

Module Details	
Module Title	Postdiagnostic Support Pathways for People with Dementia
Module Code	DEM7015-C
Academic Year	2020/1
Credits	30
School	School of Allied Health Professions and Midwifery
Subject Area	Dementia
FHEQ Level	FHEQ Level 7
Pre-requisites	N/A
Co-requisites	N/A

Contact Hours	
Type	Hours
Online Tutorials (Synchronous)	39
Directed Study	261

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1

Module Aims
To provide students with: A critical appreciation of a holistic assessment of need for people with dementia and their families; A comprehensive understanding of the range of postdiagnostic support available including social, cognitive, emotional/psychological and technological approaches; An advanced understanding of factors that precipitate, limit and enhance access to and use of postdiagnostic support; The ability to engage in complex evaluation of postdiagnostic support for people with dementia.

Outline Syllabus
Illness representations, Post diagnosis support; cognitive, emotional/psychological and social interventions. Holistic assessment of need (bio-psycho-social factors) for people with dementia and relatives. Use of technologies in post diagnostic support. Managing comorbidities. Precipitators of need; e.g. transitions of care. Inclusivity and diversity issues in support provision. Care pathways, multi-disciplinary partnership working and post-diagnostic support services.

Learning Outcomes	
Outcome Number	Description
01	Demonstrate advanced understanding of the range of post diagnostic support available to people with dementia and their relatives.
02	Conduct an investigation into the needs and post-diagnostic support experiences of people with dementia.
03	Critically evaluate the benefits and limitations of psychosocial interventions, assessing availability and suitability to individual's needs.
04	Apply a holistic approach to the ongoing assessment, support of and communication with people with dementia and their families.
05	Critically appraise the impact of living with dementia on and apply this to assisting people with access to appropriate support and services.
06	Critically appraise different types of post diagnostic support available to people with dementia.
07	Synthesise evidence on different types of psychosocial interventions.
08	Communicate effectively orally and in writing.
09	Develop a complex written account of people's post-diagnostic support experiences.
10	Work and learn independently.

Learning, Teaching and Assessment Strategy
All learning outcomes are addressed through a combination of activities: independent completion of tasks and activities provided in the study guide, practice based work, online resources (such as selected reading, video and audio files), and online group based discussions using Canvas as the virtual learning platform. 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. Each module consists of 300 hours study. Students are expected to spend 261 hours in self-study. There are also eleven formative scheduled learning activities for each module; i.e. six facilitated discussion groups, three 1 hour online tutorials and two formative assignments (one optional). This assists students to consolidate learning and provides opportunities for discussion, peer support and interaction. This will require 39 hours of students' time. 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. Feedback is provided for activities: written/audio peer and/or tutor feedback on the six discussion groups, oral feedback during online tutorials, and written developmental tutor feedback on formative assignments. The summative assignment consists of a portfolio containing a critical commentary of two different approaches and two case studies. This will require the students to demonstrate knowledge and understanding of all learning outcomes.

Mode of Assessment				
Type	Method	Description	Length	Weighting
Summative	Coursework	Portfolio assignment; critical commentary on two different approaches and two case studies (4000 words)	N/A	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.

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