Management in Care of Older People* [online]. Oxford: Blackwell Publishing. [Accessed 10 January 2015].<br><br>British Geriatrics Society (2014) Fit for Frailty. Available from http://www.bgs.org.uk/campaigns/fff/fff_full.pdf [Accessed 10 January 2015].<br><br>British Geriatrics Society (2014) Quality Care for Older People with Urgent and Emergency Care Needs: The 'Silver Book'. Available from http://www.bgs.org.uk/campaigns/silverb/silver_book_complete.pdf [Accessed 10 January 2015].<br><br>Brooker, D ( 2007) *Person Centred dementia Care: making services better* .London: Jessica Kingsley Publishers.<br><br>Brown-Wilson, C (2013) *Caring for Older People: a shared approach.* London: Sage Publications Ltd.<br><br>Dixey, R., Cross, R (2013) *Health Promotion; Global principles and practice.* Oxfordshire: CABI<br><br>Downs, M., Bowers, B (Eds) (2014) *Excellence in Dementia Care: research into practice.* 2nd Edition. Berkshire: Open University Press.<br><br>Nuffield Council on Bioethics (2009) *Dementia: ethical issues.* London: Nuffield Council on Bioethics.<br><br>Robnett, R. and Chop, W. (2014) *Gerontology For the Health Care Professional* [online]. 3rd ed. Massachusetts: Jones and Bartlett Learning. [Accessed 10 January 2015].<br><br>Royal College of Physicians ( 2012) Acute Care Toolkit 3: Acute medical care for frail older people available from https://www.rcplondon.ac.uk/sites/default/files/acute-care-toolkit-3.pdf [Accessed 10 January 2015].<br><br>Stuart-Hamilton, I. (2012) *Psychology of Ageing* [online]. 5th ed. London: Jessica Kingsley. [Accessed 10 January 2015].<br><br>Stuart - Hamilton, I. (2011) *An Introduction to Gerontology* [online]. Cambridge: Cambridge University Press. [Accessed 10 January 2015].<br><br>Walker, A. (2014) *The New Science of Ageing (New Dynamics of Ageing)* [online]. Bristol: Policy Press. [Accessed 10 January 2015]. |

| Part 3: Assessment | |
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| Assessment Strategy | A 3000 word assignment. Students will complete a critical account of the implementation of a service / practice development or initiative in their practice area. The service / practice development or initiative relation must relate to one of the following;<br><br>• Ethical issues<br>• Risk taking<br>• Relationships<br>• Psycho social aspects<br>• Stress and distress<br><br>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. |

| Identify final assessment component and element | A | |
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| | **A:** | **B**: |
| **% weighting between components A and B** (Standard modules only) | | |

| **First Sit** | |
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| **Component A** (controlled conditions)<br>**Description of each element** | **Element weighting**<br>**(as % of component)** |
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| 1. 3000 word assignment | 100% |

| **Resit (further attendance at taught classes is not required)** | |
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| **Component A** (controlled conditions)<br>**Description of each element** | **Element weighting**<br>**(as % of component)** |
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| 1. 3000 word assignment | 100% |

| If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences. |
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## FOR OFFICE USE ONLY

| First CAP Approval Date | 3 February 2015 | | | |
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| Revision CAP Approval Date | 20 July 2017 | Version | 2 | Link to RIA 12293 |