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| MODULE SPECIFICATION TEMPLATE |

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| MODULE DETAILS | | | | | | | | | | | | | | | | | | | | |
| **Module title** | Assessment and Treatment of Dementia | | | | | | | | | | | | | | | | | | | |
| **Module code** | MDM120 | | | | | | | | | | | | | | | | | | | |
| **Credit value** | 20 | | | | | | | | | | | | | | | | | | | |
| **Level**  Mark the box to the right of the appropriate level with an ‘X’ | Level 4 |  | | Level 5 | | |  | Level 6 | | | |  | | Level 7 | | | X | Level 8 |  | |
| Level 0 (for modules at foundation level) | | | | | | | | | | |  | |  | | | | | | |
| ***Entry criteria for registration on this module*** | | | | | | | | | | | | | | | | | | | | |
| **Pre-requisites**  Specify in terms of module codes or equivalent | The module is aimed at professionals who are in a position to deliver improvements to the health and care of people with dementia. The minimum entry requirements are: EITHER a degree and evidence of a capacity to study at Master’s level with a substantial interest and/or experience in an area of health or social care OR evidence of a capacity to study at Master’s level and at least two years work experience in an environment related to dementia care.  . | | | | | | | | | | | | | | | | | | | |
| **Co-requisite modules**  Specify in terms of module codes or equivalent |  | | | | | | | | | | | | | | | | | | | |
| ***Module delivery*** | | | | | | | | | | | | | | | | | | | | |
| **Mode of delivery** | Taught | | X | | Distance | | | |  | | Placement | | | | |  | Online | | |  |
|  | Other | |  | | | | | | | | | | | | | | | | | |
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| **Pattern of delivery** | Weekly | |  | | Block | | | |  | | Other | | | | | 3 + 2 days | | | | |
| + | | | | | | | | | | | | | | | | | | | | |
| **When module is delivered** | Semester 1 | | | | X | Semester 2 | | | | | | | X | | Throughout year | | | | |  |
| Other | |  | | | | | | | | | | | | | | | | | |
| **Brief description of module content and/ or aims**  Overview (max 80 words) | The module will be taught by senior clinicians, experienced in the diagnosis and management of patients with dementia. The module ensures students gain a critical understanding of the principles of diagnosis and treatment of dementia and how these can be applied in clinical settings. | | | | | | | | | | | | | | | | | | | |
| **Module team/ author/ coordinator(s)** | Dr Victoria Lukats, Consultant Psychiatrist, Susses Partnership NHS; Dr Naji Tabet, Senior Lecturer in Old Age Psychiatry, Postgraduate Medicine, BSMS; Dr Tony Coates, Consultant in Old Age Psychiatry, Sussex Partnership NHS Foundation Trust. | | | | | | | | | | | | | | | | | | | |
| **School** | Postgraduate Medicine | | | | | | | | | | | | | | | | | | | |
| **Site/ campus where delivered** | Falmer | | | | | | | | | | | | | | | | | | | |
| ***Course(s) for which module is appropriate and status on that course*** | | | | | | | | | | | | | | | | | | | | |
| **Course** | | | | | | | | | | **Status (mandatory/ compulsory/ optional)** | | | | | | | | | | |
| MSc Dementia Studies | | | | | | | | | | Mandatory | | | | | | | | | | |
| PGDip Dementia Studies | | | | | | | | | | Mandatory | | | | | | | | | | |
| PGCert Dementia Studies | | | | | | | | | | Optional | | | | | | | | | | |
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| MODULE AIMS, ASSESSMENT AND SUPPORT | | |
| **Aims** | The module is intended to enable students to have an in-depth knowledge and understanding of assessment and treatment of dementia | |
| **Learning outcomes** | Upon successful module completion, student will be able to demonstrate:   * Knowledge and understanding of scientific basis of assessment and treatment of dementia * Ability to investigate and differentiate between the various subtypes of dementia, based on high-level clinical reasoning skills * Ability to critically appraise current and potential new treatment approaches in dementia | |
| **Content** | **The principles of assessment of dementia:**   * history taking and presenting symptomatology * assessing psychosocial aspects * pre- and post-diagnostic counselling, delivering a diagnosis well and communication skills * assessing behavioural and psychological symptoms and risk assessment * understanding the importance of physical assessment * neurocognitive testing * neuroimaging * pathology and other investigations * biomarkers in dementia: current and future role in diagnosis * differential diagnosis and formulation * diagnostic criteria and classifications   **Principles of treatment in dementia:**   * pharmacology and therapeutics for cognitive symptoms * pharmacology and therapeutics for behavioural and psychological symptoms * non pharmacological interventions * psychological and social interventions * engaging service users and carers * evidence-based practice | |
| **Learning support** | A list of core / recommended reading is available in the Module Handbook which can be found on StudentCentral. | |
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| ***Teaching and learning activities*** | | |
| **Details of teaching and learning activities** | Lectures and small group learning, enhanced through problem-based learning with real case scenarios. Formative assessment using case presentations and MCQ papers | |
| **Allocation of study hours (indicative)**  Where 10 credits = 100 learning hours | | **Study hours** |
| **SCHEDULED** |  | 30 |
|  | | |
| **GUIDED INDEPENDENT STUDY** |  | 170 |
|  | | |
| **PLACEMENT** |  |  |
| **TOTAL STUDY HOURS** | | **200** |
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| ***Assessment tasks*** | | |
| **Details of assessment for this module** | A 3,000 word written assignment in which students are required to select three cases from their practice or experiences; one should demonstrate principles of assessment and at least one should demonstrate principles of treatment. | |
| **Types of assessment task[[1]](#footnote-1)**  Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression. | | **% weighting**  (or indicate if component is pass/fail) |
| **WRITTEN** |  |  |
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| **COURSEWORK** | 3,000 word written assignment | 100 |
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| **PRACTICAL** |  |  |
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| EXAMINATION INFORMATION | | | | |
| **Area examination board** | Postgraduate Medicine | | | |
| Refer to Faculty Office for guidance in completing the following sections | | | | |
| ***External examiners*** | | | | |
| **Name** | | **Position and institution** | **Date appointed** | **Date tenure ends** |
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| QUALITY ASSURANCE | | | | | |
| **Date of first approval**  Only complete where this is not the first version |  | | | | |
| **Date of last revision**  Only complete where this is not the first version |  | | | | |
| **Date of approval for this version** |  | | | | |
| **Version number** |  | | | | |
| **Modules replaced**  Specify codes of modules for which this is a replacement | N/A | | | | |
| **Available as free-standing module?** | | Yes | X | No |  |

1. Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task. [↑](#footnote-ref-1)