

Module Details	
Module Title	Postdiagnostic Support Pathways for People with Dementia
Module Code	DEM7015-C
Academic Year	2022/3
Credits	30
School	Centre for Applied Dementia Studies
FHEQ Level	FHEQ Level 7

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

Availability	
Occurrence	Location / Period
DLA	University of Bradford / Semester 1
DLA	University of Bradford / Semester 2

Module Aims
To provide students with 1. A critical appreciation of a holistic assessment of need for people living with dementia and their supporters. 2. A comprehensive understanding of the range of post diagnostic support available including social, cognitive, emotional/psychological and technological approaches. 3. An understanding of factors that precipitate, limit and enhance access to and use of post diagnostic support. 4. The ability to engage in complex evaluation of post diagnostic support for people living with dementia.

Outline Syllabus
Exploration of how people understand dementia. Post diagnosis support for people living with dementia and their supporters (e.g. family members or friends). Holistic assessment of need (bio-psycho-social factors) for people living with dementia and their supporters. Managing comorbidities. Precipitators of need; e.g. transitions of care. Care pathways, multi-disciplinary partnership working and post-diagnostic support services. Psychosocial interventions encompassing cognitive, emotional/psychological and social approaches. Use of technologies in post diagnostic support. Inclusivity and diversity issues in support provision.

Learning Outcomes	
Outcome Number	Description
01	Demonstrate an understanding of the range of post diagnostic support available to people living with dementia and their supporters.
02	Conduct an investigation into the needs and post-diagnostic support experiences of people living with dementia.
03	Critically evaluate the benefits and limitations of psychosocial interventions, assessing availability and suitability to the needs of individuals.
04	Apply a holistic approach to the ongoing assessment, support of and communication with people living with dementia and their supporters.
05	Critically appraise the impact of living with dementia and having access to appropriate support and services.
06	Critically appraise different types of post diagnostic support available to people living 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 post-diagnostic support experiences of people living with dementia.
10	Work and learn independently.

Learning, Teaching and Assessment Strategy

In order to take this module you will need regular and ongoing contact with people living with dementia in a paid or voluntary position. This must be in place before you start the module.

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. In line with the University's research-informed teaching strategy the module is both research-focused, drawing on inquiry into the existing evidence-base for effective clinical practice, and is research-informed by research active staff within the Centre for Applied Dementia Studies.

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 case studies on post-diagnostic support experiences and an evaluation of two different psychosocial interventions. This will require the students to demonstrate knowledge and understanding of all learning outcomes.

Mode of Assessment

Type	Method	Description	Weighting
Summative	Coursework - Written	Portfolio assignment; critical commentary on 2 different approaches & 2 case studies (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.