

Module Details	
Module Title:	Assessment and Diagnosis of Dementia
Module Code:	DEM7001-C
Academic Year:	2019-20
Credit Rating:	30
School:	Centre for Applied Dementia Studies
Subject Area:	Dementia
FHEQ Level:	FHEQ Level 7 (Masters)
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	4
Clinical Placement	30
Tutorials	17
Directed Study	249

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2 (Feb - May)

Module Aims
To enable professionals to work as a Practitioner with a Special Interest in Dementia by developing skills in assessment and diagnosis of dementia and referral to specialist diagnostic services where appropriate.

Outline Syllabus
Person-centred dementia care and its application in the dementia diagnostic process; The epidemiology and pathophysiology of dementia; Differentiation between the varied diseases that make up the syndrome of dementia; Critical appreciation of the principles of screening for, and assessment and diagnosis of

dementia;
 Pre-diagnosis assessment methods: behavioural and cognitive assessment, performative tests, carer report, self report;
 Assessment of specific domains and associated tools: cognition, functional ability quality of life;
 Interplay and differentiation of signs and symptoms of depression, delirium and dementia;
 Signs and symptoms of polypharmacy and other conditions that may be confused with dementia;
 Specialist diagnostic services and when to refer to them;
 The person's experience of assessment and factors affecting performance;
 Adjustment and coping in dementia including the person and their families needs;
 Help seeking and support available within primary care for people with dementia; sharing the diagnosis and effective person-centred communication;
 the role of primary care and memory clinics.

Learning Outcomes

1	Synthesise the evidence for the epidemiology and pathophysiology of dementia and differentiate between the signs and symptoms of the most common types of dementia.
2	Critically appraise the interplay between dementia, depression and delirium.
3	Show an advanced critical appreciation of, the principles of screening, assessment and diagnosis in the context of a person-centred approach.
4	Critically appraise evidence on adjusting to and coping with dementia, from perspective of people with dementia and their family members.
5	Correctly use a range of screening tools, to undertake a diagnostic assessment for dementia.
6	Critically interpret the results of screening assessments to accurately diagnose common types of dementia or refer appropriately to a specialist diagnostic service.
7	Differentiate between depression, delirium and dementia.
8	Apply person-centred principles to the assessment and communication of the diagnosis of dementia.
9	Practise evidence-based medicine including adherence to relevant policy and best practice guidelines.
10	Practise critical and effective problem solving and decision making in complex and unpredictable situations.
11	Exercise personal responsibility for decision making.
12	Work and learn independently.
13	Communicate effectively orally and in writing.

Learning, Teaching and Assessment Strategy

All learning outcomes are addressed through blended learning including face-to-face lectures (4 hours) and seminars (4 hours) and on-line discussion forums/tutorials (3 hours) via a Virtual Learning Environment.

Tutorials also include 10 hours of clinical supervision with a clinical mentor, which will address learning outcomes 05 - 13. Guided self-directed study is supported by a bespoke distance

learning study guide and reading materials.

Hours described as other includes: at least 30 hours clinical work-based learning in clinical areas or undertaking specific clinical practice work, supported by a clinical mentor. Clinical areas and practice will be determined through negotiation with the module leader and clinical mentor. This will also address learning outcomes 05 -13.

While undertaking clinical work-based learning students will develop and undertake a programme of activities to fulfil the learning outcomes. Using a learning diary, students will record their learning progress and ongoing learning needs. Through scheduled meetings (face-to-face or by telephone) with their mentor, students will discuss their learning needs and possible solutions e.g. through further reading or alteration of elements of the clinical work-based learning.

All the learning outcomes will be assessed via the single module assignment. The content is research based as the activities and assessment are designed in relation to enquiry based activities. The module requires students to review evidence for practice development, which prepares students for service evaluation projects.

Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Other form of assessment DO NOT USE	Clinical portfolio of clinical competence and key skills through direct observation and student reflection 5000 words	0 hours	100%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>.

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.