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Title: Collaborative and Professional Practice in Dementia Care  
Status: Definitive  
Code: **7021PQHEAL** (120152)  
Version Start Date: 01-08-2021  
  
Owning School/Faculty: Nursing and Allied Health  
Teaching School/Faculty: Nursing and Allied Health

Team	Leader
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**Academic Level:** FHEQ7      **Credit Value:** 30      **Total Delivered Hours:** 34  
**Total Learning Hours:** 300      **Private Study:** 266

### Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	20
Tutorial	4
Workshop	10

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	essay	Essay	70	
Presentation	pres	Presentation	30	

### Aims

*The aim of this module is to develop a deeper understanding of dementia, to think creatively to identify innovations in care delivery and how these can be adapted and applied to the service planning and delivery within the students own organisation.*

## Learning Outcomes

After completing the module the student should be able to:

- 1 Critically analyse the current national and international policies for dementia and the potential resource implications.
- 2 Identify the physical and psychological health needs, including assessment strategies, and the practical management of people with dementia within a variety of settings which includes palliative and end of life care.
- 3 Critically analyse the range of therapeutic approaches and models for dementia care.
- 4 Identify the risk factors and preventative strategies for people with moderate and advanced dementia which are associated with unscheduled hospital admissions and transfer to long term care environments.
- 5 Recognize and agree the appropriate intervention strategies aimed at family caregivers to promote their own health and well being and those of the person with dementia.
- 6 Establish the current research priorities, future research and the role of evaluation in dementia care.

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

essay	1	2	3	4	5
presentation	6				

## Outline Syllabus

*National and International policies*

*Therapeutic approaches and models of dementia care*

*Assessment and interventions and different stages of the disease trajectory*

*Diagnosis and assessment*

*Health and wellbeing*

*Palliative and end of life care needs*

*Family caregivers / informal carers needs and experiences*

*Assessment of family caregiver needs*

*Current and proposed research / clinical guidelines*

*Evaluation in dementia care*

## Learning Activities

Lectures / discussion

Workshops / seminars

Tutorials

## Notes

There has been increasing international attention to the experience of dementia over the last decade. This is in part due to the anticipated rise in the numbers of people who will be diagnosed with the condition. Early diagnosis, assessment and planned interventions are the priorities for planning future care for people with dementia. The module aims to share knowledge and develop a sound knowledge base for multi professionals working with people who care and support this client group.

1. The module learning outcomes and relevant subject benchmark statements are in line with the QAA framework for higher education qualifications in England, Wales and Northern Ireland. The module is aligned to the Level 7 descriptors for a Level 7 Higher Education Qualification.

2. The module is delivered over one semester.

3. The criteria for admission to the module is that candidates are currently working as a registered professional in a relevant area of practice. Ideally candidates will have studied at degree (level 6) however if this is not the case the applicants skills and professional experience will be discussed to allow the module leader to assess capability to study at level 7

4. The final award is a Continuing Professional Development – Collaborative and Professional Practice in Dementia Care

5. The students have access to Blackboard and the University's other range of electronic support such as access to the electronic library facilities. The students also have access to the module leader through phone contact, emails and face to face meetings. A module guide is also provided which guides students to the wider range of support available.

6. The programme is assessed and run in line with the Academic Framework 2013-14 <http://www.ljmu.ac.uk/eaqs/121984.htm>

7. Attendance is required throughout the module and will be monitored as required by HENW.

8. Module written in 2014

9. The methods for improving the quality and standards of learning are as follows:

- Annual monitoring Review
- Feedback from the students and Boards of Study
- Reports from External Examiner
- Ensuring the module reflects the values of the current teaching and learning strategy

10. This is a stand-alone CPD. An appropriately qualified external examiner will be selected from the MSc Advanced practice team of externals.