

MODULE SPECIFICATION	
Module Code and title*	Module Code: MDEM4003 Module Title: Expert Practice in Delivering Person-Centred Dementia Care
School*	School of Allied Health and Community
Location of teaching*	Online only through Blackboard
Subject*	Dementia Studies
Module Leader	Isabelle Latham
Module Type*	Postgraduate Certificate
Module Level and Credits*	30 credits at level 7
Mode of delivery*	This double module is delivered entirely online across two semesters. (This module runs across academic years so that students can benefit from the additional time given by the summer break as students are required to deliver training and support and reflect on it as part of the module)
Module Status in relation to courses*	Mandatory for Postgraduate Award in Professional Development Expert Practice in Delivering Person-Centred Dementia Studies Optional for Postgraduate Certificate in Person-Centred Dementia Studies
Pre-requisites*	None
Co-requisites*	None
Restrictions, excluded combinations, DBS requirements, if appropriate*	Excluded combinations: None Restrictions: None Disclosure and Barring Service (DBS) requirements: None
Short Module Descriptor	This module will enable participants to implement the Focussed Intervention Training and Support (FITS) programme for people with dementia who have complex needs and distressed behaviour. This is an evidence-based training and support intervention that improves psychosocial care and thus reduces the use of restrictive interventions such as anti-psychotic prescribing. For more details of evidence base: https://www.worc.ac.uk/discover/dementia-fits-programme.html Successful completion of this module will enable participants to become a Dementia Practice Development Coach (DPDC) for their own organisation and implement the programme into practice across settings. It is applicable to practitioners from multi-disciplinary professional backgrounds in health and social care. As part of the module participants will deliver one cohort of FITS into Practice within their own organisation/s.
Intended Learning Outcomes*	On successful completion of the module, students should be able to: 1 - Critique the FITS into Practice model, its evidence base, purpose and structure 2 - Critically explore the practical implementation of the FITS into Practice model within relevant organisations 3 - Critically analyse the impact of integrating the model within their current role through recruitment, teaching and support of staff selected to experience the programme as part of their direct care role 4 - Critically assess the facilitators and barriers to implementing the model in relevant care organisations and how their role as a DPDC can affect this 5 - Apply the FITS model to their own organisation and critically reflect on their planning and practice of implementation

	6 - Critically evaluate the impact of the model on the organisations in which they have delivered the model															
Indicative Content	<p>This module will focus on skilling the participant to critically appraise the FITS approach and reflectively deliver it within relevant care organisations. Content may include ;</p> <ul style="list-style-type: none"> • Evidence base and experiences of implementing the FITS approach • Evidence base for person-centred care, psycho-social interventions, anti-psychotic prescribing for people living with dementia • Organisational barriers and facilitators of implementation • Effective training, coaching and support provision • Principles of critical reflective practice • Evaluating interventions in dementia care • Participating in peer review • Planning recruitment and delivery of the FITS approach according to the FITS protocol <p>Student's existing skills of training delivery and organisational personnel development will provide a background to this content.</p>															
Summative Assessment*	<table border="1"> <thead> <tr> <th>Summative Assessment Items</th> <th>Indicative Word Limit</th> <th>Weighting</th> <th>Intended Learning Outcomes Assessed</th> <th>Anonymous Marking</th> </tr> </thead> <tbody> <tr> <td>Teaching Plan</td> <td>1,500</td> <td>30%</td> <td>LO2, LO5</td> <td>No</td> </tr> <tr> <td>Reflective portfolio</td> <td>3000</td> <td>70%</td> <td>LO1, LO4, LO3,LO6</td> <td>No</td> </tr> </tbody> </table>	Summative Assessment Items	Indicative Word Limit	Weighting	Intended Learning Outcomes Assessed	Anonymous Marking	Teaching Plan	1,500	30%	LO2, LO5	No	Reflective portfolio	3000	70%	LO1, LO4, LO3,LO6	No
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Sample assignments for summative assessment	<p>Produce a teaching plan for delivering FITS into Practice in your own organisation/s, justifying the changes from the standard FITS into Practice approach.</p> <p>Produce a reflective portfolio in relation to your own planning, implementation and critical reflection on delivering one cohort of FITS into Practice Programme within organisations relevant to your current role.</p>															
Formative assessment strategy and examples of formative assessment	<p>The students will be given a selection of one of the following online formative exercises (via Blackboard) in each week of teaching that help to provide evidence for each learning outcome and their planning, teaching design, delivery and coaching provision using the FITS model within Health and Social Care organisations. Feedback is provided via Blackboard.</p> <ul style="list-style-type: none"> • Keep a reflective journal • Share one training activity that you have developed to meet one of the FITS programme LOs • Prepare a poster presentation on your FITS into Practice model • Provide peer feedback to other students on their planned FITS into Practice delivery • Map your FITS into Practice model to the Health Education England framework • Discuss your audit of delivery using the standardised audit tool for dementia training • Practice coaching a peer using one of the coaching models shared and reflect on this experience 															
Learning and teaching strategy	<p>This module is delivered entirely online through varied interactive Blackboard activities and regular online group seminars. Participants will be given activities for guided independent study designed to support them in implementing the FITS approach within health and social care organisations and preparing them for their summative assessments.</p> <p>Activities will include:</p> <ul style="list-style-type: none"> • Directed reading 															

	<ul style="list-style-type: none"> • Interactive classroom: discussion, debate etc. • Video lectures • Peer reflection and critique • Discussion boards • Quizzes • Individual enquiry based learning • Work-based practice application <p>This module is designed to be inclusive and all reasonable adjustments can be made to enable students with disabilities to participate fully. Delivering entirely online in particular widens access to students who would not normally be able to travel to the University of Worcester.</p>																		
Learning and Teaching methods*	<table border="1"> <thead> <tr> <th>Activity type</th> <th>Number of weeks and hours/days</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Online exercises (Asynchronous)</td> <td>2 hours x 24 weeks</td> <td>48</td> </tr> <tr> <td>Online seminars or structured group tutorials (Synchronous)</td> <td>1 hour x 12 weeks</td> <td>12</td> </tr> <tr> <td>*Guided independent study</td> <td></td> <td>176</td> </tr> <tr> <td>Preparation of assignments</td> <td>64 hours</td> <td>64</td> </tr> <tr> <td>TOTAL</td> <td></td> <td>300</td> </tr> </tbody> </table> <p>*Guided Independent Study includes students planning, design and delivery of teaching and support sessions for one cohort of FITS into Practice</p>	Activity type	Number of weeks and hours/days	Total	Online exercises (Asynchronous)	2 hours x 24 weeks	48	Online seminars or structured group tutorials (Synchronous)	1 hour x 12 weeks	12	*Guided independent study		176	Preparation of assignments	64 hours	64	TOTAL		300
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Date Module Specification Approved:	Approval May 2019																		
Date and Record of Revisions:																			
Resource list information	<p>Resource lists are available through the Resource Lists hyperlink: http://resourcelists.worc.ac.uk.</p> <p>The resource list for this module can be accessed at: https://rl.talis.com/3/worc/lists/70706D54-BCA4-3EBB-CBBC-202141F761DD/edit</p>																		

Date	Version	Reason for Change	Effective from	Author
	1.0			