

Dementia Awareness (Unit 1): Student Guide

You will be learning with other health and social care students in your areas. We want you to enjoy this course which is designed to be challenging, reflective, engaging, purposeful and modern. This guide will help you to familiarise yourself with course and what you will be expected to do.

You may be doing this course on line or face to face or a mixture of the two.

What learning will I experience on this course?

You will make use of written and video material available through the site to understand the case and you will be given a number of activities to complete which will depend on your ability to work collaboratively. We hope that you will use the forum actively to engage each other in discussion about the case. It is worth mentioning that some aspects of the participants' experiences may provoke strong emotions.

The group will tackle a range different tasks. These are called e-tivities.

Are there any lecturers present?

Yes, there are. This event has been designed by a multi-professional team

(Note to facilitator - suggest who is involved) who have been trained as moderators for on-line learning events.

Members of the teaching staff will be logging on to the course regularly throughout the week.

As a student, you will be leading on the activities. At the end of each week one of the teaching staff will summarise what you have achieved as a group.

Your facilitator may have set up a 'Course Queries' discussion board where you can post any general questions or technical problems and concerns about the course.



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Your virtual learning environment (VLE) should have an 'announcements' section. From time to time we will post messages via this section to inform you of any course related issues.

Will I be assessed?

Detailed guidelines for any formal written assessments or portfolios will be given to you by your own module leaders.

For this course, you must engage with all the e-tivities and contributions. The learning builds on from one unit to the next. You will be formatively assessed on the contributions you make over the course. Feedback will be given by your e-tutors. Conversely, if you do not engage with the activities, the tutors will invite you to contribute, remind you of the rules of engagement and even email you personally if necessary.

At the end of the event you are required to complete two written tasks. These are an account of the learning and a reflection on the skills you have developed towards gaining an interprofessional competence fit for practice in the modern health and social care professions. Details will be provided to you. The work can be transferred into your IPE portfolio.

You will be able to use the contributions that you make to discussions each week in your final week reflective pieces. You will receive more guidance by your tutor:

- two or three important problems that have arisen in team working from this course
- suggested solutions with reflections on how your practice may change as a result.

How much do I have to contribute?

For each task every member of the group will have to contribute at least one original posting to the group and at least one considered response to someone else's posting. This is the minimum 'attendance' necessary to gain credit for this event in your IPE portfolio. However, we hope that you will feel enthused to make several contributions to each discussion and to interact with all of the other group members.



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You will be expected to complete your postings within the week they are set and you will not be able to move on to the next week's activities until the start of that week. This is to keep everyone at broadly the same level of involvement.

Don't wait until the end of each week to make your contribution as this places an unequal burden on other group members. Try to make sure that you are contributing regularly.

How much time should I spend on this?

We estimate that you should spend around two hours per week. You can do more but we suggest not more than four hours per week. Different people will work at different speeds with this format and will have different knowledge of the background. We suggest that a productive way to use the site is to make several shorter visits e.g. 20-30 minutes each spread out through the week. Obviously you are free to go on-line at whatever time of the day or night suits you best.

Interprofessional (IP) Competencies : a reminder

Competency is the ability to handle a complex professional situation by the combining of (Miller, 1990):

- * Knowledge ~ the learning of specific fact
- * Skills ~ the practice of knowledge
- * Attitudes ~ the development of appropriate values demonstrated through professional behaviour

Interprofessional competence relates to your ability to become an effective member of a multidisciplinary team. It consists of some of the following elements:

- The ability to place patients/service users/clients centrally in your work
- The appreciation of the roles and responsibilities of multi-disciplinary team members
- Effective communication
- The ability to manage team conflict issues
- The building and sustaining of mature team-working relationships

The development of mutual respect and value for team members



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Reference

Miller GE. (1990) The assessment of clinical skills/competence/performance. Academic Medicine, 65 (9): S63-S67

Discussion Boards, Blogs and Wikis

In relation to discussion boards there is a separate basic guide to posting, reading and responding to messages which you can find in the first e-tivity.

If you want to know how to use a WIKI, watch this <http://www.commoncraft.com/video-wikis-plain-english>

If you want to know how to use a BLOG, watch this <http://www.commoncraft.com/blogs>

You will need a set of headphones to listen to the commentary.

Quick Tips:

Blackboard - When inside the discussion board itself the screen can appear quite untidy, however, there are 3 buttons on the right hand-side of the 'thread' box which enables you to customise the views. These are an arrow pointing downwards to minimise and maximise window buttons.

Web Browser - to make the discussion board even more clear click F11 once to activate full screen view

Discussion boards / Forums - When replying to other peoples messages in the discussion board remember you can change the title of your message. This can be useful when there are a number of replies starting with "RE:RE:RE:RE:RE:RE:" etc. If you remove these RE:it makes the board more readable.

The overall aims and learning outcomes for Dementia IPE activities: a reminder

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:



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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.

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

When you have looked over the information you can commence the course.



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