

Session: 2022/23

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Title of Module: Rights, risks & ethics in dementia			
Code: NURS11128	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Louise Ritchie		
Summary of Module			
<p>This module will provide the foundation for identifying and conceptualising a range of ethical perspectives and will include discussion of positive risk-taking for people with dementia. It will consider ethical dilemmas within advanced dementia care practice where ethical perspectives may conflict with each other, such as autonomy versus non-maleficence and beneficence. It will equip students with extensive knowledge and understanding of rights-based approaches in advanced dementia care and a detailed understanding of person-centred, family-centred and relationship-centred philosophies of care. Students will demonstrate a critical understanding of how rights, risks and ethical considerations in dementia care can be applied to local practice and will reflect on their own attitude towards risk and risk-taking.</p> <p>The above contributes to the development of the UWS Graduate Attributes: Universal - critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, culturally aware, collaborative, research-minded and socially responsible; Work-Ready -knowledgeable, digitally literate, effective communicator, motivated, potential leader; and Successful -autonomous, incisive, creative, resilient and daring.</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>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
		✓			
<p>Face-To-Face 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>Blended 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>Fully Online 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>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

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)
<p>On successful completion of this module the student will be able to:</p> <p>L1. Identify and conceptualise multiple ethical perspectives in dementia care</p> <p>L2. Demonstrate advanced understanding of rights-based approaches in dementia care</p> <p>L3. Clearly articulate principles of person-centred, family centred and relationship centred dementia care</p> <p>L4. Conceptualise and evaluate positive risk taking for people with dementia and their families in different contexts</p>

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)	<p>SCQF Level 11.</p> <p>Demonstrate extensive knowledge and critical theory of rights, risks and ethical practice in relation to advanced dementia</p> <p>Critically appraise different care contexts</p> <p>Demonstrate cognisance of changing needs among different cultures and in different contexts</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11.</p> <p>Source, apply and demonstrate use of specialised research literature and materials associated with the subject</p> <p>Further enhance professional development by making use of evidence based resources that may assist in decision making in the workplace</p>
Generic Cognitive skills	<p>SCQF Level 11.</p> <p>Apply critical analysis, evaluation and synthesis to contemporary issues affecting people with advanced and advancing dementia and their families.</p> <p>Develop creative and original responses to presenting issues.</p> <p>Identify, conceptualise and define new and abstract problems and issues.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 11.</p> <p>Use a range of ICT applications to support and enhance work at this level and adjust features to suit purpose.</p> <p>Undertake critical evaluations of a range of statistical and graphical data.</p> <p>Communicate using appropriate method to a range of audiences with different levels of expertise.</p>

Autonomy, Accountability and Working with others	SCQF Level 11. Critical understanding of complex ethical issues in relation to promoting the autonomy, beneficence, non-maleficence and justice of people with advanced dementia and their families.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Independent Study	140
Tutorial/Synchronous Support Activity	6
Personal Development Plan	6
Asynchronous Class Activity	48
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Hughes, J.C. (2014) How We Think About Dementia: Personhood, Rights, Ethics, the Arts and What They Mean for Care. London, Jessica Kingsley. (ebook)</p> <p>Clarke, C (2011) Risk assessment and management for living well with dementia. London: Jessica Kingsley (ebook)</p> <p>Brodady, H. (2015). The practice and ethics of dementia care. International Psychogeriatrics, 27, pp 1579-1581. doi:10.1017/S1041610215001234. [online access]</p> <p>Sellevoid. S., et al. (2013) "Quality care for persons experiencing dementia: The significance of relational ethics." Nursing ethics 0969733012462050. [online access]</p> <p>Strech, et al. "The full spectrum of ethical issues in dementia care: systematic qualitative review." The British Journal of Psychiatry 202.6 (2013): 400-406. [online access]</p>	

Monroe, B., et al. (2013) "Ethical and legal issues in pain research in cognitively impaired older adults." International Journal of Nursing Studies Vol. 50(9), pp. 1283-1287. [online access]

Julian Hughes, models of dementia care: can we do it better?
https://www.youtube.com/watch?v=-R0F_sSylAc

Department of Health (2010) Nothing ventured, nothing gained: risk guidance for people with dementia.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/215960/dh_121493.pdf

Stevenson, M., McDowell, M.E. and Taylor, B.J., 2018. Concepts for communication about risk in dementia care: A review of the literature. Dementia, 17(3), pp.359-390.

(**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](#)

Supplemental Information

Programme Board	Mental Health Nursing & IP
Assessment Results (Pass/Fail)	No
Subject Panel	MHN&IP L9-11
Moderator	Bryan Mitchell
External Examiner	L Macaden
Accreditation Details	
Version Number	2.06

Assessment: (also refer to Assessment Outcomes Grids below)

Formative (non assessed 0%): The student will be given peer reviewed academic articles that identify some of the rights, risks and ethical considerations of dementia care. The students will individually source one other peer reviewed article that either supports or challenges the perspectives presented in this material and will present the key issues and implications for practice.

Summative: (assessed 100%) 'Risk taking is an inherent part of everyday life'. Discuss the key

ethical issues this raises in relation to the person with dementia and their family from a person-centred, family centred and relationship centred perspective. (4500 words)

(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.)

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