

Module Details	
Module Title	Understanding the me in dementia
Module Code	DEM7022-C
Academic Year	2024/5
Credits	30
School	Centre for Applied Dementia Studies
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Tutorials	41
Directed Study	259

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

Module Aims
<p>This module aims to provide students with</p> <ol style="list-style-type: none"> 1. An understanding of dementia from the experiences of people who live with dementia. 2. The ability 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. The ability to value people with dementia as individuals and understand their unique skills, abilities, needs, wishes, personal preferences and aspirations. 4. The skills and knowledge to identify and critically appraise a range of strategies for enhancing language and communication with and about people living with dementia to support inclusion.

Outline Syllabus
<p>Understand dementia from the experiences of people who live with dementia. Challenge ongoing stigma, discrimination, 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 to support inclusion. 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 inclusion and involvement. Empathic and appropriate communication with individuals. Promotion of human-rights and meaningful inclusion for people with dementia.</p>

Learning Outcomes

Outcome Number	Description
01	Critically evaluate and synthesise evidence to inform an understanding of the uniqueness of an individual's experience of living with dementia.
02	Demonstrate a systematic and critical understanding of the different types of dementia and critically appraise how these alter people's lived experience.
03	Develop comprehensive knowledge of the individualisation of dementia, and a critical awareness of individual skills, abilities, personal and cultural preferences, and aspirations.
04	Critically examine the common stereotypes and assumptions about dementia from the perspectives of those with lived experience, proposing creative solutions to overcome stigma and discrimination.
05	Critically appraise a range of theories, approaches, and strategies to appropriately communicate about and with individuals who have dementia.
06	Systematically apply knowledge and skills to co-construct innovative solutions to facilitate change in dementia practice to promote the human rights of people with dementia.
07	Work and learn independently.
08	Communicate effectively orally and in writing.

Learning, Teaching and Assessment Strategy

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 its teaching and assessment.

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

All learning outcomes are addressed through a combination of activities: independent completion of tasks and activities provided in the module 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 to consolidate learning and provide opportunities for discussion, 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.

The module consists of 300 hours study. Students are expected to spend:

* 259 hours in self-study.

* 41 hours across eleven formative scheduled learning activities, including six facilitated discussion groups, three 1.5-hour online tutorials and two formative assignments (one optional).

Engagement in scheduled learning activities is compulsory and attendance is monitored.

Feedback is provided for activities; written/audio peer and/or tutor feedback on the six discussion groups, oral feedback during online tutorials, and both tutor and peer developmental feedback on formative assignments.

The summative assessment consists of a written case study and a poster presentation. The case study report (2,000 words, 50% weighting) requires students to reflect on their learning during the module - which includes co-designing a poster to combat stigma against dementia with a person with dementia. They are asked to consider the co-design process and identify how they adapted their communication to ensure the person with dementia was meaningfully involved in the design of the poster, underpinned by theories of communication and inclusion (LO 1, 5-8). The second assessment is a presentation of the co-designed poster. This will be presented individually, online and will last for 10 minutes. It will be assessed by tutors and experts by experience (LO 1-4, 7-8).

Mode of Assessment

Type	Method	Description	Weighting
Summative	Coursework - Written	Summative Assessment 1: Case Study - Communication and Inclusion	50%
Summative	Presentation	Summative Assessment 2: Poster Presentation	50%
Formative	Not assessed	DRAFT: Summative Assessment 1: Case Study - Communication and Inclusion	N/A
Formative	Not assessed	Poster Outline.	N/A

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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