

Module Details	
Module Title	Understanding the me in dementia
Module Code	DEM7022-C
Academic Year	2022/3
Credits	30
School	Centre for Applied Dementia Studies
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Tutorials	39
Directed Study	261

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

Module Aims
1. To understand dementia from the experiences of people who live with dementia. 2. To be able to challenge the stigma and common stereotypes of dementia to realise that once you've met one person with dementia, you've met one person with dementia. 3. To value people with dementia as individuals and understand their unique skills, abilities, needs, wishes, personal preferences and aspirations. 4. To identify a range of strategies for understanding and enhancing language and communication with and about people living with dementia.

Outline Syllabus
Understand dementia from the experiences of people who live with dementia. Challenge ongoing stigma, common stereotypes, and presumptions about dementia. Changing mindsets about what dementia looks like?. Factors affecting individuals? experiences of dementia ? personalities, skills, abilities, wishes, personal preferences, aspirations and needs (social, cultural, emotional). Holistic view of individuals with dementia. Types of dementia and the impact of this on the experience of the individual. Communication and language. The impact of dementia on communication. Strategies for enhancing communication with people with dementia. Strategies for enhancing language about people with dementia. Diversity of experiences and perspectives, dealing with conflicting perspectives. Theoretical approaches to analysis and interpretation of methods of communication to enhance involvement. Empathic and appropriate communication with individuals.

Learning Outcomes	
Outcome Number	Description
01	Evaluate and synthesise evidence to inform an understanding of the uniqueness of an individual's experience of living with dementia.
02	Critically examine the common stereotypes and assumptions about dementia from the perspectives of those with lived experience.
03	Distinguish between types of dementia and recognise how these alter people?s lived experience.
04	Recognise that people living with dementia have individual skills, abilities, personal preferences, and aspirations, and illustrate practice which will value and uphold these.
05	Understand that people living with dementia have individual social, physical, emotional, and cultural needs, and illustrate practice which will value and uphold these.
06	Critically discuss a range of theories and approaches to appropriately communicate with individual who have dementia.
07	Appraise and propose a range of appropriate strategies for understanding and enhancing communication with individuals with dementia to ensure they are involved in decisions about their care.
08	Understand and propose appropriate use of language about people with dementia.
09	Construct complex written/verbal argument to facilitate change.
10	Creatively address the stigma associated with dementia.

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.

The module was innovatively co-designed by people living with dementia from the beginning ? the experts by experience identified the focus, title, learning outcomes, assessment methods and content of the module, and will also be involved in teaching (providing feedback on formative work and exercises) and assessment.

All learning outcomes for the module are addressed through a combination of activities: independent completion of tasks and activities provided in the module study guide, practice based work, reviewing online resources (such as selected reading, video and audio files), and online group based discussions using Canvas as the virtual learning platform. Each module consists of 300 hours study. Students are expected to spend 261h in self-study. There are also eleven formative scheduled activities - six facilitated online asynchronous discussion groups, three 1h online synchronous tutorials, and two formative assessments (one optional). These activities help students to consolidate their learning and provides opportunities for discussion, peer support and interaction. These will require 39h of students' time. Written/audio tutor/peer feedback is provided on all activities. Students will also be supported to undertake practice-based work to inform their understanding which will assist in the application of theory to practice. Engagement in scheduled learning activities is compulsory and attendance is monitored. Failure to engage in scheduled learning activity can lead to withdrawal from the programme of study.

In line with the University's research-informed teaching strategy the module is both research-focused, requiring inquiry into the evidence-base to support practice development, and is research-informed by research active staff within the Centre for Applied Dementia Studies.

The summative assessment consists of a written case study and a presentation. The case study report (2,000 words, 50% weighting) is identified from student's practice, requiring students to reflect on their current practice and identify innovative and evidence-based approaches to change practice focusing on facilitating communication. The second assessment is a presentation. Students will be required to complete a 15 minute presentation about a piece of work (recorded online) which will be assessed by tutors and experts by experience. These will require students to demonstrate learning outcomes 1-10.

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Coursework - Written	Summative Assessment 1: Case Study report	50%
Summative	Presentation	Summative Assessment 2: Presentation	50%

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.