



**Finding Patience  
The Later Years**

**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: The Later Years 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 should be relevant for their role, practice setting and level of contact with people with dementia.

The Finding Patience: The Later Years dementia 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 handbook.

## Delivering the training

The Finding Patience the later years 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: The Later Years training the facilitator will require the following resources

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

### **Finding Patience: The Later Years**

#### **Dementia Training Workbook**

This workbook should be completed alongside the Finding Patience: The Later Years 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: The Later Years**

#### **Film**

The Finding Patience: The Later Years 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.

**If the facilitator has the opportunity to do so, the learners should be advised to watch the Finding Patience: The Later Years 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.

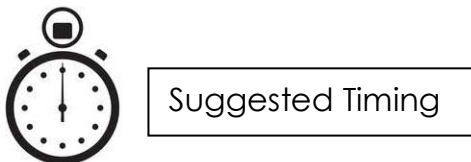
## **Finding Patience: The Later Years**

### **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



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 Person Centred Dementia Care?



**Time Guide: 1 Hour**

In this section learners 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)

### 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 person centred dementia care.

This corresponds to the first discussion exercise (page 6 in the training workbook)

Learners should work in pairs or small groups.

Discussions might focus on person centred care being:

- Personalised
- Individual
- From the perspective of the person
- Prioritising the individuals' need over a group or task

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.

### VIPS Model: Presentation



**Time Guide: 25 Minutes**

Part one of the presentation introduces the VIPS model of person centred care. The model is also presented on page 8 of the training workbook.

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

Additional resources regarding the VIPS model are outlined below:

The VIPS model was developed by Professor Dawn Brooker<sup>1</sup> as a way of summarizing the key principles of person-centred care.

The book by Dawn Brooker and Isabelle Latham (2015) *Person Centre Dementia Care: Making services better 2<sup>nd</sup> edition*. London: Jessica Kingsley, gives a detailed overview of the VIPS model and provide an audit tool for organisations to assess how person-centred their services are.

The Care Fits for VIPS free, on-line tool kit can help care homes, domiciliary care services and day centres improve their person-centred care through auditing their services against the VIPS areas

<https://www.worcester.ac.uk/discover/care-fit-for-vips-online-dementia-care-toolkit.html>

### **Finding Patience: The Later Years 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 43 seconds.

### **Identifying Interactions: Activity**

<sup>1</sup> Brooker, D., 2004. What is Person Centred Care for people with Dementia? Reviews in Clinical Gerontology 13 (3), 215-222.





**Time Guide: 20 Minutes**

Working in pairs or small groups learners should discuss and give examples of interactions in the clip that could be classified as Personal Enhancers or Personal Detractions.

Where learners identify Personal Detractions the facilitator should encourage discussion concerning what might have led to this type of interaction. A culture of “blame” should be discouraged and learners should be encouraged to consider barriers in the care environment that may have prevented the interaction being positive, for example a culture of task orientated care, or lack of training.

Learners should be encouraged to think about how PDs could be turned into PEs.

Where Personal Enhancers are identified what are the ingredients for positive interactions?

## Communication and Involvement



**Time Guide: 1 Hour**

In this section learners 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)

### **Finding Patience: The Later Years Film**



**Time Guide: 5 Minutes**

The facilitator should show the second part of the film.

The facilitator should start the film at 5 min 44 seconds and stop the film at 9 minutes 16 seconds.

### **Biopsychosocial Perspective: Presentation**



**Time Guide: 10 Minutes**

Part two of the presentation presents the Biopsychosocial model. This model will be used to understand and interpret Patience's behaviour in the next activity.

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

## Understanding Behaviour: Activity



**Time Guide: 25 Minutes**

Working in pairs or small groups the facilitator should encourage learners to discuss the ways in which Biological, Psychological and Social factors influence Patience's experience in the clip from the film when Patience is in the lounge area listening to music.

The learners should be encouraged to discuss the ways in which these factors interact- for example Patience finds psychological comfort in the handkerchief that reminds her of her husband, but her distress at not having this is exacerbated by underlying UTI that may be causing additional confusion. This type of behaviour may be in error interpreted as agitation and a symptom of dementia. Understanding the underlying causal factors helps staff to recognise the behaviour an understandable reaction to a situation made worse by health related issues. In this case Patience is expressing a need for comfort.

Additional resources regarding behaviour as communication are outlined below:

The behaviours of a person with dementia are likely to change over time. Please avoid thinking of these behaviours as challenging as they are in fact changes arising from the condition and are alerting us to something important. The behaviour may have numerous causes including fear brought about by confusion, pain, feeling threatened, boredom, feeling lonely, unmet emotional or physical needs and feeling out of control.

This video 'The Waiting Room' by Jane Harris, from the resources list available from the Life Story Network presents in her own words and those of her father Gerry, about how feelings underpin behaviour and can be a form of communicating unmet needs

<https://vimeo.com/80791217>

## Barriers to providing person centre care: Activity



**Time Guide: 20 Minutes**

Working in pairs or small groups the facilitator should encourage learners to discuss barriers to providing Patience with effective person centred care in the clip from the film when Patience is in the lounge area listening to music.

Discussion points may include:

- Need for staff training
- Need to know about personal history
- Effective recognition of changes in health

## Person Centred Care Planning



**Time Guide: 1 Hour**

In this section learners 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)

### 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 17 seconds and stop the film at the end.

### Patience's Granddaughter: Activity



**Time Guide: 10 Minutes**

Working in pairs or small groups the learners discuss and come up with ideas to improve communication between Patience and her Granddaughter in the clip that was shown.

Suggestions might include:

- Having more reminders about her granddaughter in the room, in the form of photographs or objects
- Spending time with Patience before her visit to talk about her granddaughter
- Signposting Patience's family to information about dementia

## Creative Approaches to Communication and Care Planning: Presentation



**Time Guide: 15 Minutes**

The facilitator should go to the third section of the presentation and present to the learners different creative approaches to facilitating the involvement of people living with dementia in their care.

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

Additional resources regarding creative communication and care planning are outlined below:

The charity Dementia UK have developed resources to support life story work with people living with dementia:

<https://www.dementiauk.org/for-healthcare-professionals/free-resources/life-story-work/>

The Life Story Network have a range of resources, including an on-line tool to support conduct of life story work

<http://www.lifestorynetwork.org.uk/>

This video from Newcastle University outlines approaches to non-verbal communication with people with dementia

<https://www.futurelearn.com/courses/dementia-care/0/steps/18883>



## Creative Care Planning for Patience: Activity



**Time Guide: 10 Minutes**

Working in pairs or small groups the learners discuss and come up with creative approaches to involving Patience and her family in planning for her future care.

Learners should consider:

- Patience's ability and preferences
- Resources required
- Any barriers to the chosen approach

## Care Planning: Activity



**Time Guide: 20 Minutes**

Working in pairs learners should choose a person that they are working with and come up with a plan to collect information that could be used to inform a person centred care plan for the individual.

Learners should be encouraged to use a pseudo name for the purpose of the discussion.

Learners should be able to justify the approach that they suggest and say why it is the best approach for the individual.

They should complete the accompanying table on page 19 of the workbook.

Approaches suggested by the learners might include

- Using music to facilitate reminiscence and discussion about preferences
- Using images to facilitate communication
- Using personal family photos to prompt discussion

- Stimulating the sense using smell or taste

## 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.