



**Finding Patience
The Later Years**

Dementia Training Workbook

MAY 2019



NHS
Health Education England

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Introduction

This workbook should be completed as part of the Finding Patience: The Later Years dementia training session. The Finding Patience: The later Years dementia training is interactive training incorporating the film.

The Finding Patience: The Later Years film was developed with experts in the field of dementia care. The film follows Patience, who is living with dementia, and her family, as she moves into a care home. It explores the challenges faced by staff and demonstrates what good quality, person-centred care looks like.

The film and the training is designed to help health and social care develop their understanding of dementia and what constitutes high quality person centred care. It incorporates materials regarding cultural sensitivities, encouraging health and care professions to consider the impact of cultural heritage when delivering care.

The film and training align to Tiers 2 and 3 of the Dementia Training Standards Framework.

By completing the training you will cover some of the Tier 2 and 3 learning outcomes for the following subjects:

- 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 workbook.

The following icons will help you



Discuss the subject



Watch the film



Do the activity

What is Person Centred Dementia Care?

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

Person-centred dementia care (understanding and responding to the person with dementia as an individual)

- Understand the principles of person-centred dementia care i.e.
 - the human value of people with dementia, regardless of age or cognitive impairment, and those who care for them
 - the individuality of people with dementia, with their unique personality and life experiences among the influences on their response to the dementia
 - the importance of the perspective of the person with dementia
 - the importance of relationships and interactions with others to the person with dementia, and their potential for promoting well-being (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 (Tier 2)
- Understand the value of person-centred care in therapeutic relationships and communication (Tier 3)
- Understand the importance of person-centred approaches in the management and development of services (Tier 3)

Communication, interaction and behaviour in dementia care (effectively communicating with people with dementia)

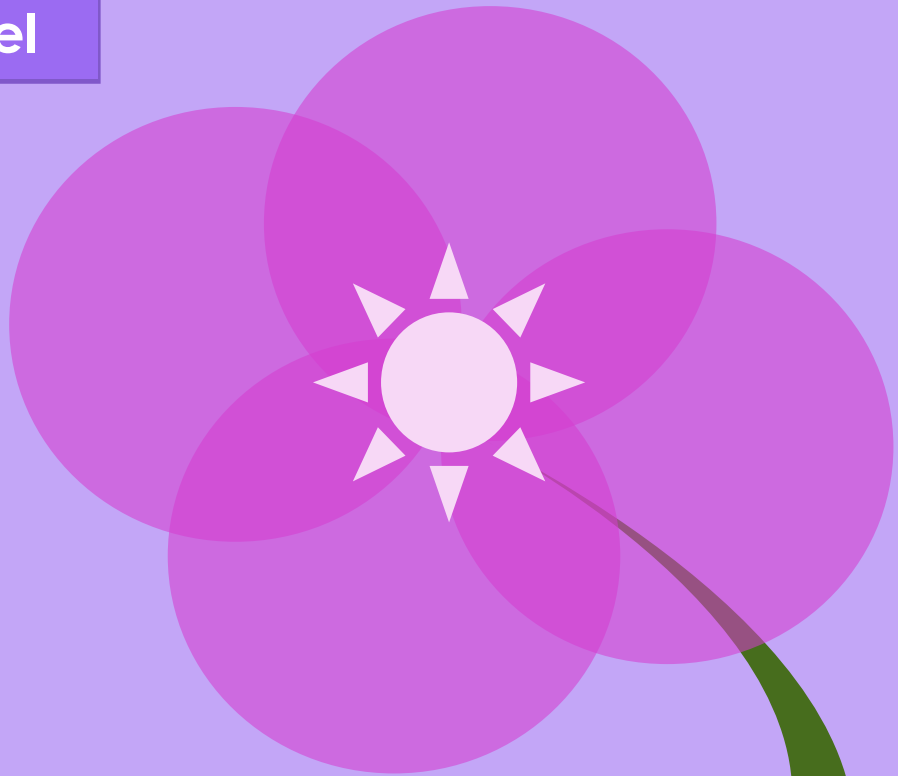
- Understand the importance of effective communication in dementia care (Tier 2)
- Be able to gain a person's attention before asking a question or beginning a task with them (Tier 2)
- Understand the importance of speaking clearly, calmly and with patience (Tier 2)
- Be able to adapt communication techniques according to the different abilities and preferences of people with dementia (Tier 2)
- Be aware of the importance of non-verbal communication e.g. body language, visual images and the appropriate use of touch (Tier 2)



Working in pairs or small groups discuss what you think person centred care is.

Write down the key points from your discussion.

VIPS Model



VIPS stands for:

- V = Values people – Values and promotes the rights of the person
- I = Individual's needs – Provides individualised care according to needs
- P = Perspective of service user – Understands care from the perspective of the person with dementia
- S = Supportive social psychology – Social environment enables the person to remain in relationship

The guiding principles behind VIPS are:

- Do my actions show that I respect, value and honour this person?
- Am I treating this person as a unique individual?
- Am I making a serious attempt to see my actions from the perspective of the person I am trying to help? How might my actions be interpreted by them?
- Do my actions help this person to feel socially confident and that they are not alone?



Watch the first part of the film 'Finding Patience'.



Working in pairs or small groups give examples of interactions that can be described as personal enhancers or personal detractions from the clip.

Communication and Involvement

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

Person-centred dementia care (understanding and responding to the person with dementia as an individual)

- Understand the importance of clear documentation to communicate the care needs of the person with dementia (Tier 2)
- Be able to incorporate person-centred approaches in the management and development of services (Tier 3)

Communication, interaction and behaviour in dementia care (effectively communicating with people with dementia)

- Understand the importance of effective communication with family and carers and the expertise that they may be able to offer to support effective communication with the person with dementia (Tier 2)
- Understand that the behaviour of a person with dementia is a form of communication and how behaviours seen in people with dementia may be a means for communicating unmet needs (Tier 2)
- Understand how a person's feelings and perception may affect their behaviour (Tier 2)
- Understand how the behaviour of others might affect a person with dementia (Tier 2)
- Understand common causes of distressed behaviour by people with dementia (Tier 2)

- Be able to recognise distressed behaviour and provide a range of responses to comfort or reassure the person with dementia (Tier 2)
- Be able to contribute to the development of practices and services that meet the communication needs of people with dementia (Tier 3)
- Be able to promote effective communication in a health and care environment (Tier 3)

Health and well-being in dementia care (Helping people with dementia maintain their physical and psychological health)

- Be aware of the impact of delirium, depression and social stressors (Tier 2)
- Understand triggers and responses to stressed or distressed behaviours (Tier 2)
- Understand the role of family and carers in supporting the health and well-being of people with dementia (Tier 2)

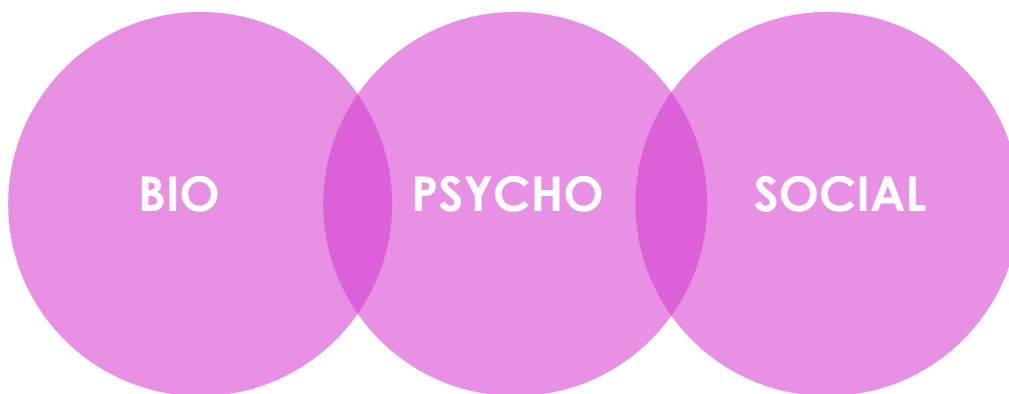
Families and Carers as Partners in Dementia Care.

- Understand the importance of developing partnerships with family members and carers (Tier 2)
- Be aware of the impact on younger carers and their concerns (Tier 2)
- Be able to communicate compassionately, effectively and in a timely manner with care partners (Tier 2)



Watch the second part of the film 'Finding Patience: The Later Years'

BioPsychoSocial Model





Working in pairs or small groups.

How might we understand Patience's behaviour in this clip from a Biopsychosocial Perspective?

What was Patience communicating through her behaviour?

Write down the key points from your discussion.

Biological	
Psychological	
Social	



Working in pairs or small groups. Can you identify any barriers to providing effective dementia care in this clip?

How might these be addressed?

Person Centred Care Planning

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

Person-centred dementia care (understanding and responding to the person with dementia as an individual)

- Understand the role of family and carers in person-centred care and support of people with dementia (Tier 2)
- Understand how a person-centred approach can be implemented, including the use of advance planning and life story work (Tier 2)
- Understand that a person's needs may change as the disease progresses (Tier 2)
- Understand the significance of a person's background, culture and experiences when providing their care (Tier 2)

Communication, interaction and behaviour in dementia care (effectively communicating with people with dementia)

- Know how life story information may enable or support more effective communication (Tier 2)

Families and Carers as Partners in Dementia Care

- Understand the significance of family, carers and social networks in planning and providing care (Tier 2)
- Understand potential socio-cultural differences in the perception of the care giving role (Tier 2)
- Be able to gather information about a person's history and preferences from family carers (Tier 2)

Equality, Diversity and Inclusion in Dementia Care

- Be aware of cultural diversity and equality issues, and how they may impact on people with dementia (Tier 2)

End of Life Dementia Care

- Understand the use of end of life care pathways and individualised care plans taking into account psycho-social needs (Tier 2)

Leadership in transforming Dementia Care

- Understand the importance of collaborative working in the provision of support, care and services for people with dementia, their families and carers (Tier 3)



Watch the third part of the film 'Finding Patience: The Later Years'



Working in pairs or small groups.

In the clip you have been shown there is an instance where Patience did not recognise her granddaughter. What kind of things might you have done to improve this situation? Was it preventable?



Working in small groups.

Come up with some creative approaches to involving Patience, and her family, in her care planning.



Working in pairs.

Choose someone that you are working with and come up with ways to involve them in their care plan. For each approach that you are using say why it is the best approach for working with this person.

Think about what you will need and if there are any barriers to carrying this out.

If there are barriers, how would you address them?

Complete the table on the next page

Care Plan Activity

What I will do?	What I will need?	Why is it the best approach?	What are the barriers?

Reflections and Actions



What have you learnt as a result of completing the Finding Patience: The Later Years Dementia training?

(Try and identify three things that you have learnt)



How will the Finding Patience: The Later Years Dementia Training influence your practice?

(Write down three things that you will do differently as a result of this training)
