

Finding Patience

Dementia Training Facilitator Handbook

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NHS
Health Education England

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Introduction

This handbook is designed for facilitators delivering the Finding Patience Dementia Training. The training should be delivered to groups of learners who will benefit from the training content and learning outcomes described below. The learning outcomes (specified below) should be relevant for their role, practice setting and level of contact with people with dementia.

The Finding Patience dementia training is designed to help health and social care develop their understanding of dementia with a view to enabling the delivery of high quality, safe, person centred care. It incorporates materials regarding cultural sensitivities, encouraging health and care professions to start talking about cultural sensitivities and those challenges that may be rooted in cultural heritage and which may result in a reluctance to seek help.

The film and training align to Tier 1 and Tier 2 of the Dementia Training Standards Framework.

By completing the training, learners will cover all of the requisite learning outcomes in for Tier 1 dementia awareness training and some of the Tier 2 learning outcomes for the following subjects:

- Dementia identification, assessment and diagnosis (Diagnosing dementia)
- Dementia risk reduction and prevention
- Person-centred dementia care (understanding and responding to the person with dementia as an individual)
- Communication, interaction and behaviour in dementia care (effectively communicating with people with dementia)
- Health and well-being in dementia care (Helping people with dementia maintain their physical and psychological health)
- Living well with dementia and promoting independence
- Families and carers as partners in dementia care
- Equality diversity and inclusion in dementia care

The subject specific learning outcomes covered in the training are identified at the beginning of each section of the training session.

Delivering the training

The Finding Patience dementia training is designed to be delivered in one training session lasting 3.5 hours. The training should be delivered face to face and is ideally suited to small group settings to allow opportunities for discussion and questioning.

The training includes video scenarios that form the basis for interactive discussion, as well as additional interactive content.

In order to deliver the Finding Dementia Training the facilitator will require the following resources

- Facilitator Handbook
- Presentation
- Finding Patience Film
- Training Workbook (one for each learner)

Finding Patience

Dementia Training Workbook

This workbook should be completed alongside the Finding Patience dementia training session. The workbook outlines the interactive discussions and exercises to be completed during the session.

Presentation

The training presentation includes visual aids to key theoretical and knowledge based content. The presentation should be used to introduce key concepts and ideas that will inform the exercise and discussion. The presentation is designed as a tool that sits alongside the film and workbook, rather than a key component of the training. Each presentation slide includes discussion points for the facilitator.

Finding Patience

Film

The Finding Patience was developed with experts in the field of dementia care. The film follows Patience and her family as they recognise and come to terms with her dementia and seek help.

If the facilitator has the opportunity to do so, the learners should be advised to watch the Finding Patience film in full ahead of the training session.

In the training session itself the Finding Patience film will be shown in three parts corresponding to each section of the training.

Finding Patience

Facilitator Handbook

The facilitator should follow the guidance in the handbook for details of the interactive exercises and discussions relevant to each section of the training. The handbook also includes guidance for timing, additional supportive resources, and material that should be distributed to learners in the session.

Note that timings are indicative – it is anticipated that some groups will need more time for discussions and activities than others.

The following icon will help you



Suggested Timing

With the exception of the reflection period at the end of the training, each section of the teaching session is 1 hour long. The stopwatch indicates how long you should spend on each part of the presentation, activity or exercise.

What is Dementia?



Time Guide: 1 Hour

In this section learners will cover the following subjects and learning outcomes from the Dementia Training Standards Framework.

Dementia Awareness (Tier 1)

- Know what is meant by the term 'dementia'
- Be aware of the prevalence of dementia in the UK population
- Be able to recognise signs of dementia and also be aware that these signs may be associated with other conditions or circumstances

Dementia identification, assessment and diagnosis (Tier 2)

- Know the most common types of dementia in the UK and their underlying causes
- Understand the signs and symptoms of dementia that would indicate the need for further assessment
- Know why early diagnosis of dementia is important and the likely outcomes if assessment and treatment is delayed

Opening Discussion: Discussion



Time Guide: 10 Minutes

In the first part of this section the facilitator should open by exploring the learner's ideas about what we mean by dementia.

This corresponds to the first discussion exercise (page 5 in the training workbook)

Learners should work in pairs or small groups.

Discussions might focus on

- Symptoms
- Experience

- Reaction of other people

The opening discussion introduces the topic of the training and creates a safe and supportive learning environment for discussion. The facilitator might note that the points raised in this exercise will be returned to throughout the session.

Signs and Symptoms of Dementia: Presentation



Time Guide: 15 Minutes

Part one of the presentation introduces the signs and symptoms of the most common forms of dementia.

The facilitator should refer to the discussion notes in the presentation.

In the presentation of the signs and symptoms the facilitator should ensure that reference is made to the importance of early diagnosis and impact of delayed diagnosis,

Additional resources regarding dementia identification, assessment and diagnosis that may be useful for the facilitator, or signposting to the learners, are outlined below:

<https://www.scie.org.uk/dementia/about/>

Content and short video clips about the most common types of dementia (SCIE - Social Care Institute for Excellence)

<https://www.alzheimersresearchuk.org/about-dementia/types-of-dementia/>

Content about the most common types of dementia and their causes (Alzheimer's Research UK)

<https://www.scie.org.uk/dementia/symptoms/diagnosis/early-signs-of-dementia.asp>

Content about the early signs of dementia (SCIE - Social Care Institute for Excellence)

<https://www.scie.org.uk/dementia/symptoms/diagnosis/what-else.asp>

Content about some of the other treatable illnesses that can have symptoms similar to dementia and which need to be ruled out as part of a diagnostic process

(SCIE - Social Care Institute for Excellence)

<https://www.alz.co.uk/research/WorldAlzheimerReport2011ExecutiveSummary.pdf>

Alzheimer's Disease International (2011) World Alzheimer Report 2011 The benefits of early diagnosis and intervention

The Enriched Model: Presentation



Time Guide: 10 Minutes

Part two of the presentation slides concerns the enriched model. The enriched model of dementia introduces a theoretical model which enables learners to appreciate that the experience of people with dementia is not based only on their neurological impairment. The presentation should highlight that that factors other than neurological impairment may influence other people's perceptions of the signs and symptoms of dementia.

The facilitator should refer to the discussion notes in the presentation. The enriched model of dementia is presented on page 6 of the training workbook.

Finding Patience Film



Time Guide: 5 Minutes

The facilitator should show the first part of the film.

The facilitator should start the film at the beginning and stop the film at 5 minutes 52 seconds.

Applying the Enriched Model to Patience's Experience: Activity



Time Guide: 20 Minutes

Working in pairs or small groups learners should be instructed to pick out key features of the film informing Patience's experience that relate to components of the enriched model and complete the table on page 7 of the training workbook.

Key Discussion points might include:

- Patience appears to have a memory impairment such that she finds it difficult to locate herself in the present moment (neurological impairment)
- Patience's experience of her memory impairment, looking back to the past, often relates to her husband Donavon. This relationship was obviously very important (biography)
- Patience may have a sensory impairment that is contributing to a sense of confusion (health)
- Patience is reluctant to talk to her family about the difficulties she is experiencing, although they are present and appear supportive (social psychology)
- Patience appears to be quite proud; perhaps she is reluctant to acknowledge the difficulties she is experiencing? (personality)

Communication and Community



Time Guide: 1 Hour

In this section learners will cover the following Subjects and Learning outcomes from the Dementia Training Standards Framework.

Dementia Awareness (Tier 1)

- Be aware of the impact of dementia on individuals, families and society
- Be able to communicate effectively and compassionately with individuals who have dementia
- Understand reasons why a person with dementia may exhibit signs of distress and how behaviours seen in people with dementia may be a means for communicating unmet needs

Communication, interaction and behaviour in dementia care (Tier 2)

- Understand the importance of effective communication in dementia care
- Understand the impact of memory and language difficulties on communication
- Be able to demonstrate active listening skills
- Be able to gain a person's attention before asking a question or beginning a task with them
- Understand the importance of speaking clearly, calmly and with patience
- Know how to adapt the environment to minimise sensory difficulties experienced by an individual with dementia

Living well with dementia and promoting independence (Tier 2)

- Know about community initiatives such as the development of dementia friendly environments

Families and carers as partners in dementia care (Tier 2)

- Be aware of the complexity and diversity in family arrangements

Equality diversity and inclusion in dementia care (Tier 2)

- Be aware of cultural diversity and equality issues, and how they may impact on people with dementia
- Understand diversity in family arrangements and the local community
- Be aware of the stigma, myths and stereotypes associated with dementia

Finding Patience Film



Time Guide: 5 Minutes

The facilitator should show the second part of the film.

The facilitator should start the film at 5 min 53 seconds and stop the film at 9 minutes 18 seconds.

Views about Dementia: Discussion



Time Guide: 10 Minutes

Working in pairs or small groups the facilitator should encourage learners to discuss the ways in which people's views about dementia affect communication and help seeking behaviour. Learners should particularly consider the cultural impact on these interactions.

Discussion points might include:

- Stigmatising views held by friends and family
- Stigmatising views about dementia held by Patience
- Potential negative connotations held in the community regarding mental health issues

- Reluctance for people in BAME groups to seek help from health professionals

Learners should record the key points from the discussion on pages 10-12 of the workbook.

Additional resources regarding cultural considerations that may be useful for the facilitator, or for signposting to the learners, are outlined below.

<http://www.skillsforcare.org.uk/Documents/Topics/Dementia/Dementia-and-diversity-a-guide-for-leaders-and-managers.pdf>

The Skills for Care Dementia and Diversity resource highlights some key considerations for teams to consider

<https://www.england.nhs.uk/wp-content/uploads/2017/02/dementia-good-care-planning.pdf>

NHS England have produced a resource to support care planning for people living with dementia – including those from different cultures and backgrounds.

Stigmatising views: Presentation



Time Guide: 5 Minutes

The facilitator should go to the third section of the presentation to summarise key findings regarding the impact of stigmatising views in dementia. This will include the language used to talk about and with people with dementia, summarised on page 12 of the training workbook.

The facilitator should refer to the discussion notes in the presentation.

Communication: Activity



Time Guide: 15 Minutes

The facilitator should first instruct learners to get into pairs. If there are odd numbers of learners the facilitator can join a pair.

Each pair should allocate an **artist** and an **instructor**. The artist and instructor should sit back to back. The artist will need a pen/pencil and plain A4 paper.

In each pair, the instructor is given one of the animal line drawings found in Appendix A. The artist should not see the drawing so these should be carefully distributed in the room.

In the activity the instructor has 5 minutes to guide their artist to copy the drawing. To do this the instructor needs to describe the drawing to the artist. However, the instructor **MUST NOT** use any words that refer to

The animal or animal type

Shapes that appear in the drawing

Objects that the shapes or animal may resemble

The instructor should instruct the artist where to place the pen/pencil on the page and the directions that they must draw in

The facilitator should **STOP** the activity after 5 minutes

After the activity there should be a group discussing that highlights the difficulties that the instructor and artist had in completing the task.

The facilitator should relate these points to difficulties that people with dementia may experience with communication and/or difficulties that Patience has in the film.

Discussion points might include

- Frustration at not being able to find the right words to enable them to complete the task
- Noise in the room making it difficult to hear
- Frustration at not being able to understand what their partner was getting across
- Feeling uneasy due to not understanding what they are being asked to do

The learners should record their reflections on the task on page 13 of the training workbook.

Communication: Presentation



Time Guide: 10 Minutes

The facilitator should go to the forth section of the presentation to summarise key findings regarding communication in dementia.

The facilitator should refer to the discussion notes in the presentation.

This factsheet from the Alzheimer's Society outlines a number of tips for effective communication with individuals with dementia

https://www.alzheimers.org.uk/info/20064/symptoms/90/communicating_and_language/3

Communication: Discussion



Time Guide: 15 Minutes

Working in pairs or small groups the learners should engage in a discussion which focuses on the communication demonstrated in the film.

Key discussion points should include:

- The impact of cognitive impairment on communication
- Cultural influence on communication style
- Creative approaches for facilitating communication with Patience
- Involving family members in improving communication

Meeting the needs of People Living with Dementia



Time Guide: 1 Hour

In this section learners will cover the following Subjects and Learning outcomes from the Dementia Training Standards Framework.

Dementia Awareness (Tier 1)

- Know what actions individuals can take to reduce their risk of dementia, or to delay onset
- Know why early diagnosis of dementia is important
- Know the actions that people affected by dementia can take in order to live as well as possible after diagnosis
- Understand the importance of recognising the person with dementia as a unique individual
- Be able to signpost individuals, families and carers to dementia advice, support and information

Dementia risk reduction and prevention (Tier 2)

- Know the lifestyle factors that may increase the risk of developing certain types of dementia and how lifestyle changes may delay the onset and severity of certain types of dementia
- Be aware of the challenges to healthy living that may be experienced by different socio-economic and/or ethnic groups

Person-centred dementia care (Tier 2)

- Understand how person-centred care can provide insights into the experiences of the person with dementia and support care approaches and solutions to meet individual needs

Health and well-being in dementia care (Tier 2)

- Understand the importance for individuals with dementia to maintain good physical and mental health through nutrition, exercise and a healthy life style that includes social engagement
- Be aware of anticipating an individual's health needs e.g. to prevent fatigue, falls, dehydration and hunger
- Understand the role of family and carers in supporting the health and well-being of people with dementia

Living well with dementia and promoting independence (Tier 2)

- Understand how to recognise and respond to cultural, spiritual and sexual needs of people with dementia
- Understand the role of family and carers in enabling people with dementia to live well
- Understand how activities can be adapted to suit an individual's changing needs

Finding Patience Film



Time Guide: 5 Minutes

The facilitator should show the third and final part of the film.

The facilitator should start the film at 9 minutes 19 seconds and stop the film at the end.

Biopsychosocial Approach: Presentation



Time Guide: 10 Minutes

The facilitator should go to the fifth section of the presentation about the bio-psycho-social approach.

The facilitator should present an outline of this approach detailing the three components, referring to the notes in the presentation.

Biological Influences on Patience's well-being: Activity



Time Guide: 10 Minutes

Working in pairs or small groups the learners should consider the biological influences on Patience's experience.

Key discussion points should include

- Vascular influence on neurological impairment
- Dementia
- Diet
- Exercise
- Sleep
- Illness
- Sensory Impairment

Model of Psychological Needs: Presentation



Time Guide: 10 Minutes

The facilitator should go to the sixth section of the presentation summarising the model of psychological needs.

The facilitator should refer to the discussion notes in the presentation to outline the model of Psychological needs and components providing examples where appropriate.

Understanding Patience's needs: Activity



Time Guide: 20 Minutes

Working in pairs or small groups the learners should apply the model of psychological need to patience's experience.

Key discussion points should include

- Cultural and spiritual needs- identity
- Identity as a wife, mother or grandmother
- Need to be included in the community group and family
- Need for comfort & attachment- missing husband
- Need to be occupied (cooking/volunteer work)

Reflections and Actions



15 minutes

The learners should be given 15 minutes to complete the reflections section of the training workbook (page 22) at the end of the session.

Appendix A

Image 1

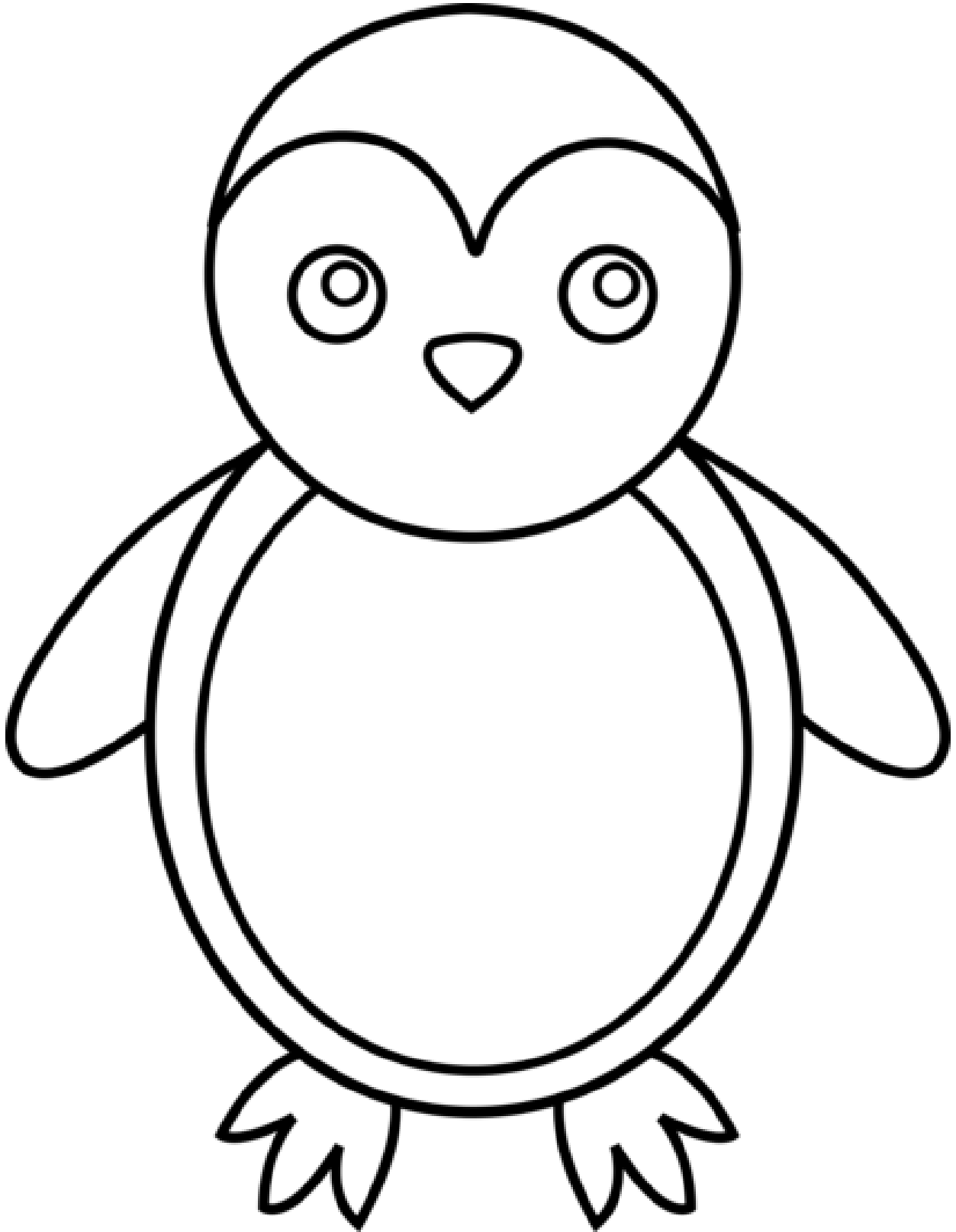


Image 2

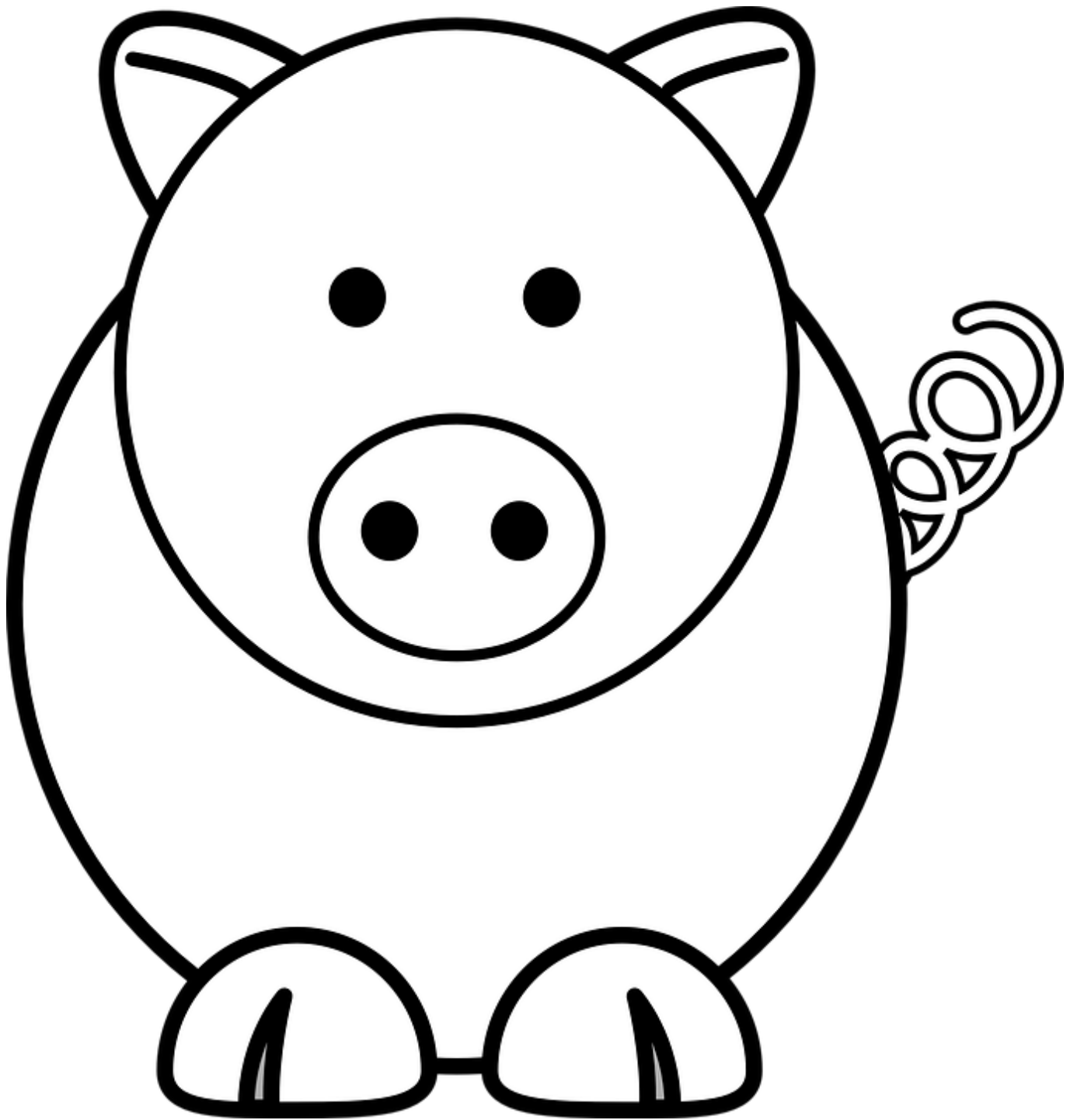


Image 3

