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| MODULE SPECIFICATION TEMPLATE |

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| MODULE DETAILS | | | | | | | | | | | | | | | | | | | | |
| **Module title** | Psychological and Social Perspectives of Dementia | | | | | | | | | | | | | | | | | | | |
| **Module code** | MDM121 | | | | | | | | | | | | | | | | | | | |
| **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 | | | | |
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| **When module is delivered** | Semester 1 | | | |  | Semester 2 | | | | | | | X | | Throughout year | | | | |  |
| Other | |  | | | | | | | | | | | | | | | | | |
| **Brief description of module content and/ or aims**  Overview (max 80 words) | The experts in the reality of living with dementia are those who have dementia themselves and their loved ones. Some of these individuals will contribute to this module. This module will involve a systematic and comprehensive exploration of the psychological and social impact of dementia encompassing a range of important topics that affect the individual, those close to them, their relationships and wider society. Topics will cover areas from very early in the illness to end of life. The module is interactive and engaging. | | | | | | | | | | | | | | | | | | | |
| **Module team/ author/ coordinator(s)** | Dr Tony Coates, Consultant in Old Age Psychiatry, Sussex Partnership NHS Foundation Trust; Dr Victoria Lukats, Consultant Psychiatrist, Sussex Partnership NHS; Dr Naji Tabet, Senior Lecturer in Old Age Psychiatry, Postgraduate Medicine, BSMS; | | | | | | | | | | | | | | | | | | | |
| **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 psychosocial issues in dementia. | |
| **Learning outcomes** | **It is envisaged that on successful completion of this module students will demonstrate:**   * An understanding of how relationships between the person with dementia and their family/friends/colleagues are altered and the impact that a dementia can have on the maintenance and support of personal and social networks. * Knowledge of how the environment of the person with dementia can affect their ability to maintain wellbeing, and how this can be adjusted in order to promote independence or less dependence, including in the workplace. * An understanding of how society perceives people with dementia and how concepts of equality, inclusion, human rights and fair access to services are promoted for those with dementia. * Knowledge of the issues which impact upon the person with dementia from a legal perspective (e.g. Mental Capacity Act, Mental Health Act, Disability Discrimination Act, Powers of Attorney etc.)and how these integrate with the process of risk management. * Knowledge of the role of statutory and non-statutory services in dementia care - including family and social networks. * Knowledge of the role of advance directives and advance statements in preparation for increased disability and the role of palliative care services in supporting those with dementia in the home environment. * An understanding of the difficulties that might result from a diagnosis of an hereditary disorder/dementia e.g. Huntington’s disease and how these difficulties can be addressed using available resources, specialist services and contemporary care packages. * An understanding of the ways in which the person with dementia can direct their care and be supported in maintaining their wishes, evaluating and reviewing their support needs. * Knowledge of the role of the media, from a positive and negative perspective, in educating society regarding the management and progression of dementia. * An understanding of the ways in which lifestyle changes can be introduced to reduce the risk of developing dementia and assist the individual to optimum wellbeing and quality of life. * An understanding of how an individual’s spiritual needs and beliefs can be explored and used to shape their response to the disease progression and care delivery. * Knowledge of the different experiences of younger adults with dementia. * Knowledge of the role of statutory and non-statutory services, including family and social networks in supporting young children/teenagers of an adult with dementia. * An understanding of the effect of gender and sexuality on the experience of providing care within a personal/marital /civil relationship. | |
| **Content** | * The effects of dementia in families including the effect on the personal/marital relationship in couples where one has dementia. This will include examining the effect of gender and sexuality on the experience of providing care. * The perception of dementia in society and in the media with particular emphasis on the role of celebrities and other famous people such as politicians who have experienced or who are experiencing dementia. * The impact of dementia in the field of employment, including employment law/adjustments at work/early retirement on health grounds. * The special impact of dementia in families with hereditary disorders e.g. Huntington’s Disease. * The importance of spiritual and religious aspects of the care of people with dementia. * Dementia in ethnic minority groups examining the different approaches and experiences of carers and people with dementia. * Reducing risks of developing dementia through behaviour and lifestyle changes including alcohol use and nutrition. * The different experiences of younger adults with dementia including the impact on their children/teenagers; memory boxes, schooling and relationship with the affected person. * Legal aspects of dementia including matters relating to finance/property and health. This will include a review of the use in dementia care of the Mental Health Act, the Mental Capacity Act, Powers of Attorney and Testamentary Capacity. * Issues of safety and management of risks. This will include driving and road /traffic safety. * Adjustments to the environment looking at some specific illustrative examples of case work. This will include an examination of the role of Nidotherapy in the management of people with dementia. * The role played by residential and nursing homes providing long term care for people with dementia. * The role of statutory and non-statutory support including family and social networks in the voluntary sector, local and national support organisations. * End of life and the involvement of hospice care. This will also include an examination of the subject of assisted dying. | |
| **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 discussions both didactic and interactive in style from experienced practitioners in the field of dementia care together with presentations from those experiencing dementia themselves and their families/carers. Students will be encouraged to take part in small and large group discussions. There will be the opportunity for students to present their ideas to their peers. | |
| **Allocation of study hours (indicative)**  Where 10 credits = 100 learning hours | | **Study hours** |
| **SCHEDULED** | This is an indication of the number of hours students can expect to spend in scheduled teaching activities including lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in workshops/ studios, fieldwork, external visits, and work-based learning. | 35 |
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| **GUIDED INDEPENDENT STUDY** | All students are expected to undertake guided independent study which includes wider reading/ practice, follow-up work, the completion of assessment tasks, and revisions. | 165 |
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| **PLACEMENT** | The placement is a specific type of learning away from the University that is not work-based learning or a year abroad. |  |
| **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 present a case where psychosocial aspects of dementia are covered in depth. . | |
| **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 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** |
| **Dr Chris Fox** | | **Clinical Senior Lecturer, Norwich Medical School** | Sept 2013 | Aug 2017 |
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| QUALITY ASSURANCE | | | | | |
| **Date of first approval**  Only complete where this is not the first version | 16 Apr 2013 | | | | |
| **Date of last revision**  Only complete where this is not the first version | 16 Apr 2013 | | | | |
| **Date of approval for this version** | 2 Dec 2014 | | | | |
| **Version number** | 2 | | | | |
| **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)