

# Dementia Awareness (Unit 1): Facilitator's Guide

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**Welcome** to the Dementia Series of units, designed to explore interprofessional understanding and awareness in dementia. Each unit has its own learning outcomes and thus can be studied independently. However, they have been designed to complement each other and gradually build your knowledge and understanding as you progress.

## Overall Aim of series

- To promote a positive attitude towards the challenges of working with service users with dementia

On completion of all 13 Units, the following can be achieved:

## Intended Learning Outcomes

### *Knowledge*

- Analyse the importance of the promotion of mental health and the prevention of disorders.
- Appreciate the effects of dementia on service users and their families

### *Skills*

- Reflect upon your own and society's attitudes towards service users with dementia
- Generate a comprehensive interagency care plan for a service user with dementia and evaluate the role of the various statutory and non-statutory agencies in the delivery of this care plan
- Analyse the care given to service users with dementia and critically appraise the current working practices
- Demonstrate effective communication between agencies and individuals throughout
- Reflect upon how you work in interagency groups,



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## **Attitudes**

- Value the importance of involving service users with dementia and their carer's in the generation of care plans and in identifying unmet physical, psychological and social needs
- Be aware of the need to tolerate uncertainty in clinical practice and be more receptive about the views of others
- To recognise and challenge discriminatory practice towards service users with dementia
- Develop a positive attitude towards the challenges of working with service users with dementia

## **The learning units of the dementia series:**

Unit 1 What is Dementia?

Unit 2 The Experience of Dementia

Unit 3 Diagnosis

Unit 4 Physical Health and Dementia

Unit 5 Mental Health and Dementia

Unit 6 Forms of Management – An overview

Unit 7 Understanding Challenging / Complex Behaviours

Unit 8 Therapeutic Interventions

Unit 9 Medication

Unit 10 Mental Capacity

Unit 11 Ethics

Unit 12 Supporting family/ friends (informal carers)

Unit 13 Supporting professional colleagues (formal carers)

**N.B. Units 2-13 are to be released as OERs during the academic year 2011/12.**

**For more information contact [cknifton@dmu.ac.uk](mailto:cknifton@dmu.ac.uk)**



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Each unit can be studied as a unit in itself. For learners that want to gain an in depth understanding of dementia it is suggested that they are worked through sequentially.

The units have been developed so they can be developed in a virtual learning environment with the development of interactive tools such as discussion boards and wikis so that learners can work collaboratively. Alternatively, the course could be developed in a more traditional face to face setting with activities forming the basis of group work. A mixed approach of e-learning and face to face workshops could be used.

## Selecting Students to attend the course

You will need to decide which students best suit this activity. To be interprofessional you will need two or more professional groups involved ideally from both health and social care.

For example the following professional groups:

- Medicine
- Adult Nursing
- Mental health nursing
- Health care assistants
- Social work

The interprofessional lead for each profession selects the students to be involved in the e-learning course or attend and ensures details are sent to them well in advance. If you are going to use the units in a face to face learning environment the time away from practice needs to be communicated to their placements via the Placement Officer.

## Dates and Venues

This course can be delivered over a number of days or weeks depending on what suits your learners and programme requirements. A number of cohorts may work through the units in any one academic year. The important consideration is the mix of professional groups so the events are interprofessional in nature.



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If you are using face to face methodologies students need to receive the full address of the venue and information about the event. We have used a range of venues which may not be the usual area of practice for the students. A flat room is required with furniture that can be moved. It is suggested that a maximum of 40 students are invited that work in student teams of a maximum of 8 people. The room needs to be arranged so that each team can work around their own table

Some pre-course information will be required about the event. You will need to communicate with the students about any pre-course activities to be carried out

Your own Virtual Learning Environment ( VLE) could be used for this purpose.

Also depending on your local arrangements this event can be counted as part of their practice hours, so the usual arrangements for claiming back your expenses would apply.

### **Equipment required:**

Consider using the VLE direct to access the materials even in a face to face workshop. Sufficient computers with access to the Internet will be required at the venue.

### **Comment:**

A range of different lecturers and practitioners with different expertise could contribute to the Programme

The students are placed into groups at the beginning of the workshop and continue working with those students for the remainder of the event.

The students are unlikely to have met before and will come from differing professional backgrounds, but there is huge potential to learn a lot from each other about how your profession would approach and interact with a mental health service user.

For those students who have a portfolio, participation in this event will count as evidence. The tutors need to sign the portfolio at the end of the event to confirm attendance



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## Assessment

You will need to consider whether you will assess the students at the end of the event/workshop/course.

## Evaluation

The following evaluation form can be used.



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## Pre-Course Self Assessment of the Learning Outcomes

*1 indicates little knowledge or ability and 5 a great deal.*

A little

a great deal

Question	1	2	3	4	5
I appreciate why teams are effective in patient centred health and social care					
I have an awareness of the different professional roles and perspectives of health and social care professionals					
I am aware of the positive benefits of team working for dementia care					
I enjoy and value the reasons for interprofessional education/working					
I appreciate the components of interprofessional competence for dementia care					



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## Post-Course Self Assessment of the Learning Outcomes

*Please score (tick) the following relating to your experience after the course, where 1 indicates little knowledge or ability and 5 a great deal.*

A little

a great deal

Question	1	2	3	4	5
I appreciate more fully why teams are effective in patient centred health and social care					
I have developed an awareness of the different professional roles and perspectives in dementia care					
I am more aware of the positive benefits of team working in dementia care					
I have enjoyed and valued this event and now appreciate the reasons for interprofessional education for dementia care					
I appreciate more fully the components of interprofessional competence for dementia care					



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## **(Free Text for Students)**

### **Best aspects of the workshop:**

- 
- 
- 

### **Worst aspects of the workshops:**

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### **Key learning and/or benefit gained from the workshops:**

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