



**Finding Patience**

# **Dementia Training Workbook**

**MAY 2019**



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## Introduction

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

The film and the 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 you 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 workbook.

The following icons will help you



Discuss the subject



Watch the film



Do the activity

## What is Dementia?

In this section you 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



Working in pairs or small groups discuss what you think the term “dementia” means.

Write down the key points from your discussion.

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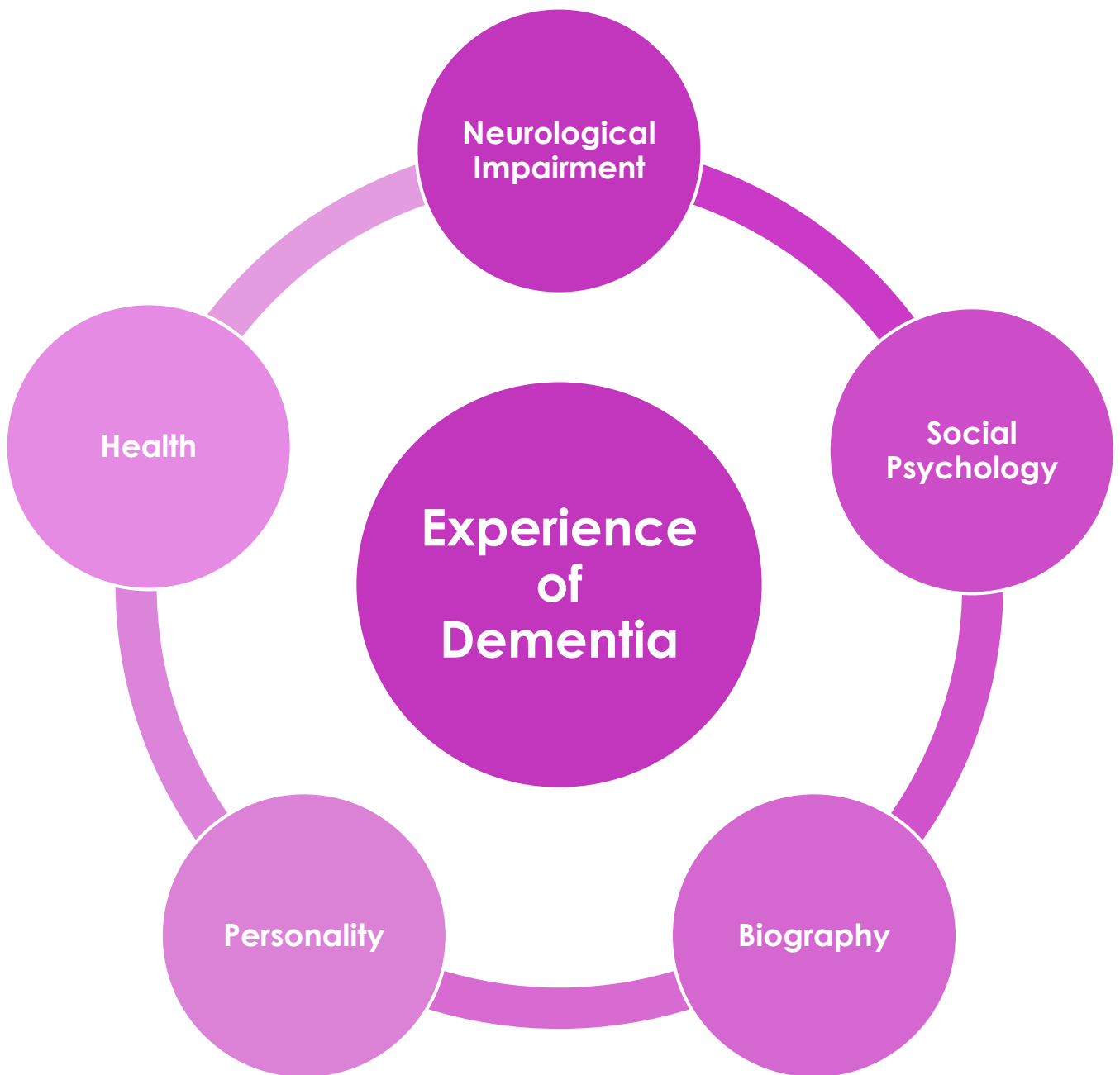
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## Enriched Model of Dementia



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



Working in pairs or small groups apply the Enriched Model of Dementia to Patience's experience

Neurological Impairment	
Health	
Biography (Life History)	
Personality	
Social Psychology	



## Communication and Community

In this section you 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



Watch the second part of the film 'Finding Patience'



Working in pairs or small groups

What views do you think people in the film have about dementia and how does this affect the way that people communicate with Patience?

What influence, if any, might Patience's cultural heritage have on this?

Write down the key points from your discussion.

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What impact might the views of Patience, her family and community have on her seeking help?

Write down the key points from your discussion.

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## “CURL UP AND DIE” WORDS

Dementia sufferer

Demented

Senile or senile dementia

Burden e.g. people are a burden or cause burden

Victim

Plague

Epidemic

Enemy of humanity

Living death e.g. dementia is a living death

## ALTERNATIVES

Person/people with dementia

Person/people living with dementia

Person/people living well with dementia

Patient, Service User or Client

Many people with dementia dislike the terms ‘dementia patient’ or ‘service user’ or client when these are used generically to refer to all people with dementia. This is because they imply that they are nothing more than this. It is preferable to use ‘person with dementia’ or ‘person living with dementia’ as a rule. However, these terms may be appropriate when used in a specific context - such as when talking about people in a hospital or actually using a care service.

Guidance from:

DEEP: Dementia Words Matter (2014) accessed from <http://dementiavoices.org.uk/wp-content/uploads/2015/03/DEEP-Guide-Language.pdf>



### Communication Activity

Get into pairs and follow the instructions delivered by the facilitator.

Working in pairs complete the communication activity.

How did it feel to be the artist or instructor?

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How might the experience of doing this activity be similar to the experience of someone with dementia?

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Working in pairs or small groups discuss the impact that having dementia has on the way that Patience communicates and interacts with her family and individuals in the community?  
Write down the key points from your discussion.

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How and when might communication have been improved?

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## Communication Tips

### When speaking

- Make sure you have the person's attention
- Introduce one idea at a time
- Speak slowly and clearly

### When Listening

- Give attention
- Listen actively
- Be aware of the influence of your behaviour on the conversation



## Meeting the Needs of People Living with Dementia

In this section the learner 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

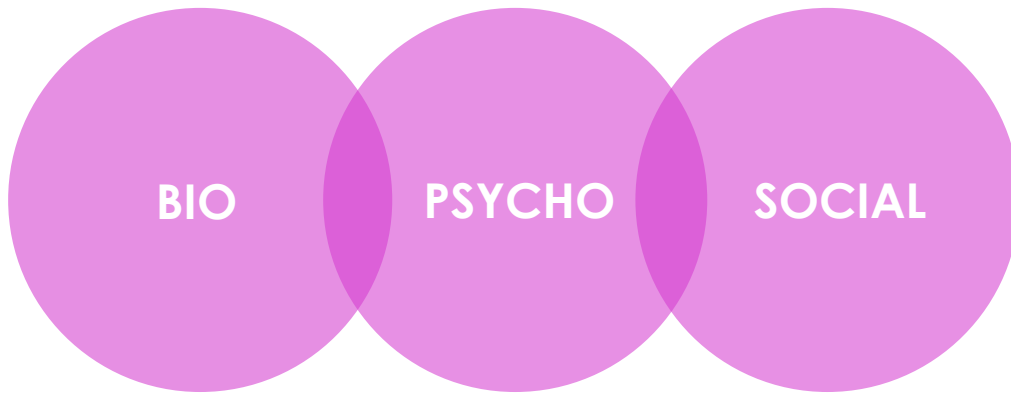
## **Health and well-being in dementia care (Tier 2)**

- 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

## BioPsychoSocial Model



Working in pairs or small groups.

What are the biological influences on Patience's well-being?

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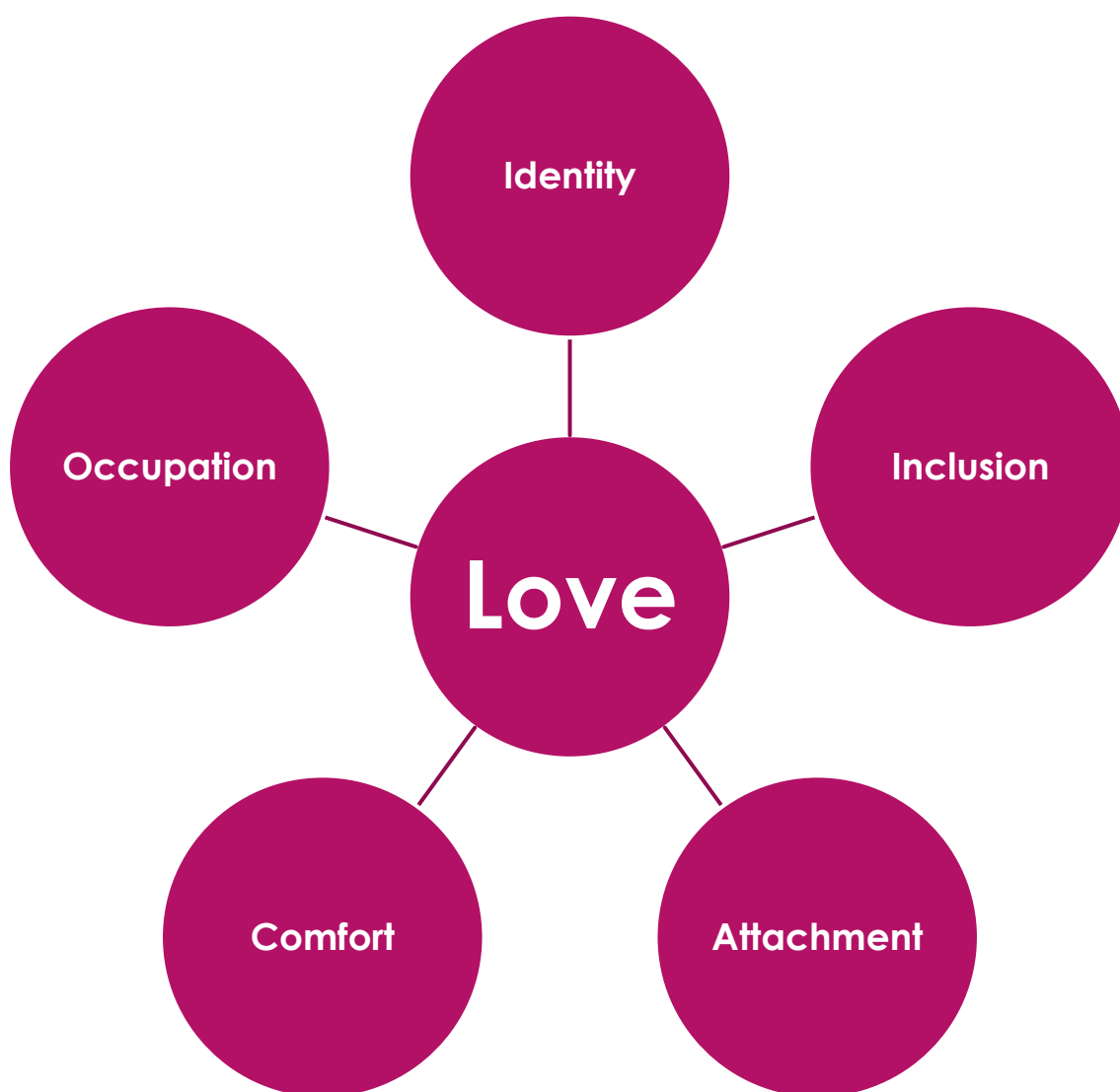
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## Model of Psychological Needs





Working in pairs or small groups.

Using the Model of Psychological Needs (previous page) identify Patience's Psychological needs.

Are these needs currently met?

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What future creative opportunities might there be to meet Patience's needs?

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How can her family and community be involved?

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## Reflections and Actions



What have you learnt as a result of completing the Finding Patience Dementia training?

(Try and identify three things that you have learnt)

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How will the Finding Patience Dementia Training influence your practice?

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

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