MODULE SPECIFICATION

Module Code and title*	**Module Code:** MDEM4004 **Module Title:** Supporting people with Advanced Dementia
School*	School of Allied Health and Community
Location of teaching*	Online only through Blackboard
Subject*	Dementia Studies
Module Leader	Mary Bruce
Module Type*	Postgraduate Certificate
Module Level and Credits*	15 credits at level 7
Mode of delivery*	This module is delivered entirely online in one semester,
Module Status in relation to courses*	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 critically explore approaches to support people living with advanced dementia enabling students to critique their own and others' practice in this area. Students will consider the utility of identifying and defining advanced dementia and consider the ways in which this impacts upon the person, their family, health and social care professionals and other agencies delivering support. Students will critically evaluate key components of person-centred approaches in relation to the challenges of experiencing advanced dementia, and working in this area through the development of a comprehensive approach to support individuals within this group. This module is applicable to practitioners from multi-disciplinary backgrounds in health and social care.
Intended Learning Outcomes*	On successful completion of this module, students should be able to: 1 - Appraise the utility of categorising advanced dementia within a person-centred approach to dementia care 2 - Critically evaluate the evidence base and practicality of different approaches to support of people living with advanced dementia across different settings 3 - Modify existing approaches to care planning to meet the needs of people with advanced dementia 4 - Evaluate different methods for recognising and treating pain for people living with advanced dementia 5 - Critique approaches to advanced care planning, end of life care, palliative care and terminal care as they relate to people living with advanced dementia
Indicative Content	This module will focus on skilling students to consider the important aspects of care planning and approaches to support relevant to the care of people living with advanced dementia. Content may include: • Categorising the advanced/later stages of dementia • Critical health issues in advanced dementia: frailty and co-morbidity • Pain assessment and treatment • End of Life, Palliative care and Terminal Care in advanced dementia • The effects of advanced dementia on care givers, friends and family

	• Principles of critical reflective practice • Care planning for advanced dementia using the enriched model • Understand how to recognise and respond to communication needs by people living with advanced dementia • Approaches to working with people living with advanced dementia including Namaste Care, Adaptive Interaction, and developmental models • Implementing change in care approaches

Summative Assessment*					
	Summative Assessment Items	**Indicative Word Limit or equivalent (e.g. time)**	**Weighting**	**Intended Learning Outcomes Assessed**	**Anonymous Marking**
	Critical Appraisal	1000 words	40%	LO3, LO4	Yes
	Essay	2000 words	60%	LO1, LO2, LO5	Yes

Sample assignments for summative assessment	Summative Assignment 1: Critical Appraisal Select a pain assessment tool and critically reflect upon its implementation and usefulness in meeting the needs of a person living with advanced dementia who may be experiencing pain. Summative Assignment 2: Essay Explore an established approach to care and support for people living with dementia and critically discuss how effectively it supports the holistic needs of people living with advanced dementia and consider how it could be modified to improve people's experiences.
Formative assessment strategy and examples of formative assessment	The students will be given online formative exercises (via Blackboard) in each week of teaching that help to provide evidence for each of the learning outcomes, giving opportunity to relate these issues to their own area of practice. Feedback is provided via Blackboard, formative assessment will be anything from the examples below, • Apply the enriched model of care planning to a person with advanced dementia • Critique pain assessment tools and their efficacy in advanced dementia • Critically reflect on your experiences of someone who is living with advanced and reflect on the experience (or similar simulation exercise) • Evaluate a current care plan of a person living with advanced dementia • Keep a reflective journal related to your experiences of people living with advanced dementia • Present an argument for or against a particular approach to care for people with advanced dementia • Debate the relative merits of developmental models in advanced dementia • Provide peer feedback on an (existing) action plan to implement change in advanced care planning
Learning and teaching strategy	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 applying their learning within health and social care organisations and preparing them for their summative assessments. Activities will include: • Directed reading • Interactive classroom: discussion, debate etc. • Video lectures • Peer reflection and critique • Discussion boards • Individual enquiry based learning • Work-based practice application (or work-based simulation) 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.		
Learning and Teaching methods*			
	Activity type	**Number of hours/days**	**Total**
	Online seminars or structured group tutorials (Synchronous)	1 hour x 6 weeks	6
	Online exercises (Asynchronous)	2 hours x 12 weeks	24
	Guided independent study	6 hours x 12 weeks	72
	Preparation of assessments		48
	TOTAL		150
Date Module Specification Approved:	Approval May 2019		
Date and Record of Revisions:			
Resource list information	Resource lists are available through the **Resource Lists** hyperlink: http://resourcelists.worc.ac.uk. The resource list for this module can be accessed at: https://rl.talis.com/3/worc/lists/FBFF77A2-C57D-0E84-B19E-9B0564CD7E78/edit		

Date	Version	Reason for Change	Effective from	Author
	1.0			