Programme Specification

Programme award and title: Occasional studies in Dementia Studies

| SCQF Level: | 11 | SCQF Credit Value: | 20 per module |

Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

- Structure of the programme
- This programme offers one off modules on a standalone basis. The modules within this programme offer students an in-depth knowledge of specific topics within the field of dementia studies. The four modules currently offered are:
  - DEMP07 - Palliative and End of Life Dementia Care
  - DEMP06 - Supporting family carers of people with dementia
  - DEMP05 - Supporting younger people with dementia
  - DEMP02 - Design, technology and dementia care: promoting best practice
- Two modules are offered each semester and students usually complete one module.

- This distance learning programme uses a number of learning methods. This is increasingly referred to as blended learning and involves students attending the university for one or two days at the beginning of each module. A specially designed website is available for students to access course information, share expertise and contact the course tutors. A module workbook forms the basis of the student's individual study and is built upon by wider reading. Tutor support is available via webct email in the first instance to allow the student to clarify information, seek advice and discuss issues relating to their progress on the course. The tutor will summarise each discussion board activity and highlight areas requiring further consideration from the student group where appropriate.

- The notional 200 hours study requirement for each module is broadly broken down in the following way:
  - A text based study workbook 92 hours
  - An on-line website with discussion activity 40 hours
  - Independent reading 40 hours
  - Final Assignment 20 hours
  - Residential session 8 hours
  - Total 200 hours

- The course is based on the concept of a learning community. This means being in partnership and sharing responsibility for your personal learning with the course team, tutor and other course members. Emphasis is placed on a collaborative, action learning and enquiry (problem-solving) approach to learning and on encouraging reflective practice.

- DEMP02 - Design, technology and dementia care: promoting best practic

- This module explores the impact of design and the role of technology in the lives of people with dementia. It begins by looking at the manner in which the environment may influence the lives of people with dementia both positively and negatively. The theoretical concept of 'environmental press' is examined in relation to older people and people with dementia as are ideas about 'home' and 'homeliness'. Different approaches to improving environments through better design and the theories behind them are explored. The module moves on to look more specifically at the relationship between design and dementia and some innovative ways in which this relationship has been improved.

- The second half of the module looks at technology, both everyday and assistive technology. The module includes discussion of specific projects which have tried to improve the care for people with dementia through the provision of assistive technology in different ways. There is also discussion on more controversial uses of technology such as electronic tagging. The important issue of ethics
relating to technology is examined in detail. An examination of theory places the use of technology in a broader context. The module concludes by looking at achievable and significant ways in which design and technology can improve the lives of people with dementia.

- **DEMP05** - Supporting younger people with dementia

This module explores several issues which have, until recently, been relatively neglected within policy, practice and literature on dementia. These issues are younger onset dementia, people with learning disabilities and dementia and alcohol related brain damage. These issues are gaining recognition for a number of reasons examined throughout this module. The main reason is increasing numbers of individuals being diagnosed with these conditions. Younger onset dementia is now more widely recognised although it is not clear that the prevalence is rising. With improved health and social conditions, people with learning disabilities are living longer and, therefore, more individuals are reaching an age when the prevalence of dementia is higher. Finally, alcohol related brain damage is increasing in prevalence due to changes in drinking patterns for men and women.

- These three issues are all likely to affect younger people than those traditionally regarded as having dementia and cared for within ‘dementia’ services. The younger age group presents a different range of challenges to carers, professionals and services. These challenges and the current responses to them are explored within this module.

- **DEMP06** - Supporting family carers of people with dementia

This module focuses on the experiences of the carers of people with dementia. The module explores the informal care of people with dementia and the particular needs and experiences of different groups of carers. Perceived challenges to caring are explored with reference to the role of informal carers. Approaches to working with carers and the participation of carers in the different aspects of care, such as health, and social and spiritual care, are examined. These issues are further explored through discussion of the policy and service frameworks for informal care of people with dementia. The module concludes by looking at the possibilities for working with people with dementia and their carers together.

- **DEMP07** Palliative and End of Life Dementia Care

This module is concerned with the end of life care needs of people with dementia and will explore both palliative care needs and care needs of the person with dementia as their condition progresses. It will explore the history and current context of end of life care for people with dementia as well as considering quality of life up to the point of death and the appropriateness of palliative care models for dementia care. The module explores the experiences of carers and care workers and uses examples such as food, pain and spiritual care needs to illustrate the complexity of decision making and care provision at the end of life. It concentrates specifically on an area that is at best overlooked, at worst perceived as a taboo area within the field, but which is a critical phase in the care of people with dementia.

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**Intended programme learning outcomes:**
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student’s personal development planning (PDP) and future employability.

Knowledge and understanding
- Each of the four modules has a range of learning outcomes and these are given below:

**DEMP02**
On completion of this module, students will have:
- Developed an understanding of the theories and concepts that shape a disability approach to design and dementia
- Demonstrated a critical awareness of the issues raised by different design concepts
• Critically examined the use of assistive technology in care for people with dementia
• Analysed the complex ethical issues relating to the use of assistive technology

DEMP05
- Develop an understanding of the issues concerning younger people with dementia, specifically people with younger onset dementia, learning disabilities and dementia and alcohol related brain damage
- Develop a knowledge of relevant policy and service issues
- Demonstrate an understanding of how these issues become part of the policy and practice agenda

DEMP06
• To examine the characteristics of carers of people with dementia and to critically explore the implications of different characteristics
• To understand the challenges faced by the carers of people with dementia
• To critically examine the role of informal carers in the provision of care for people with dementia
• To have developed a knowledge of relevant policy and service issues
• To have acquired a critical understanding of the different approaches to working with people with dementia and their carers together

DEMP07
On completion of this module, students will:
• have a critical understanding of the underlying theory/philosophy and practice of end of life dementia care
• be aware of key research relating to end of life care needs and experiences
• have developed critical awareness of the end of life care literature and how this relates to people with dementia

Subject-specific skills and other attributes
• Each module will encourage students to:
  • Develop an understanding of multidisciplinary perspectives about dementia and approaches to dementia care.
  • Address critical issues in dementia care and service delivery.
  • Foster improved multidisciplinary and collaborative practice.
  • Compare and contrast national and international research.
  • Identify and debate current practice developments.
  • Develop critical thinking to promote reflective practice

Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes
• On completion of each module, students should be able to critically examine available literature on specific topics and to analyse evaluation reports. Students should be able to relate theory and policy to practice and be reflexive about their own practice. Students should have further developed their ability to use learning to improve their own practice in relation to dementia care. They should have developed skills in the critical review and analysis of literature, research and policy as well as self management and communication skills.

Learning, teaching and assessment strategies:
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features
• This distance learning programme uses a number of learning methods. This is increasingly referred to as “blended” learning and involves students attending the university for one day at the beginning of each module followed by a period of online study. A specially designed website is available for students to access course information, share expertise and contact the course tutors. A module workbook forms the basis of the student's individual study and is built upon by wider reading. Module co-ordinators provide e-mail and phone support to students who wish to clarify information, seek advice and discuss issues relating to their progress on the course. Online discussions give students the opportunity to discuss specific concepts or issues arising from individual study and their application to practice with a member of the course team and other students. The tutor will summarise each discussion activity and highlight areas requiring further consideration from the student group where appropriate.
- Each module is assessed by a 4500 word written assignment at the end of the module.

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<th>Professional/statutory body accreditation or recognition:</th>
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**Further details:**

Entry requirements: [http://www.external.stir.ac.uk/postgrad/index.php](http://www.external.stir.ac.uk/postgrad/index.php)

Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)

Relevant Subject Benchmark statement (if applicable): [http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)


Introduction/revision date: N/A