

Module Details	
Module Title:	Postdiagnostic Support Pathways for People with Dementia
Module Code:	DEM7015-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
Tutorials	39
Directed Study	261

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1 (Sep - Jan)

Module Aims
To provide students with: 1. a critical appreciation of a holistic assessment of need for people with dementia and their families 2. a comprehensive understanding of the range of post diagnostic support available including social, cognitive, psychological and technological approaches 3. an advanced understanding of factors that precipitate, limit and enhance access to and use of post diagnostic support including transitions, service organisation and multidisciplinary partnership working 4. ability to engage in complex evaluation of post diagnostic support in relation to a service or individual

Outline Syllabus

Post diagnosis support; cognitive, psychological and social interventions. Holistic assessment of need (bio-psycho-social factors) for people with dementia and relatives. Self management. Use of technologies in post diagnostic support. Managing comorbidities. Precipitators of need; e.g. transitions of care. Inclusivity and diversity issues in support provision. Service level barriers and partnership working.

Learning Outcomes

1	Demonstrate advanced understanding of the range of post diagnostic support available to people with dementia and their relatives
10	Work and learn independently
2	Critically appraise and synthesise evidence on the ongoing experience of coping with dementia for people with the condition and their family, assessing implications of this for changing needs (e.g. related to comorbidities) in help seeking and provision
3	Synthesise the evidence for the psychosocial management of symptoms and behaviours experienced by people with dementia
4	Apply a holistic approach to the ongoing assessment, support of and communication with people with dementia and their families
5	Critically appraise the impact of living with dementia on and apply this to assisting people with access to appropriate support and services
6	Critically appraise different types of post diagnostic support in relation to independently sourced evidence
7	Synthesise evidence on different types of post diagnostic support to recommend a suitable evidence based approach for an individual or group
8	Communicate effectively orally and in writing
9	Evaluate the impact of multidisciplinary working on the quality of postdiagnostic support provided for people living with dementia

Learning, Teaching and Assessment Strategy

All learning outcomes are addressed through a combination of independent completion of study activities and exercises supported by a distance learning study guide and reading materials, alongside group based discussion groups and activities conducted synchronously and asynchronously via the VLE and other IT based resources. This will help you to consolidate learning and provide opportunities for discussion and peer support and interaction. Guided self-directed study is supported by a bespoke distance learning study guide and reading materials.

There are ten formative scheduled learning activities for each module; i.e. six online discussion forums, three tutorials and one formative assignment. The mode of feedback for each of these is as follows: asynchronous written peer and tutor feedback on discussions forums; synchronous oral peer and tutor feedback during tutorials; written developmental tutor feedback on the formative assignment. Directed learning is self-study.

Engagement in scheduled learning activities is compulsory and attendance is monitored. Absence from any scheduled learning activity must be authorised by the module leader and plans to catch up on the missed work must be put in place. Failure to engage in scheduled learning activity can lead to withdrawal from the programme of study.

During work-based learning a self-determined programme of activities and progress will be recorded in a learning diary, along with action plans. Learning outcomes 01 - 09 will be assessed by portfolio including critical evaluation and reflection on practice. The module is research-informed, drawing on systematic inquiry into the existing evidence-base for effective clinical practice.

Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Coursework	Portfolio assignment; critical commentary on at least two different approaches and case studies (4000 words)	-4000 words	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.