

Session: 2022/23

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<b>Title of Module: Achieving change in advanced dementia care</b>			
<b>Code: NURS11125</b>	<b>SCQF Level: 11</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	Rhoda Macrae		
<b>Summary of Module</b>			
<p>People with advanced dementia are often overlooked in policy, practice, and education. To enhance the quality of care of people with advanced dementia qualified practitioners need to be equipped with evidence-based knowledge, skills and attitudes to effect cultural, attitudinal and evidence based change in their practice. This module will use experiential learning (learning through reflection and action) to facilitate the sharing of knowledge amongst the students who have a common interest in achieving change in advanced dementia care.</p> <p>This module will use the Dementia Palliare virtual Community of Practice model and discussion forums to share best practice, prepare, lead and implement practice-based change in their workplace. Active engagement with both these resources throughout the module will stimulate discussion and networking between students. Students will use a European Best Practice Statement on advanced dementia care as a framework to identify opportunities and challenges to achieving change in advanced dementia care within their own practice. The module will provide students with the knowledge and skills to share, prepare, lead and implement practice-based change in advanced dementia care in their workplace.</p> <p>Students will develop UWS graduate attributes including critical, analytical, enquiring thinking and cultural awareness. Students will be research minded, digitally literate, motivated, creative and resilient, leading to success and enhanced work-related opportunities.</p> <p>This module has been developed as part of the Dementia Palliare project which aims develop interprofessional experiential learning in order to equip the qualified dementia workforce across Europe to champion evidence informed improvements to advanced dementia care and family caring.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>HybridO</b>	<b>Work-based Learning</b>
		✓			
<p><b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p><b>Blended</b> A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p><b>Fully Online</b> Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p><b>HybridC</b> Online with mandatory face-to-face learning on Campus</p>					

**HybridO**

Online with optional face-to-face learning on Campus

**Work-based Learning**

Learning activities where the main location for the learning experience is in the workplace.

**Campus(es) for Module Delivery**The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
					✓	

**Term(s) for Module Delivery**

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
		✓

**Learning Outcomes: (maximum of 5 statements)**

On successful completion of this module the student will be able to:

- L1. Identify and conceptualise an area of current practice that is perceived as in need of improvement.
- L2. Identify opportunities and challenges to achieving change in advanced dementia care within their own practice.
- L3. Demonstrate competency in designing and implementing a test of change in partnership with colleagues, people with dementia and their families.
- L4. Conceptualise and evaluate their learning, and provide evidence of changes and improvements they have facilitated in advanced dementia care in the workplace.

**Employability Skills and Personal Development Planning (PDP) Skills**

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 11. Demonstrate extensive knowledge and critical theory of contemporary concepts in relation to advanced dementia Critically appraise experience and / or systems of care Demonstrate cognisance of changing needs among different cultures and in different contexts
Practice: Applied Knowledge and Understanding	SCQF Level 11. Source, apply and demonstrate use of specialised research literature and materials associated with the subject Further enhance professional development by making use of evidence based resources that may assist in decision making in the workplace
Generic Cognitive skills	SCQF Level 11. Apply critical analysis, evaluation and synthesis to contemporary issues affecting people with advanced and advancing dementia. Develop creative and original responses to presenting issues. Identify, conceptualise and define new and abstract problems and issues.

Communication, ICT and Numeracy Skills	SCQF Level 11. Use a range of ICT applications to support and enhance work at this level and adjust features to suit purpose. Undertake critical evaluations of a range of statistical and graphical data. Communicate using appropriate method to a range of audiences with different levels of expertise.	
Autonomy, Accountability and Working with others	SCQF Level 11. Demonstrate autonomy and/or initiative and make an identifiable contribution to change and development and/or new thinking. Critical understanding of complex ethical issues in relation to promoting the autonomy of individuals in advanced dementia	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<p>The learning and teaching has been designed to enhance the master's level attributes of learners and stimulate reflective and critical thinking. It is envisaged that a strong student-centred emphasis will ensure that the teaching process will develop skills that facilitate lifelong learning.</p> <p>Online Learning: Participants will be encouraged to take control of their own learning and become self-motivated learners. This approach recognises the wealth of knowledge and richness of experience students may already have at their disposal. Discussion and sharing of experiences will be encouraged in order to capitalise on this. Delivery methods used will include module specific eLearning objects, case studies and problem-based learning. Our online learning will also utilise video, podcasts and wecasts and other creative commons resources from a variety of key organisations worldwide involved in dementia care.</p> <p>Every effort will be made by the University to accommodate any additional support needs that students may have that are brought to the attention of the School. Reasonable adjustments will be made for any student assessed as requiring enabling support strategies to be put in place.</p>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Independent Study	140
Asynchronous Class Activity	48
Tutorial/Synchronous Support Activity	6
Personal Development Plan	6
	200 Hours Total

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Homerova, I., Waugh, A., MacRae, R., Sandvide, A., Hanson, E., Jackson, G., Watchman, K and Tolson, D (2016) Dementia Palliare Best Practice Statement. University of the West of Scotland University of the West of Scotland

Hasselaar, J. and Payne, S., (2016). Moving the integration of palliative care from idea to practice. Palliative medicine, 30(3), pp.197-199.

Hendy, J., and Barlow, J (2012). The role of organisational champion in achieving health system change. Social Science and Medicine, 74 (3), 348-355 [Online access]

Draper, B., Low, L., Withall, A., Vickland, V., and Ward, T (2009) Translating dementia research into practice. International Psychogeriatrics, 21, 72-80. [Online access]

Communities of Practice <http://wenger-trayner.com/introduction-to-communities-of-practice/>

Institute for Innovation and Improvement

[http://www.institute.nhs.uk/quality\\_and\\_service\\_improvement\\_tools/quality\\_and\\_service\\_improvement\\_tools/quality\\_and\\_service\\_improvement\\_tools\\_for\\_the\\_nhs.html](http://www.institute.nhs.uk/quality_and_service_improvement_tools/quality_and_service_improvement_tools/quality_and_service_improvement_tools_for_the_nhs.html)

White paper defining optimal palliative care in older people with dementia: A Delphi study and recommendations from the European Association for Palliative Care

Jenny T van der Steen, Lukas Radbruch, Cees MPM Hertogh, Marike E de Boer, Julian C Hughes, Philip Larkin, Anneke L Francke, , Saskia Jünger, Dianne Gove, Pam Firth, Raymond TCM Koopmans, Ladislav Volicer, on behalf of the European Association for Palliative Care (EAPC)

Palliative Medicine

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NHS Scotland quality Improvement Hub <http://www.qihub.scot.nhs.uk/improvement-journey.aspx>

NHS Scotland quality Improvement Hub <http://www.qihub.scot.nhs.uk/quality-and-efficiency/focus-on-dementia.aspx>

The Health Foundation <http://www.health.org.uk/collection/improvement-projects-tools-and-resources>

Downs, M (2014) Excellence in dementia care research and practice (2nd ed). Berkshire: McGraw-Hill Education/ Open University Press. (ebook)

Davies, N., Maio, L., Vedavanam, K., Manthorpe, J., Vernooij-Dassen, M. and Iliffe, S., (2014). Barriers to the provision of high-quality palliative care for people with dementia in England: a qualitative study of professionals' experiences. Health & Social Care in the Community, 22(4), pp.386-394.

Hanson, E., Sandvide, A., Waugh, A., Jackson, G., MacRae, R., de Abreu, W and Tolson, D (2016) The extended palliative phase of dementia: an integrative literature review. Dementia, the International Journal of Social Research and Practice. <http://dx.doi.org/10.1177/1471301216659797>

(\*\*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)

## Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

Regular interaction with the University VLE to access learning resources, and completion and submission of the module assessments on time (or at a specified time agreed with the Module coordinator). If submission proves not to be feasible then use of the extenuating circumstances procedure would be expected. See: <https://www.uws.ac.uk/current-students/supporting-your-studies/exams-assessment-appeals/academic-appeals-extenuating-circumstances/>

## Supplemental Information

<b>Programme Board</b>	Mental Health Nursing & IP
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	MHN&IP L9-11
<b>Moderator</b>	Raymond Duffy
<b>External Examiner</b>	L Macaden
<b>Accreditation Details</b>	
<b>Version Number</b>	1.10

## Assessment: (also refer to Assessment Outcomes Grids below)

Formative (non assessed 0%): Submit in writing an area of current practice that is in need of improvement or change, in relation to advanced dementia care in your workplace. Identify literature that discusses models for improvement highlighting the improvement methodologies that are presented and how you may apply them locally. (750 words)

Summative (assessed 100%): Using at least one section in the European Best Practice Statement for Advanced Dementia Care, demonstrate how you have designed and implemented a test of change in your workplace, or how you plan to do so. Provide critical evidence of how change and improvement have been, or will be, implemented in this area of advanced dementia care and present your strategy for evaluation.

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

**Assessment Outcome Grids (Footnote A.)**

<b>Component 1</b>						
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Presentation	✓	✓	✓	✓	100	0
<b>Combined Total For All Components</b>					100%	0 hours

**Footnotes**

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).  
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

**Equality and Diversity**

At UWS and within the School of Health and Life Sciences we are committed to advancing and promoting equality and diversity in all of our activities and aim to establish an inclusive culture, free from discrimination and based upon the values of fairness, dignity and respect.

We do this by promoting equality, valuing diversity and communicating the importance of dignity both at work and study.

We are committed to enhancing wellbeing; (see <https://www.uws.ac.uk/current-students/supporting-your-health-wellbeing/> and have the structures, leadership and support in place to embed equality, diversity and inclusion into everything we do.  
For further Information, see <https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity-inclusion/>

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)