

Tier 1 Dementia Awareness Training Manual



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Tier 1 Dementia Awareness Training Manual

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Introduction to the Dementia Academic Action Group (DAAG)

The DAAG is a joint collaboration between the University of West London (UWL); Oxford Brookes University (OBU), University of Bedfordshire (UoB) and University of Northampton (UN). The project started in April 2014 and was completed in May 2016.

Findings from this project confirm that dementia training at Tier 1 is a priority. The provision of dementia care training to health and social care staff is a valuable way in which to improve professional knowledge, service delivery and provision.

The aim of this training package is to produce a free resource which aims to raise awareness of what dementia is and how it affects people with dementia along with their family, relatives, carers, friends and significant others. This training manual can also be used to reduce stigma, reduce isolation and create more dementia friendly communities which are better able to care for people with dementia and their carers.

The DAAG are proud to share this training package which has been developed and delivered as face to face training to over 1 500 clinical and non-clinical staff working in a variety of health and social care settings in 2015. The training was delivered to the following organisations: National Health Service (NHS) organisations such as hospitals and dental surgeries; GP Practices and Medical Centres; Social Services; Private and Third Sector organisations such as Care Homes as well as Universities. Inter-professional learning took place among clinical and non-clinical staff from all ranks and types of roles. Staff groups included:

- ✓ Medical and Dental Staff including General Practitioners (GPs), Junior Doctors, Dentists, Psychiatrists, Medical Secretaries,
- ✓ Registered Nurses and Therapists
- ✓ Pre-registration student nurses on clinical placements
- ✓ Qualified Scientific Therapeutic and Technical Staff including Allied Health Professionals, Healthcare Scientists and other Scientific, Therapeutic and Technical Staff including Pharmacists; Phlebotomists
- ✓ Social Workers
- ✓ Qualified Ambulance Staff including Paramedics,
- ✓ Support to clinical staff including Support Workers; Health Care Assistants, Pharmacy Technicians, Dental Assistants,
- ✓ Infrastructure support including Legal Secretaries; Reception Staff, Cooks; Cleaners; Security Staff, Porters; Domestic; Chaplains
- ✓ University students and staff

Informal carers who care for people with dementia have been involved in the development of this Tier 1 Training Package. They were involved in the review of the package and gave positive comments about the content of the package overall. Person centeredness and the use of effective communication skills were themes that were particularly well received. It was suggested that this training should also be made available to informal carers.

How to get the best out of this training manual

This Tier 1 Dementia Awareness Training Manual has been designed for people who want to deliver or facilitate Tier 1 Dementia Awareness Training in any health and social care setting.

It can be used to train all staff both clinical and non-clinical in the same learning space. The content has very strong links with practice and it has been designed to gain and sustain the learners interest in the application of what is learned.

This training can be used to support organisational change and culture by promoting inter-professional learning which brings together staff from all fields of practice in order to focus on the lived experiences of the person with dementia and their families as they negotiate their journey through health and social care services.

The teaching and learning resources that you will require

This Tier 1 Dementia Awareness training package is predominantly an electronic package which was designed using PowerPoint with external internet websites that are linked to the content of the training material. In order to get the best out of this package, the DAAG Project Team recommend the use of the following teaching and learning resources when delivering the Tier 1 Training:

- A computer with Microsoft Office Programmes which included PowerPoint presentation compatible with Windows XP and/or Windows 97-2003 editions.
- A computer that could play MP3 and MP4 Videos directly from the internet, videos that were stored on a Compact Disc (CD), DVD or a USB Flash drive stick.
- Audio Visual Equipment in the form of a wall projector and speakers that and play sounds generated by videos and audio recordings.
- A White Board; Flip Chart Paper and White Board and Flip Chart Pens.
- Computer equipment with reliable internet access.

This training can be delivered as one complete 2 to 3 hour session or it can be delivered in shorter 30 minute sessions to staff who may be working in very busy environments, which may make it difficult to release staff to attend training. Therefore, in order to get the best out of this manual, the trainers need to familiarise themselves with the content of the training packages which are available in two formats:

1. Training materials are available as one complete PowerPoint presentation which can be delivered face to face in 2 to 3 hours, including a comfort break. This is stored in the folder entitled, "Tier 1 Dementia Awareness Training – Complete Presentation" on the accompanying USB stick. Full instructions about this presentation can be found on page 63.

2. Training materials are also available as 8 separate units.

- Unit 1 – What do you know about dementia?
- Unit 2 – What dementia means
- Unit 3 – Understanding the person with dementia
- Unit 4 – How does dementia affect the person and those around them?
- Unit 5 – Talking and listening to the person with dementia
- Unit 6 – Supporting people to stay well

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- Unit 7 – Living well in society
- Unit 8 – How to respond to behaviours that challenge

Each unit can be delivered face to face in a minimum of 30 minutes. However, if facilitators have a larger audience, the content can be extended to 60 minutes, in order to allow for audience discussion and developmental conversation. The DAAG Project Team recommends that Units 1 & 8 are delivered face to face, in order for the participants to get the most out of the content materials.

There is the flexible option of Units 2-7 being delivered face to face on separate occasions, depending on organisational needs. There is also the option for the units to be undertaken as individual learning by accessing resources on-line. If this option is selected, it is important that the participants discuss their progress with the Local Training & Education Lead within their organisation, in order to monitor their progress and to document the actual date when their training was completed as appropriate to each organisation's "Annual Training & Monitoring" policy.

This training package contains a wealth of information that can be accessed easily in the public domain, by means of the internet. The DAAG Project team have included on-line resources that can provide content and scenarios that are applicable to a variety of practice environments. For example, in Unit 3, there are three possible video resources that can be accessed in order to illustrate the concept of person-centred care within the context of an acute general hospital setting, primary care services and also a combination of primary care, emergency and police services.

It is hoped that all trainers who end up using this training manual will find satisfaction in knowing that they are making a meaningful contribution to spreading the important message about dementia to all who are working in health and social care settings.

Dementia Friends

The full version of this training has been endorsed by Alzheimer's Society as meeting the standard requirements for the Dementia Friends initiative. Participants attending the full version of the training or who complete all eight units will be eligible and are encouraged to become a Dementia Friend.

As a trainer you can provide participants, who wish to become Dementia Friend with the requisite badges, pledge cards, and registration cards (provided for you) at the completion of the full version of the training or when they have completed all eight units. You can request further materials by registering on: www.dementiafriends.org.uk

In order to complete the process for Dementia Friends please follow the following guidance:

- Hand out a badge, pledge and registration card to each participant on completion of the training.
- Ask participants to complete the form pledging to be involved in raising Dementia Awareness.
- Take the hard copies from participants, ensure each pledge is sealed and then post to the Alzheimer's Society – these are freepost slips.

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- Keep a record of the number of people who have pledged to be a dementia friend, the date of the training (the date completed final unit if completed by single units), location and postcode of the training. An example table is provided below.
- Please send this record to Vicky Walker at: vicky.walker@alzheimers.org.uk on a quarterly basis, this will ensure that the numbers trained are correctly logged with the Alzheimer's Society.
- Or you can do this individually by registering on: www.dementiafriends.org.uk

Table 1: Example of Dementia Friends record

Date	Location	Postcode	# of Friends
e.g. 24/06/16	Hospital Induction – N. Herts	SG1 1AA	16

Preparation and Getting Started

The lesson plans presented in this training manual must be read in conjunction with the PowerPoint presentation for each of the units, including the notes pages.

Setting up the room

Before you start the session, arrive an hour early to set up the room for the training. You will need to check that the equipment is working and that there is internet access. Ensure that you have all the materials you will need to deliver the session. The list of materials required is provided at the start of each unit in this manual.

Video preparation

If you need to play a video for your session, these have been stored as a file on the USB stick that accompanies this training package. Alternatively, it can be accessed on-line via the links that appear on the PowerPoint slides. As a precaution, make sure that you store all your videos on a USB stick or a Compact Disk (CD) or a DVD. Some clinical areas have very strong firewalls which may make it difficult to stream content from the internet. Therefore, it is very important to be prepared for every possible eventuality

Health and safety information

You need to ensure the health and safety of your participants by checking for Fire Exits and planned Fire Drills or Fire Alarm Testing. Check with reception or the person who made the room booking to ensure that you know what the procedures are for the space you are working in.

Timing of sessions

The content of the units can be delivered in 30 minutes. However, you can increase the time to up to 60 minutes, should you feel that this is appropriate. The lesson plans are set out for a delivery time of 30 minutes, however more time can be given to the discussions and exercises if you have time to expand the training.

Setting the scene

The importance of establishing boundaries by setting ground rules



House Keeping

- Fire
- Refreshments
- Toilets
- Ground Rules
- Confidentiality
- Self disclosure
- Opportunity for debrief at the end.

NHS Health Education England

(Image of a young girl holding a broom)

Be prepared to welcome your participants and thank them for attending the training. Check which other units your participants have attended, if doing Units 2-8. The units have been designed to be run sequentially and participants will benefit from attending them in this way.

Due to the highly emotive nature of dementia as a subject, it is very important for facilitators to establish boundaries by setting some very clear ground rules at the start of the session.

The maintenance of confidentiality is particularly crucial when clinical and non-clinical staff are engaging in inter-professional learning.

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Some participant may choose to engage in self-disclosure about their experience of dementia. They need to be reminded that they should only disclose information that they are comfortable with and they are happy for that information to be shared with other people once the training has finished.

Be aware that not everyone will be interested in dementia. Be prepared to warmly welcome your participants to the training and thank them for attending the training. When people feel valued and welcome, they are more inclined to relax and to have an open mind towards the facilitator and the content of the session.

It is important to recognise that some people may be experiencing dementia on a personal level. This may determine individual levels of participation and interest at the outset. It is common for participants to become quite emotional and some may cry due to the emotional nature of the session. It is important to show care, consideration and personal interest by supplying small packets of pocket size tissues and have them available for any participants who may need them.

Other participants may become angry or disgruntled because of issues that they may have with the care that may have been delivered to their loved ones. Such participants may attend the sessions with a view to ventilate their own feelings of anger and frustration about their own situations. Should this happen, it is appropriately to acknowledge their feeling and then to tactfully but firmly redirect the participant to sources of support, which are available in abundance within this training pack. Feel free to offer them time to debrief after the session.

You may get some participants in the group who may begin the training by saying that they do not know anyone with dementia. However, as the session progresses, they discover that they do have some experience but they had not realised that it was dementia. Be mindful that the training session may act as a catalyst in bringing such experiences and emotions to the fore. Again, state that you will be available to provide a debrief to participants who may want to talk to you about issues that were raised during the training once it has finished.

Unit 1 – What do you know about dementia?

Introduction

Key words: dementia, signs and symptoms, perceptions, tier 1 training, dementia awareness, dementia strategy.

Aim:

This unit has been designed to provide face to face training to clinical and non-clinical staff working in a variety of health and social care settings with a basic awareness of what dementia is and how it affects the person with dementia along with their family, relatives, carers, friends and significant others.

The unit content provides a definition of what dementia is, it explores common perceptions about dementia and explains why it is important for everyone to know about dementia at a basic level.

The content has been shaped by the Skills for Health Standards (Health Education England); The National Institute for Health Research (NIHR) Collaboration for leadership in Applied Health Research and Care (CLARC) or PenCLAHRC; Higher Education Dementia Network (HEDN) and findings from Phase 1 of the Health Education England Thames Valley (HEE TV) Tier 1 Dementia Awareness Training Project that was undertaken by the Dementia Academic Action Group (DAAG).

Objectives of the unit:

By the end of this unit, the participants will be able to:

- ✓ Explain what dementia is
- ✓ Describe some early signs and symptoms
- ✓ Explore the common perceptions about dementia, including your own
- ✓ Reflect on the importance of dementia awareness training and education

Instructions

The DAAG project team highly recommend that this unit must be delivered as a face to face session and it helps to set the scene for the rest of the package. In preparation for the session, the trainer needs to read the accompanying Unit 1 PowerPoint presentation slides with additional information in the “Notes section” of each slide.

Resources for facilitators to hand-out at the start of Unit 1

- ✓ Attendance Register for all to sign in
- ✓ Worksheet for Unit 1 Activities
- ✓ Tier 1 Dementia Awareness Training Evaluation Sheet – make sure that the participants complete page 1 before the training

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Resources for facilitators to collect at the end of Unit 1

- ✓ Completed Tier 1 Dementia Awareness Training Evaluation Sheet
- ✓ Make sure that all have signed the attendance register
- ✓ Send the numbers trained to your Local Training & Education Lead – they will collate the numbers trained and keep a record.

Finally, it is important for you to encourage participants to complete Unit 2 on-line or in person, depending on your organisational and individual circumstances.

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Session Plan for Unit 1

Estimated Timings	Content	Facilitator Activity “What the facilitator will be doing”	Participant Activity “What the learners will be doing”	Resources needed
3 mins	<p>Welcome to the Unit Setting of ground rules including disclosure of sensitive information and confidentiality.</p> <p>Participant health and wellbeing ~ make yourself available to give a debrief and to sign post after the session has ended.</p>	<p>Facilitating discussion.</p> <p>Inform the participants about the length of the session, including a short comfort break.</p> <p>Give out Tier 1 Training Evaluation Form for each participant to complete page 1.</p>	<p>Sign the Attendance Register.</p> <p>Listening, participating</p> <p>Completing page 1 of the Tier 1 Training Evaluation Form</p>	<p>Tier 1 Evaluation Forms Pens Flip chart paper, pens, white board Hand-outs & other supporting materials which are on a USB storage stick. Certificate will be made available at the end of the session.</p>
5 mins	<p>Individual Activity (3 minutes)</p> <p>Participants to complete the “Forget Me Not” Task:</p> <p><i>“When I can’t tell you what I want, this is what’s important to me.....”</i></p>	<p>To start ask everyone to write down the most important thing that they would want to happen if they were to end up being cared for by others (3 minutes).</p> <p>Ask participants to put the answer away for the moment. Facilitator will refer to it at a later part of the session.</p>	<p>Individual activity:</p> <p>Participant to complete the “Forget Me Not” Task using a pre-printed sheet of paper.</p>	<p>Unit 1 Activity Worksheet with “Forget Me Not” Task on it.</p>
8 mins	<p>Group Activity (5 minutes)</p> <p>Participants to work in pairs/trios and to discuss the following statement: <i>“What are your perceptions of dementia”</i></p> <p>3 minute feedback</p> <p>(8 minutes in total)</p>	<p>Ask the audience to discuss in pairs/trios what their experience of dementia has been (5 minutes)</p> <p>After 5 minutes, ask for a few examples to share with the group.</p> <p>If little is forthcoming from the participants, you can use examples from your own experience.</p>	<p>Group activity:</p> <p>Pairs or small group discussion about personal and/or professional experiences of dementia.</p> <p>5 minutes</p>	<p>PowerPoint</p>
8 mins	<p>Video Presentation: “DAAG Team Members’ perceptions Dementia?”</p> <p>(8 minutes)</p>	<p>Facilitator explains: “This is a short video that lasts for 6 minutes and it features members of the DAAG Team.</p> <p>After the video has stopped, involve audience in a discussion about what they just viewed.</p> <p>How do these perceptions match with yours?</p> <p>Note to facilitator: People may express negative emotions</p>	<p>Watch Video Presentation: “DAAG Team Members’ perceptions Dementia?”</p> <p>After watching video, engage in audience discussion about the content of the video.</p> <p>Discuss how these perceptions match yours.</p> <p>Write down your answers on the Unit 1 Activity Sheet</p>	<p>Video Link is on PowerPoint Presentation Slide.</p> <p>To open, place cursor on the words “Video Clip”, right click on the mouse and a drop down menu will appear, left click on the mouse on the words, “open hyperlink”. This will take you to DAAG video on line.</p> <p>Unit 1 Activity Worksheet.</p>

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		<p>about dementia. For example feelings of hopelessness, no cure, you are only going to get worse.</p> <p>Please make sure that you end the discussion by saying: "We will now explore what dementia is."</p>		
2 mins	What is dementia?	Present content from Slides	Listening and participating mentally	PowerPoint
1 min	<p>Activity: Missing Words Campaign</p> <p>Dementia is...</p>	<p>Presentation from Slide</p> <p>After presenting this slide, ask audience to write down words they think might be missing (1 minute)</p>	<p>Listening & participating mentally</p> <p>Write down what words might be missing...</p>	PowerPoint
3 minutes	<p>Why all the fuss now?</p> <p>Conclude Unit 1</p> <p>Review objectives</p> <p>Sign post to Unit 2</p> <p>Complete evaluations.</p>	<p>Complete presentation & review objectives for Unit 1</p> <p>Verbal feedback to the group about how it felt for facilitator.</p> <p>Sign post to electronic resources, dementia apps and any relevant dementia support services.</p>	<p>Verbal feedback</p> <p>Completion of evaluation forms.</p>	<p>Evaluation Forms</p> <p>On-line Resources</p> <p>Recommended reading</p> <p>Dementia Apps on iTunes & Android.</p>

Participant Worksheet

Unit 1: What do you know about dementia?

The purpose of this unit is to introduce you to Tier 1 Dementia Awareness Training. It will increase your awareness about dementia and it will form the starting point for your exploration, personal and professional development. Please use this worksheet to record your thoughts and feelings as you go through this unit.

Objectives of the unit:

By the end of this unit you will be able to:

- ✓ Explain what dementia is
- ✓ Describe some early signs and symptoms
- ✓ Explore the common perceptions about dementia, including your own
- ✓ Reflect on the importance of dementia awareness training and education

The starting pint – Individual activity

The slide features the NHS Health Education England logo at the top right. The title 'Individual Activity - "Forget Me Not"' is in pink. Below it, the instruction 'Please complete this sentence:' is in blue. A large blue speech bubble contains the text: 'When I can't tell you what I want, this is what's important to me...'. At the bottom left, the social media handles '@NHS_HealthEdEng' and '#DAAG' are listed.

Please complete this statement:

What are your perceptions about dementia?

The slide features the NHS Health Education England logo at the top right. The title 'Group Activity' is in pink, followed by 'Your perceptions of dementia' in blue. To the right is an illustration of a hand writing on a notepad. The text asks to work in pairs and think about three questions: 'What are your perceptions about dementia?', 'Who do you know that has dementia?', and 'How does it affect them?'. It then asks to think about professional and/or personal experience of dementia and to write down some answers. At the bottom left, the social media handles '@NHS_HealthEdEng' and '#DAAG' are listed.


Write your thoughts here:

Video presentation – Members of the Dementia Academic Action Group (DAAG) share their perceptions with you



How do these perceptions match with yours?

Early signs and symptoms of dementia - Missing words campaign – What do you think?


Health Education England

Missing Words Campaign:

Dementia is....

Not a disease in itself, but a **term** used to describe a **group of symptoms** that occur when **brain cells stop working** properly.

Over time, there are **changes** in the way people **think** which affects their **memory**, their ability to reason, to communicate, their personality and their behaviour. At times, they may **walk or be restless**.

They may no longer be able to perform **activities of daily living*** (ADL) such as eating, drinking, washing or dressing themselves.
(*Roper, Logan & Tierney, 2014)

@NHS_HealthEdEng #DAAG

Can you think of what some of the missing words might be? Write them down here:

Dementia awareness - Why does everyone need to know about dementia?



Write your thoughts here:

Discussion Points and Links to Other Learning

Useful Dementia Apps

Free in the Apple App Store:

Sea Hero Quest – Glitchers Ltd (2016)

Dementia Guide for Carers and Care Providers – Text Matter Ltd (2016)

MindMate – Empowering People with Dementia – MindMate (2016)

Understanding Dementia for Care & Support Workers v.2 – by Scottish Social Services Council (2016)

Dementia: Understanding Stress & Distress v.2 – by Scottish Social Services Council (2016)

Dementia: Personal Outcomes v.2 –by Scottish Social Services Council (2016)

Dementia Support – by Swedish Care International (2013)

Pathways Through Dementia – by Patrica Briggs (2013)

Free in the Android Play Store:

Confusion: Delirium & Dementia: A Bedside Guide – by Confusion App (2014)

Vascular Dementia Information – by Pachara Kongsookdee (2014)

Dementia Support – by Swedish Care International (2013)

Pathways Through Dementia – by Patrica Briggs (2013)

Fronto-temporal Dementia – by Emanuel Bolachi (2014)

Lewy Body Dementia – by T. Boonmarkmee (2014)

Sources of support:

Berkshire Health Care (2014) Your Dementia handbook. Available at:
http://www.berkshirehealthcare.nhs.uk/page_sa.asp?fldKey=344

Carers of people with dementia: <http://www.healthtalk.org/peoples-experiences/nerve-brain/carers-people-dementia/topics>

Dementia Action Alliance: www.dementiaaction.org.uk

Dementia Friends: <http://alzheimers.dementiafriends.org.uk/>

Dementia UK: <http://www.dementiauk.org>

Dementia Services Development Centre: <http://dementia.stir.ac.uk/>

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Dementia Web Oxfordshire DAA: <http://www.dementiaweboxfordshire.org.uk>

Improving Dementia Education and Awareness (IDEA): <http://idea.nottingham.ac.uk>

Young Dementia UK: <http://www.youngdementiauk.org/>

Social Care Institute for Excellence (SCIE):
<http://www.scie.org.uk/socialcaretv/topic.asp?t=dementia>

Skills for Care (2014) Better domiciliary care for people with dementia Best practice case studies from domiciliary care employers developing their workforces to support people with dementia. Leeds: Skills for Care: <http://www.skillsforcare.org.uk/Document-library/Skills/Dementia/Better-domiciliary-care-for-people-with-dementia.pdf>

Unit 2 – What dementia means

Introduction

Key words: Dementia signs and symptoms, types, risk factors, living with dementia, delirium and depression.

Aim:

Unit 1 explained what dementia is, what some of the symptoms are and it gave you the opportunity to explore common perceptions about dementia.

Unit 2 will build on what you learned in Unit 1 by raising your awareness about what it means to live with dementia.

Instructions

Objectives of the unit:

By the end of this unit, the participants will be able to:

- ✓ Explain what it means to have dementia
- ✓ Describe how some people are living with dementia
- ✓ Discuss some of the early symptoms
- ✓ Explore the risk factors associated with dementia

Resources for facilitators to hand-out at the start of Unit 2

- ✓ Attendance Register for all to sign in
- ✓ Worksheet for Unit 2 Activities
- ✓ Tier 1 Dementia Awareness Training Evaluation Sheet – make sure that the participants complete page 1 before the training

Resources for facilitators to collect at the end of Unit 2

- ✓ Completed Tier 1 Dementia Awareness Training Evaluation Sheet
- ✓ Make sure that all have signed the attendance register
- ✓ Send the numbers trained to your Local Training & Education Lead – they will collate the numbers trained and keep a record.

Finally, it is important for you to encourage participants to complete Unit 3 on-line or in person, depending on your organisational and individual circumstances.

Session Plan for Unit 2

Estimated Timings	Content	Facilitator Activity “What the facilitator will be doing”	Participant Activity “What the learners will be doing”	Resources needed
3 mins	<p>Welcome to the Unit Setting of ground rules including disclosure of sensitive information and confidentiality.</p> <p>Link to Unit 1</p> <p>Participant health and wellbeing ~ make yourself available to debrief and to sign post after the session has ended.</p>	<p>Facilitating discussion.</p> <p>Inform the participants about the length of the session, including a short comfort break if it is going to be longer than 30 minutes.</p> <p>Give out Tier 1 Training Evaluation Form for each participant to complete page 1.</p>	<p>Sign the Attendance Register.</p> <p>Listening, participating</p> <p>Completing page 1 of the Tier 1 Training Evaluation Form</p>	<p>Tier 1 Evaluation Forms</p> <p>Pens</p> <p>Flip chart paper, pens, white board</p> <p>Hand-outs & other supporting materials which are on a USB storage stick.</p> <p>Certificate will be made available at the end of the session.</p>
5 mins	<p>Activity (3 minutes) Pause & think: Who might be affected by dementia?</p> <p>Ask participants to look at the pictures on the slide and to think about the question.</p> <p>“Who might be affected by dementia” “Do you recognise anyone?”</p>	<p>To start ask everyone to look at the images in the slide (3 minutes).</p> <p>Ask participants to respond verbally to the questions that you pose.</p> <p>Main message is: Dementia does not discriminate. Anyone can experience dementia</p>	<p>Individual activity:</p> <p>Participants to look at the image.</p> <p>They can write down their answers on the Unit 2 Worksheet.</p>	<p>Unit 2 Activity Worksheet with “Pause & think” Activity on it.</p>
12 mins	<p>Video presentation (10 minutes) Participants to watch the Social Care Institute of Excellence Video (SCIE) TV video: “Living with dementia”</p> <p>2 minute feedback (12 minutes in total)</p>	<p>Facilitator explains: “This is a video that lasts for 10 minutes and it is from SCIE TV (Social Care Institute for Excellence) Television.</p> <p>It presents the experience of dementia directly from the people who are experiencing it.</p> <p>After 10 minutes, involve audience in a discussion about what they just viewed.</p> <p>“Any lessons learned?”</p> <p>Note to facilitator: People may express negative emotions about dementia. For example feelings of hopelessness, no cure, you are only going to get worse.</p> <p>Please make sure that you end the discussion by saying: “We will now explore the early signs and symptoms of dementia.”</p>	<p>Watch SCIE TV Video entitled: “Living with dementia”</p> <p>After watching video, engage in audience discussion about the content of the video.</p> <p>Discuss lessons learned.</p>	<p>Video link is on PowerPoint Presentation Slide.</p> <p>To open, place cursor on the words “Video Clip”, right click on the mouse and a drop down menu will appear, left click on the mouse on the words, “open hyperlink”. This will take you to video on the website.</p> <p>Alternatively, use the video which has been downloaded onto the USB stick.</p>

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<p>5 mins</p>	<p>PowerPoint Presentation Slides 6-10:</p> <p>“Some early signs & Symptoms”</p> <p>“Risk factors”</p> <p>“Types of Dementia”</p> <p>“Young Dementia”</p> <p>“The 3 D’s of Dementia”</p> <p>(8 minutes)</p>	<p>Present content from Slides</p>	<p>Listening and participating mentally</p> <p>Participants can make notes using the Unit 2 Activity Sheet</p>	<p>PowerPoint</p> <p>Unit 2 Activity Worksheet.</p>
<p>5 minutes</p>	<p>Conclude Unit 2</p> <p>Review objectives</p> <p>Sign post to Unit 3</p> <p>Complete evaluations.</p>	<p>Complete presentation & review objectives for Unit 2</p> <p>Verbal feedback to the group about how it felt for facilitator.</p> <p>Sign post to electronic resources, dementia apps and any relevant dementia support services.</p>	<p>Verbal feedback</p> <p>Completion of evaluation forms.</p>	<p>Evaluation Forms</p> <p>On-line Resources</p> <p>Recommended reading</p> <p>Dementia Apps on iTunes & Android.</p>

Participant Worksheet

Unit 2: What dementia means

Unit 1 explained what dementia is, what some of the symptoms are and it gave you the opportunity to explore common perceptions about dementia.

Unit 2 will build on what you learned in Unit 1 by raising your awareness about what it means to live with dementia. Please use this worksheet to record your thoughts and feelings as you go through this unit.

Objectives of the unit:

By the end of this unit you will be able to:

- ✓ Explain what it means to have dementia
- ✓ Describe how some people are living with dementia
- ✓ Discuss some of the early symptoms
- ✓ Explore the risk factors associated with dementia

Pause and think: Who might be affected by dementia?

Write your thoughts here:

NHS
Health Education England

Pause & think: Who might be affected by dementia?

@NHS_HealthEdEng #DAAG

Video presentation: Living with dementia

Write your thoughts here:



Pause and think: Early signs & symptoms of dementia

NHS
Health Education England

Pause & think

What are the early symptoms of dementia?

@NHS_HealthEdEng #DAAG

How do these perceptions match with yours?

Risk factors associated with dementia – What do you think?

NHS
Health Education England

Risk factors associated with dementia

- A person's age
- **Gender**- women more likely to get Alzheimer's Disease and men are more likely to get Vascular Dementia
- People who **smoke**
- Eating a diet **high in cholesterol**
- Being **overweight** or obese
- **Not doing** enough exercise
- Having a **sedentary** life style
- Drinking **too much alcohol**
- Having a **family history** of dementia
- Having **high blood pressure**
- People with **Down Syndrome**

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Write your thoughts here:

The 3 D's – Is it Dementia, Delirium or Depression?

NHS
Health Education England

The 3 'D's' – Is it Dementia, Delirium or Depression?

- Dementia** is manageable
- Depression** is treatable -60% of older in-patients in acute hospitals have co-existent mental health disorders
- Delirium** is treatable & reversible
- At any one time in acute hospitals there are large numbers of 65 year old in-patients with delirium, dementia or depression

@NHS_HealthEdEng #DAAG

Write your thoughts here:

Discussion Points and Links to Other Learning

Useful Dementia Apps

Free in the Apple App Store:

Sea Hero Quest – Glitchers Ltd (2016)

Dementia Guide for Carers and Care Providers – Text Matter Ltd (2016)

MindMate – Empowering People with Dementia – MindMate (2016)

Understanding Dementia for Care & Support Workers v.2 – by Scottish Social Services Council (2016)

Dementia: Understanding Stress & Distress v.2 – by Scottish Social Services Council (2016)

Dementia: Personal Outcomes v.2 –by Scottish Social Services Council (2016)

Dementia Support – by Swedish Care International (2013)

Pathways Through Dementia – by Patrica Briggs (2013)

Free in the Android Play Store:

Confusion: Delirium & Dementia: A Bedside Guide – by Confusion App (2014)

Vascular Dementia Information – by Pachara Kongsookdee (2014)

Dementia Support – by Swedish Care International (2013)

Pathways Through Dementia – by Patrica Briggs (2013)

Fronto-temporal Dementia – by Emanuel Bolachi (2014)

Lewy Body Dementia – by T. Boonmarkmee (2014)

Sources of support:

Berkshire Health Care (2014) Your Dementia handbook. Available at:
http://www.berkshirehealthcare.nhs.uk/page_sa.asp?fldKey=344

Carers of people with dementia: <http://www.healthtalk.org/peoples-experiences/nerve-brain/carers-people-dementia/topics>

Dementia Action Alliance: www.dementiaaction.org.uk

Dementia Friends: <http://alzheimers.dementiafriends.org.uk/>

Dementia UK: <http://www.dementiauk.org>

Dementia Services Development Centre: <http://dementia.stir.ac.uk/>

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Dementia Web Oxfordshire DAA: <http://www.dementiaweboxfordshire.org.uk>

Improving Dementia Education and Awareness (IDEA): <http://idea.nottingham.ac.uk>

Young Dementia UK: <http://www.youngdementiauk.org/>

Social Care Institute for Excellence (SCIE):
<http://www.scie.org.uk/socialcaretv/topic.asp?t=dementia>

Skills for Care (2014) Better domiciliary care for people with dementia Best practice case studies from domiciliary care employers developing their workforces to support people with dementia. Leeds: Skills for Care: <http://www.skillsforcare.org.uk/Document-library/Skills/Dementia/Better-domiciliary-care-for-people-with-dementia.pdf>

Young Dementia UK is based in Witney. They provide real support in the context of the specific issues that face the people with YOD, their families and carers

Home page: <https://www.youngdementiauk.org/>

Additional video resource:

If participants are interested in the lived experiences of people with Young Onset Dementia, they can be signposted to the SCIE TV Video entitled, "Living with young onset dementia". This can be accessed via: <http://www.scie.org.uk/socialcaretv/video-player.asp?guid=61aa9350-6c43-4098-bb5d-1c0ee733f3c7>

This video can also be accessed as an MP4 file on the USB stick that accompanies this PowerPoint presentation.

Unit 3 – Understanding the person with dementia

Introduction

Key words: personhood, person-centeredness, person centred approaches, culture and dementia.

Aim:

Unit 2 focused on what it means to live with dementia and it gave you the opportunity to develop an insight into the lived experience of people with dementia and their carers.

Unit 3 will build on what you learned in Unit 2 by raising your awareness about what it means to be person-centred.

Objectives of the unit:

By the end of this unit, the participants will be able to:

- ✓ Explain what it means to be person-centred
- ✓ Describe the experiences of some people living with dementia
- ✓ Explain person-centred approaches that can be used with people with dementia
- ✓ Discuss the importance of culture in person-centred dementia care

Instructions

Resources for facilitators to hand-out at the start of Unit 3

- ✓ Attendance Register for all to sign in
- ✓ Worksheet for Unit 3 Activities
- ✓ Tier 1 Dementia Awareness Training Evaluation Sheet – make sure that the participants complete page 1 before the training

Resources for facilitators to collect at the end of Unit 3

- ✓ Completed Tier 1 Dementia Awareness Training Evaluation Sheet
- ✓ Make sure that all have signed the attendance register
- ✓ Send the numbers trained to your Local Training & Education Lead – they will collate the numbers trained and keep a record.

Finally, it is important for you to encourage participants to complete Unit 4 on-line or in person, depending on your organisational and individual circumstances.

Session Plan for Unit 3

Estimated Timings	Content	Facilitator Activity “What the facilitator will be doing”	Participant Activity “What the learners will be doing”	Resources needed
3 mins	<p>Welcome to the Unit Setting of ground rules including disclosure of sensitive information and confidentiality.</p> <p>Link to Unit 2</p> <p>Participant health and wellbeing ~ make yourself available to debrief and to sign post after the session has ended.</p>	<p>Facilitating discussion.</p> <p>Get participants to sign the attendance register</p> <p>Inform the participants about the length of the session, including a short comfort break if it is going to be longer than 30 minutes.</p> <p>Give out Tier 1 Training Evaluation Form for each participant to complete page 1.</p>	<p>Sign the Attendance Register.</p> <p>Listening, participating</p> <p>Completing page 1 of the Tier 1 Training Evaluation Form</p>	<p>Tier 1 Evaluation Forms</p> <p>Pens</p> <p>Flip chart paper, pens, white board</p> <p>Hand-outs & other supporting materials which are on a USB storage stick. Certificate will be made available at the end of the session.</p>
2 mins	<p>Activity (3 minutes) Pause & think: What does it mean to be a person?</p> <p>Ask participants to look at the picture on the slide and to think about the question.</p> <p>“What does it mean to be a person?”</p>	<p>To start ask everyone to look at the images in the slide (3 minutes).</p> <p>Ask participants to respond verbally to the questions that you pose.</p> <p>Main message is: I am not a condition, I am a person</p> <p>We need to help people to live well with dementia</p>	<p>Individual activity:</p> <p>Participants to look at the image.</p> <p>They can write down their answers on the Unit 3 Worksheet.</p>	<p>Unit 3 Activity Worksheet with “Pause & think” Activity on it.</p>
2 mins	<p>Present Slide 5 – Personhood</p>	<p>Emphasise that after diagnosis, people with dementia go on a journey.</p> <p>Each person’s journey will be unique</p>	<p>Listening and participating mentally</p> <p>Participants can make notes using the Unit 3 Activity Sheet</p>	<p>PowerPoint</p> <p>Unit 3 Activity Worksheet.</p>
15 mins	<p>Video presentation (13 minutes) Participants to watch the video:</p> <p>“Barbara’s Story Part 1”</p> <p>2 minute feedback</p>	<p>Facilitator explains: “This is a video that lasts for 13 minutes and it is from Guys & St Thomas’ Hospital NHS Trust.</p> <p>It presents the experience of Barbara, a lady with dementia who was attending a hospital appointment. It shows us</p>	<p>Watch the Video entitled: “Barbara’s Story Part 1”</p> <p>After watching video, engage in audience discussion about the content of the</p>	<p>Click on video link on PowerPoint presentation slide.</p> <p>To open, place cursor on the words “Video Clip”, right click on the mouse and a drop down menu will appear, left click on the mouse on the words, “open hyperlink”. This will take you to video on the website.</p>

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	(15 minutes in total)	<p>what happens when you do not understand the needs of the person with dementia.”</p> <p>After 13 minutes, involve audience in a discussion about what they just viewed.</p> <p>“Any lessons learned?”</p> <p>Note to facilitator: People may express negative emotions about Barbara’s experience. For example feelings of hopelessness about the NHS staff, nobody was there to help her, only one person cared. Explain that is why we need to be person centred.</p> <p>Please make sure that you end the discussion by saying: “We will now explore some person-centred approaches that we can use.”</p>	<p>video</p> <p>Discuss lessons learned.</p>	<p>Alternatively, use the video which has been downloaded onto the USB stick.</p> <p>Alternative videos:</p> <p>If you are delivering training in Primary Care, you may want to use the video called “The Appointment” which features Barbara attending an appointment at the dentist. It is 14 minutes and 20 seconds long. This can be accessed via: https://www.youtube.com/watch?v=EnPUq00UA8c</p> <p>If you are delivering training in the Emergency Services such as in the Accident & Emergency Department, Police or Fire Services, you may want to use the video entitled, “Fred’s Story Part 2”. This features the story of an older man who absconds from an acute general hospital and is found walking around or “wandering” in the streets in his pyjamas. This video is 11 minutes & 1 second long. It can be accessed via: https://www.youtube.com/watch?v=YNDDBB-6s1S0</p>
6 mins	<p>PowerPoint Presentation Slides 6-10:</p> <p>Person centred approaches”</p> <p>What do we mean when we use the word culture</p> <p>(8 minutes)</p>	<p>Present content from Slides 6&7</p> <p>If time permits, ask the audience:</p> <p>“Have you heard anyone say these things?”</p> <p>If time permits, invite participants to share their thoughts</p>	<p>Listening and participating mentally</p> <p>Participants can make notes using the Unit 3 Activity Sheet if they wish</p>	<p>PowerPoint</p> <p>Unit 3 Activity Worksheet.</p>
2 mins	<p>Conclude Unit 3</p> <p>Review objectives</p> <p>Sign post to Unit 4</p> <p>Complete evaluations.</p> <p>Give out Certificates for Unit 3</p>	<p>Complete presentation & review objectives for Unit 3</p> <p>Verbal feedback to the group about how it felt for facilitator.</p> <p>Sign post to electronic resources, dementia apps and any relevant dementia support services.</p> <p>Sign certificates</p>	<p>Verbal feedback</p> <p>Completion of evaluation forms.</p>	<p>Evaluation Forms</p> <p>On-line Resources</p> <p>Recommended reading</p> <p>Dementia Apps on iTunes & Android.</p> <p>Certificates for Unit 3</p>

Participant Worksheet

Unit 3: Understanding the person with dementia

Unit 2 focused on what it means to live with dementia and it gave you the opportunity to develop an insight into the lived experience of people with dementia and their carers.

Unit 3 will build on what you learned in Unit 2 by raising your awareness about what it means to be person-centred. Please use this worksheet to record your thoughts and feelings as you go through this unit.

Objectives of the unit:

By the end of this unit, the participants will be able to:

- ✓ Explain what it means to be person-centred
- ✓ Describe the experiences of some people living with dementia
- ✓ Explain person-centred approaches that can be used with people with dementia
- ✓ Discuss the importance of culture in person-centred dementia care

Pause & think: What does it mean to be a person?


Health Education England

Pause & think: What does it mean to be a person?



Write your thoughts here:

Video presentation: The importance of knowing the person with dementia



What have you learned from watching this video? Write your thoughts here:

Pause & think: Person-centred approaches

NHS
Health Education England

Person-centred approaches

- "I like 2 sugars in my tea"
- "I enjoy going for a walk after I have my dinner"
- "I am gay. It is important that my partner be included in my care"
- "Please don't call me dear! My name is Helen!"
- "I used to be a nurse and I would like to be included in my care decisions"

Have you ever heard people say these things?

Pause & think: Person-centred approaches – What would you like to include?

NHS
Health Education England

Person-centred approaches

- "I like 2 sugars in my tea"
- "I enjoy going for a walk after I have my dinner"
- "I am gay. It is important that my partner be included in my care"
- "Please don't call me dear! My name is Helen!"
- "I used to be a nurse and I would like to be included in my care decisions"

Write your thoughts here:

Pause & think: What do we mean when we use the word “culture”?


Health Education England

Pause & think

What do we mean when we use the word “culture”?



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graph TD; C((Culture)) --- L(Language); C --- W[The way I was brought up]; C --- M(Music that is important); C --- F(Food that has meaning); C --- FH(Festivals & holidays); C --- T(Traditions around birth & death); C --- AL(Art & literature); C --- CAG(Clothing, attire & grooming); C --- SR(Spirituality & religion); C --- P(( ));
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Write your thoughts here:

Discussion Points and Links to Other Learning

Useful Dementia Apps

Free in the Apple App Store:

Sea Hero Quest – Glitchers Ltd (2016)

Dementia Guide for Carers and Care Providers – Text Matter Ltd (2016)

MindMate – Empowering People with Dementia – MindMate (2016)

Understanding Dementia for Care & Support Workers v.2 – by Scottish Social Services Council (2016)

Dementia: Understanding Stress & Distress v.2 – by Scottish Social Services Council (2016)

Dementia: Personal Outcomes v.2 –by Scottish Social Services Council (2016)

Dementia Support – by Swedish Care International (2013)

Pathways Through Dementia – by Patrica Briggs (2013)

Free in the Android Play Store:

Confusion: Delirium & Dementia: A Bedside Guide – by Confusion App (2014)

Vascular Dementia Information – by Pachara Kongsookdee (2014)

Dementia Support – by Swedish Care International (2013)

Pathways Through Dementia – by Patrica Briggs (2013)

Fronto-temporal Dementia – by Emanuel Bolachi (2014)

Lewy Body Dementia – by T. Boonmarkmee (2014)

Sources of support:

Berkshire Health Care (2014) Your Dementia handbook. Available at:
http://www.berkshirehealthcare.nhs.uk/page_sa.asp?fldKey=344

Carers of people with dementia: <http://www.healthtalk.org/peoples-experiences/nerves-brain/carers-people-dementia/topics>

Dementia Action Alliance: www.dementiaaction.org.uk

Dementia Friends: <http://alzheimers.dementiafriends.org.uk/>

Dementia UK: <http://www.dementiauk.org>

Dementia Services Development Centre: <http://dementia.stir.ac.uk/>

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Dementia Web Oxfordshire DAA: <http://www.dementiaweboxfordshire.org.uk>

Improving Dementia Education and Awareness (IDEA): <http://idea.nottingham.ac.uk>

Young Dementia UK: <http://www.youngdementiauk.org/>

Social Care Institute for Excellence (SCIE):
<http://www.scie.org.uk/socialcaretv/topic.asp?t=dementia>

Skills for Care (2014) Better domiciliary care for people with dementia Best practice case studies from domiciliary care employers developing their workforces to support people with dementia. Leeds: Skills for Care: <http://www.skillsforcare.org.uk/Document-library/Skills/Dementia/Better-domiciliary-care-for-people-with-dementia.pdf>

Alternative videos:

If you are delivering training in **Primary Care**, you may want to use the video called “**The Appointment**” which features Barbara attending an appointment at the dentist. It is 14 minutes and 20 seconds long. This can be accessed via:

<https://www.youtube.com/watch?v=EnPUq00UA8c>

If you are delivering training in **the Emergency Services such as in the Accident & Emergency Department, Police or Fire Services**, you may want to use the video entitled, “**Fred’s Story Part 2**”. This features the story of an older man who absconds from an acute general hospital and is found walking around or “wandering” in the streets in his pyjamas. This video is 11 minutes & 1 second long. It can be accessed via:

<https://www.youtube.com/watch?v=YNDBB-6s1S0>

Culture and Dementia:

If you would like to learn more about culture and dementia you may wish to watch the SCIE TV Video entitled: “**Getting to know the person with dementia: The importance of memories**”. It is 11 minutes long and presents the memories of people from an Afro-Caribbean background. It can be accessed via: <https://www.scie.org.uk/socialcaretv/video-player.asp?v=personwithdementiamemories>

Unit 4 – How does dementia affect the person & those around them?

Introduction

Unit 4: How does dementia affect the person and those around them?

Key words: impact of dementia, diagnosis, behavioural and emotional aspects of dementia.

Aim:

Unit 3 introduced you to the concept of personhood and it gave you the opportunity to learn about some person-centred approaches that can be used when caring for people with dementia.

Unit 4 will build on what you learned in Unit 3 by raising your awareness about how dementia affects the person and those around them.

Objectives of the unit:

By the end of this unit, the participants will be able to:

- ✓ Explain the impact of dementia on people
- ✓ Describe how some people may feel after being diagnosed with dementia
- ✓ Discuss reasons why people with dementia may sometimes show signs of distress
- ✓ Explore behavioural and emotional aspects of dementia

Instructions

Resources for facilitators to hand-out at the start of Unit 4

- ✓ Attendance Register for all to sign in
- ✓ Worksheet for Unit 4 Activities
- ✓ Tier 1 Dementia Awareness Training Evaluation Sheet – make sure that the participants complete page 1 before the training

Resources for facilitators to collect at the end of Unit 4

- ✓ Completed Tier 1 Dementia Awareness Training Evaluation Sheet
- ✓ Make sure that all have signed the attendance register
- ✓ Send the numbers trained to your Local Training & Education Lead – they will collate the numbers trained and keep a record.

Finally, it is important for you to encourage participants to complete Unit 5 on-line or in person, depending on your organisational and individual circumstances.

Session Plan for Unit 4

Estimated Timings	Content	Facilitator Activity “What the facilitator will be doing”	Participant Activity “What the learners will be doing”	Resources needed
3 mins	<p>Welcome to the Unit</p> <p>Setting of ground rules including disclosure of sensitive information and confidentiality.</p> <p>Link to Unit 3</p> <p>Participant health and wellbeing ~ make yourself available to debrief and to sign post after the session has ended.</p>	<p>Facilitating discussion.</p> <p>Get participants to sign the attendance register</p> <p>Inform the participants about the length of the session, including a short comfort break if it is going to be longer than 30 minutes.</p> <p>Give out Tier 1 Training Evaluation Form for each participant to complete page 1.</p>	<p>Sign the Attendance Register.</p> <p>Listening, participating</p> <p>Completing page 1 of the Tier 1 Training Evaluation Form</p>	<p>Tier 1 Evaluation Forms</p> <p>Pens</p> <p>Flip chart paper, pens, white board</p> <p>Hand-outs & other supporting materials which are on a USB storage stick. Certificate will be made available at the end of the session.</p>
20 mins	<p>Pause & Think: Video presentation ~ “Getting to know the person with Dementia – Impact of Diagnosis”</p> <p>(17:34 minute video)</p> <p>Audience discussion: (3 minutes)</p> <p>(20 minutes in total)</p>	<p>Facilitator explains: “This is a video that lasts for 17:34 minutes and it is from SCIE TV (Social Care Institute for Excellence) Television.</p> <p>It presents the impact of diagnosis of dementia directly from the people who are experiencing it.</p> <p>After 17 minutes, involve audience in a discussion about what they just viewed. Any lessons learned?</p>	<p>Watch SCIE TV Video entitled: “Getting to know the person with Dementia – Impact of Diagnosis”</p> <p>After watching video, engage in audience discussion about the content of the video.</p> <p>Discuss lessons learned.</p>	<p>Video Link on PowerPoint Presentation Slide.</p> <p>To open, place cursor on the words “Video Clip”, right click on the mouse and a drop down menu will appear, left click on the mouse on the words, “open hyperlink”. This will take you to video on the website.</p> <p>Alternatively use the MP4 file that has been downloaded on to the USB stick</p>
5 mins	<p>Present Slides 5 – 9</p> <p>Impact of dementia on the person with dementia</p>	<p>Emphasise that after diagnosis, people with dementia go on a journey.</p> <p>Each person’s journey will be unique, which means that dementia will affect people differently</p> <p>Include reasons why people with dementia might show signs of distress</p> <p>If time permits, engage in a developmental conversation about any experiences that the participants may have encountered.</p>	<p>Listening and participating mentally</p> <p>Participants can make notes using the Unit 4 Activity Sheet if they wish</p>	<p>PowerPoint</p> <p>Unit 4 Activity Worksheet.</p>

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2 mins	<p>Conclude Unit 4</p> <p>Review objectives</p> <p>Sign post to Unit 4</p> <p>Complete evaluations.</p>	<p>Complete presentation & review objectives for Unit 4</p> <p>Verbal feedback to the group about how it felt for facilitator.</p> <p>Sign post to electronic resources, dementia apps and any relevant dementia support services.</p> <p>Sign certificates. Give out Certificates for Unit 4</p>	<p>Verbal feedback</p> <p>Completion of evaluation forms.</p>	<p>Evaluation Forms</p> <p>On-line Resources</p> <p>Recommended reading</p> <p>Dementia Apps on iTunes & Android.</p> <p>Certificates for Unit 4</p>
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Participant Worksheet

Unit 4: How does dementia affect the person and those around them?

Unit 3 introduced you to the concept of personhood and it gave you the opportunity to learn about some person-centred approaches that can be used when caring for people with dementia.


Unit 4 will build on what you learned in Unit 3 by raising your awareness about how dementia affects the person and those around them.

Objectives of the unit:

By the end of this unit, the participants will be able to:

- ✓ Explain the impact of dementia on people
- ✓ Describe how some people may feel after being diagnosed with dementia
- ✓ Discuss reasons why people with dementia may sometimes show signs of distress
- ✓ Explore behavioural and emotional aspects of dementia

Video presentation – Pause & think: What is the impact of a dementia diagnosis on the person?



Health Education England

Pause & Think: Video Presentation

What is the impact of dementia diagnosis on the person?

- “Getting to know the person with dementia – Impact of Diagnosis”
- After watching the video, please give brief comments about what you saw on the video.


[Video clip](#)
17 minutes



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What have you learned from watching this video? Write your thoughts here:

Pause & think: How does dementia impact the person?


Health Education England

How does dementia impact on the person?


- Why do people with dementia sometimes get frustrated or agitated?
- Emotional aspects of dementia:
- Acceptance of diagnosis
- Dealing with loss of memory (and sensory loss)
- Increased dependency and becoming a 'burden'
- Loss of employment/social role/driving license
- Confusion, anxiety and depression
- Communication issues
- Some or all of the above may cause challenging behaviour

Many of these may also apply to carers

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People with dementia may sometimes feel frustrated or agitated. Why do you think this might happen? Write your thoughts here:

Pause & think: Why might a person with dementia show signs of distress?


Health Education England

Why might a person with dementia show signs of distress?


- Physically, they may be in pain or feeling tired feeling hungry &/or thirsty.
- Needing to go to the toilet.
- The distress may be also be triggered by environmental factors such as noise, heat, cold, darkness or bright lights.



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Write your thoughts here:


Pause & think: This slide lists some of the common behavioural symptoms of dementia. Can you think of examples when people with dementia have shown any of these behaviours?


Health Education England

What are the most common behavioural symptoms in dementia?

7 main challenges*:

1. Aggression
2. Anxiety and Agitation
3. Depression
4. Hallucinations or Delusions
5. Sleeplessness
6. Walking or being restless
7. Repeating the same conversation




*This list is not exhaustive (Adapted from James, 2015)

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Write your thoughts here:

Pause & think: This slide shows the emotional aspects of dementia on carers. How do you think carers can be supported?


Health Education England

Emotional aspects of dementia on Carers

Carers for the person with dementia may experience:

- Denial
- Anger or resentment
- Grief, loss or bereavement
- A sense of relief
- Feeling overwhelmed or unable to cope
- Social isolation or loneliness
- Anxiety or fear about the future

There is a need to include the needs of carers in services/support

@NHS_HealthEdEng #DAAG

Write your thoughts here:

Discussion Points and Links to Other Learning

Useful Dementia Apps

Free in the Apple App Store:

Sea Hero Quest – Glitchers Ltd (2016)

Dementia Guide for Carers and Care Providers – Text Matter Ltd (2016)

MindMate – Empowering People with Dementia – MindMate (2016)

Understanding Dementia for Care & Support Workers v.2 – by Scottish Social Services Council (2016)

Dementia: Understanding Stress & Distress v.2 – by Scottish Social Services Council (2016)

Dementia: Personal Outcomes v.2 –by Scottish Social Services Council (2016)

Dementia Support – by Swedish Care International (2013)

Pathways Through Dementia – by Patrica Briggs (2013)

Free in the Android Play Store:

Confusion: Delirium & Dementia: A Bedside Guide – by Confusion App (2014)

Vascular Dementia Information – by Pachara Kongsookdee (2014)

Dementia Support – by Swedish Care International (2013)

Pathways Through Dementia – by Patrica Briggs (2013)

Fronto-temporal Dementia – by Emanuel Bolachi (2014)

Lewy Body Dementia – by T. Boonmarkmee (2014)

Sources of support:

Berkshire Health Care (2014) Your Dementia handbook. Available at:
http://www.berkshirehealthcare.nhs.uk/page_sa.asp?fldKey=344

Carers of people with dementia: <http://www.healthtalk.org/peoples-experiences/nerve-brain/carers-people-dementia/topics>

Dementia Action Alliance: www.dementiaaction.org.uk

Dementia Friends: <http://alzheimers.dementiafriends.org.uk/>

Dementia UK: <http://www.dementiauk.org>

Dementia Services Development Centre: <http://dementia.stir.ac.uk/>

Tier 1 Dementia Awareness Training Manual

Dementia Web Oxfordshire DAA: <http://www.dementiaweboxfordshire.org.uk>

Improving Dementia Education and Awareness (IDEA): <http://idea.nottingham.ac.uk>

Young Dementia UK: <http://www.youngdementiauk.org/>

Social Care Institute for Excellence (SCIE):
<http://www.scie.org.uk/socialcaretv/topic.asp?t=dementia>

Skills for Care (2014) Better domiciliary care for people with dementia Best practice case studies from domiciliary care employers developing their workforces to support people with dementia. Leeds: Skills for Care: <http://www.skillsforcare.org.uk/Document-library/Skills/Dementia/Better-domiciliary-care-for-people-with-dementia.pdf>

Support for Carers:

The Dementia Guide – Support for Carers Guidebook – Produced by the Alzheimer’s Society. Available at: https://www.alzheimers.org.uk/site/scripts/documents_info.php?documentID=2234

Caring for a person with dementia – General Resources Website – Produced by the Alzheimer’s Society. Available at: <https://www.alzheimers.org.uk/caring>

Carers – Looking after yourself – Produced by the Alzheimer’s Society. Available at: https://www.alzheimers.org.uk/site/scripts/documents_info.php?documentID=119

Carer’s UK: General Resources Website – Available at: <https://www.carersuk.org/>

Changes in behaviour factsheet – Produced by the Alzheimer’s Society. Available at: https://www.alzheimers.org.uk/site/scripts/documents_info.php?documentID=159

Dementia and aggressive behaviour factsheet – Produced by the Alzheimer’s Society. Available at: https://www.alzheimers.org.uk/site/scripts/documents_info.php?documentID=96

New approaches to difficult behaviours – Produced by Alzheimer’s Net. Available at: <http://www.alzheimers.net/1-6-15-new-approaches-difficult-behaviors>

A good source of information is the book by Ian James (2011) *Understanding behaviour in Dementia that Challenges: A Guide to Assessment and Treatment*.

Dementia and driving fact sheet – Produced by the Alzheimer’s Society: Available at: https://www.alzheimers.org.uk/site/scripts/documents_info.php?documentID=144

Unit 5 – Talking & listening to the person with dementia

Introduction

Unit 5: Talking and listening to the person with dementia

Key words: talking and listening, top communication tips, useful communication tools.

Aim:

Unit 4 explained the impact that dementia can have on people and it discussed some of the emotional and behavioural aspects of dementia.

Unit 5 will build on what you learned in Unit 4 by raising your awareness about how to develop effective communication skills when talking and listening to people with dementia.

Objectives of the unit:

By the end of this unit, the participants will be able to:

- ✓ Explain how communication is affected when the person has dementia
- ✓ Describe some of the communication tools that can be used to help people with dementia
- ✓ Discuss top tips for talking and listening to people with dementia
- ✓ Explore ways to improve your own communication skills

Instructions

Resources for facilitators to hand-out at the start of Unit 5

- ✓ Attendance Register for all to sign in
- ✓ Worksheet for Unit 5 Activities
- ✓ Tier 1 Dementia Awareness Training Evaluation Sheet – make sure that the participants complete page 1 before the training

Resources for facilitators to collect at the end of Unit 5

- ✓ Completed Tier 1 Dementia Awareness Training Evaluation Sheet
- ✓ Make sure that all have signed the attendance register
- ✓ Send the numbers trained to your Local Training & Education Lead – they will collate the numbers trained and keep a record.

Finally, it is important for you to encourage participants to complete Unit 6 on-line or in person, depending on your organisational and individual circumstances.

Session Plan for Unit 5

Estimated Timings	Content	Facilitator Activity “What the facilitator will be doing”	Participant Activity “What the learners will be doing”	Resources needed
3 mins	<p>Welcome to the Unit</p> <p>Setting of ground rules including disclosure of sensitive information and confidentiality.</p> <p>Link to Unit 4</p> <p>Participant health and wellbeing ~ make yourself available to debrief and to sign post after the session has ended.</p>	<p>Facilitating discussion.</p> <p>Get participants to sign the attendance register</p> <p>Inform the participants about the length of the session, including a short comfort break if it is going to be longer than 30 minutes.</p> <p>Give out Tier 1 Training Evaluation Form for each participant to complete page 1.</p>	<p>Sign the Attendance Register.</p> <p>Listening, participating</p> <p>Completing page 1 of the Tier 1 Training Evaluation Form</p>	<p>Tier 1 Evaluation Forms</p> <p>Pens</p> <p>Flip chart paper, pens, white board</p> <p>Hand-outs & other supporting materials which are on a USB Storage Stick. Certificate will be made available at the end of the session.</p>
5 mins	<p>Activity:</p> <p>Audience Participation ~ “How do you communicate with the person with dementia?”</p> <p>(5 minutes in total)</p>	<p>The facilitator needs to encourage each member in the audience to think about how they communicate with the person with dementia.</p> <p>Ask the participants: “Are we always listening?”</p>	<p>Discuss experiences.</p> <p>Ask for any lessons learned?</p> <p>Any areas for personal and professional development identified?</p> <p>Participants can make notes using the Unit 5 Activity Sheet if they wish.</p>	<p>Unit 5 Activity Worksheet.</p>
10 mins	<p>Present Slides 6 – 8</p> <p>Communication Tips</p> <p>Take time & focus</p> <p>How to speak</p> <p>What to say</p>	<p>Emphasise that after diagnosis, people with dementia may experience changes in the way they communicate.</p> <p>Each person’s journey will be unique, which means that dementia will affect people’s communication abilities differently</p> <p>If time permits, engage in a developmental conversation about useful communication tips that participants may have seen or heard or tried.</p>	<p>Listening and participating mentally and responding verbally</p> <p>Participants can make notes using the Unit 5 Activity Sheet if they wish</p>	<p>PowerPoint</p> <p>Unit 5 Activity Worksheet.</p>
7 mins	<p>Pause & Think: Video presentation ~ “Top 10 Communication Tips”</p> <p>(2 minute video)</p>	<p>Facilitator explains:</p> <p>“This is a video that lasts for 4 minutes.</p> <p>It presents some useful tips on to listen and talk to people with dementia.</p>	<p>Watch the Video entitled: “Top 10 Communication Tips”</p> <p>After watching video, engage in group discussion about the</p>	<p>Video is linked to the PowerPoint Presentation Slide.</p> <p>To open, place cursor on the words “Video Clip”, right click on the mouse and a drop down menu will</p>

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	<p>Audience discussion: (4 minutes)</p> <p>(6 minutes in total)</p>	<p>At the end of the video, involve the participants in a discussion about what they just viewed.</p> <p>Any lessons learned?</p>	<p>content of the video.</p> <p>Discuss lessons learned.</p> <p>Participants can make notes using the Unit 5 Activity Sheet if they wish</p>	<p>appear, left click on the mouse on the words, "open hyperlink". This will take you to video on the website.</p> <p>Alternatively use the MP4 file that has been downloaded on to the USB stick.</p>
5 mins	<p>Conclude Unit 5</p> <p>Review objectives</p> <p>Sign post to Unit 6</p> <p>Complete evaluations.</p>	<p>Complete presentation & review objectives for Unit 5</p> <p>Verbal feedback to the group about how it felt for facilitator.</p> <p>Sign post to electronic resources, dementia apps and any relevant dementia support services.</p> <p>Sign certificates. Give out Certificates for Unit 5</p>	<p>Verbal feedback</p> <p>Completion of evaluation forms.</p>	<p>Evaluation Forms</p> <p>On-line Resources</p> <p>Recommended reading</p> <p>Dementia Apps on iTunes & Android.</p> <p>Certificates for Unit 5</p>

Participant Worksheet

Unit 5: Talking and listening to the person with dementia

Unit 4 explained the impact that dementia can have on people and it discussed some of the emotional and behavioural aspects of dementia.


Unit 5 will build on what you learned in Unit 4 by raising your awareness about how to develop effective communication skills when talking and listening to people with dementia.

Objectives of the unit:


By the end of this unit, the participants will be able to:

- ✓ Explain how communication is affected when the person has dementia
- ✓ Describe some of the communication tools that can be used to help people with dementia
- ✓ Discuss top tips for talking and listening to people with dementia
- ✓ Explore ways to improve your own communication skills

Activity: How do you communicate with the person with dementia?


Health Education England

Activity: How do you communicate with the person with Dementia?



People with dementia are always communicating with us, the question is:

- Are we always listening?
- How do you interact with people who have dementia?
- Please share some examples from your personal or professional experience.

@NHS_HealthEdEng #DAAG

Write your thoughts here:

Pause & think: Communication tips: Take time and focus. How do you think this may help?


Health Education England

Communication Tips

Take time & focus



- ✓ Smile
- ✓ Take your time
- ✓ Be calm
- ✓ Focus
- ✓ People with dementia will look for social clues when interacting.

@NHS_HealthEdEng #DAAG

Write your thoughts here:

Pause & think: In what ways could you improve the way you speak to people with dementia?


Health Education England

Communication Tips

How to speak




- ✓ People with dementia may take time to process verbal conversations
- ✓ Use shorter sentences – chunking
- ✓ Speak slowly & clearly
- ✓ Avoid raising your voice
- ✓ Check for hearing aids & make sure they work
- ✓ Speak at the person's at eye level

@NHS_HealthEdEng #DAAG

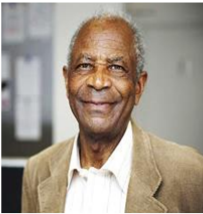
Write your thoughts here:

Pause & think: How could you improve what you say when you speak to people with dementia?


Health Education England

Communication Tips

What to say



- ✓ It is important to dignify people with dementia by speaking to them in a respectful way.
- ✓ [Hello.....my name is.....](#)
- ✓ What would you like to be called?
- ✓ What is your preferred name?
- ✓ Is it OK if I talk to you about.....

@NHS_HealthEdEng #DAAG

Write your thoughts here:

Video presentation: After watching this short video, what are some of the tips that you plan to use when talking and listening to people with dementia?



Write your thoughts here:

Discussion Points and Links to Other Learning

Useful Dementia Apps

Free in the Apple App Store:

Sea Hero Quest – Glitchers Ltd (2016)

Dementia Guide for Carers and Care Providers – Text Matter Ltd (2016)

MindMate – Empowering People with Dementia – MindMate (2016)

Understanding Dementia for Care & Support Workers v.2 – by Scottish Social Services Council (2016)

Dementia: Understanding Stress & Distress v.2 – by Scottish Social Services Council (2016)

Dementia: Personal Outcomes v.2 –by Scottish Social Services Council (2016)

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Pathways Through Dementia – by Patrica Briggs (2013)

Free in the Android Play Store:

Confusion: Delirium & Dementia: A Bedside Guide – by Confusion App (2014)

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Sources of support:

Berkshire Health Care (2014) Your Dementia handbook. Available at:
http://www.berkshirehealthcare.nhs.uk/page_sa.asp?fldKey=344

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Dementia UK: <http://www.dementiauk.org>

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Young Dementia UK: <http://www.youngdementiauk.org/>

Social Care Institute for Excellence (SCIE):
<http://www.scie.org.uk/socialcaretv/topic.asp?t=dementia>

Skills for Care (2014) Better domiciliary care for people with dementia Best practice case studies from domiciliary care employers developing their workforces to support people with dementia. Leeds: Skills for Care: <http://www.skillsforcare.org.uk/Document-library/Skills/Dementia/Better-domiciliary-care-for-people-with-dementia.pdf>

Communicating factsheet – Developed by the Alzheimer’s Society. Available at:
https://www.alzheimers.org.uk/site/scripts/documents_info.php?documentID=130

Let’s talk Makaton: Available at: <https://www.makaton.org/>
Makaton is a language programme using signs and symbols to help people to communicate. It is designed to support spoken language and the signs and symbols are used with speech, in spoken word order.

The Hospital Communication Book – Designed by the Clear Communication People Limited:
Available at:
<http://www.surreyhealthaction.org/downloads/Hospital%20Communication%20Book%20-%20version%202%20-%20web.pdf>

Talkwell – Encouraging the art of conversation on Mental Health Wards – Produced by Star Wards: Available at: http://www.mentalhealthsupport.co.uk/documents/talkwell_web.pdf

Unit 6 – Supporting people to stay well

Introduction

Unit 6: Supporting people to stay well

Key words: staying well, dementia friendly environments, examples of best practice

Aim:

Unit 5 discussed the importance of using effective communication skills when talking and listening to people with dementia and their carers.

Unit 6 will build on what you learned in Unit 5 by raising your awareness about how you can help people with dementia and their carers to stay well.

Objectives of the unit:

By the end of this unit, the participants will be able to:

- ✓ Explain what it means to stay well whilst experiencing dementia
- ✓ Describe how dementia friendly environments can support people to stay well
- ✓ Discuss some examples of best practice
- ✓ Explore ways that you can improve your own practice

Instructions

Resources for facilitators to hand-out at the start of Unit 6

- ✓ Attendance Register for all to sign in
- ✓ Worksheet for Unit 6 Activities
- ✓ Tier 1 Dementia Awareness Training Evaluation Sheet – make sure that the participants complete page 1 before the training

Resources for facilitators to collect at the end of Unit 6

- ✓ Completed Tier 1 Dementia Awareness Training Evaluation Sheet
- ✓ Make sure that all have signed the attendance register
- ✓ Send the numbers trained to your Local Training & Education Lead – they will collate the numbers trained and keep a record.

Finally, it is important for you to encourage participants to complete Unit 7 on-line or in person, depending on your organisational and individual circumstances.

Session Plan for Unit 6

Estimated Timings	Content	Facilitator Activity “What the facilitator will be doing”	Participant Activity “What the learners will be doing”	Resources needed
3 mins	<p>Welcome to the Unit</p> <p>Setting of ground rules including disclosure of sensitive information and confidentiality.</p> <p>Link to Unit 5</p> <p>Participant health and wellbeing ~ make yourself available to debrief and to sign post after the session has ended.</p>	<p>Facilitating discussion.</p> <p>Get participants to sign the attendance register</p> <p>Inform the participants about the length of the session, including a short comfort break if it is going to be longer than 30 minutes.</p> <p>Give out Tier 1 Training Evaluation Form for each participant to complete page 1.</p>	<p>Sign the Attendance Register.</p> <p>Listening, participating</p> <p>Completing page 1 of the Tier 1 Training Evaluation Form</p>	<p>Tier 1 Evaluation Forms</p> <p>Pens</p> <p>Flip chart paper, pens, white board</p> <p>Hand-outs & other supporting materials which are on a USB storage stick. Certificate will be made available at the end of the session.</p>
12 mins	<p>Video presentation ~ “Carers perspective of living with dementia”</p> <p>(10 minute video)</p> <p>Audience discussion: (2 minutes)</p> <p>(12 minutes in total)</p>	<p>Facilitator explains: “This is a video that lasts for 5 minutes.</p> <p>It presents some carers views of the care given to their loved ones who have dementia. .</p> <p>At the end of the video, involve the participants in a discussion about what they just viewed.</p> <p>Any lessons learned?</p>	<p>Watch the Video featuring the carer’s perspective of living with dementia</p> <p>After watching video, engage in group discussion about the content of the video.</p> <p>Discuss lessons learned.</p> <p>Participants can make notes using the Unit 6 Activity Sheet if they wish</p>	<p>Video is linked to the PowerPoint Presentation Slide.</p> <p>To open, place cursor on the words “Video Clip”, right click on the mouse and a drop down menu will appear, left click on the mouse on the words, “open hyperlink”. This will take you to video on the website.</p> <p>Alternatively use the MP4 file that has been downloaded on to the USB stick.</p>
2 mins	<p>Present Slide 5</p> <p>The importance of early diagnosis</p>	<p>Emphasise the importance of early diagnosis and how this may help people with dementia & their carers to plan to live well.</p> <p>Each person’s journey will be unique, which means that each person will have different needs.</p> <p>If time permits, engage in a developmental conversation about useful support & services available for people with dementia.</p>	<p>Listening and participating mentally and responding verbally</p> <p>Participants can make notes using the Unit 6 Activity Sheet if they wish</p>	<p>PowerPoint</p> <p>Unit 6 Activity Worksheet.</p>
5 mins	<p>Activity – Pause & Think:</p> <p>“Ideas for staying well”</p> <p>(5 minutes in</p>	<p>The facilitator needs to encourage each member in the audience to look at the June Andrews Model which has “Ideas for Staying Well with Dementia”</p>	<p>Discuss experiences.</p> <p>Ask for any lessons learned?</p> <p>Any areas for personal and professional</p>	<p>Unit 6 Activity Worksheet.</p>

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	total)	Ask the participants: “What do you about some of the ideas being presented here?”	development identified? Participants can make notes using the Unit 6 Activity Sheet if they wish.	
5 mins	<p>Present Slide 7 - 9</p> <p>Creating dementia friendly environments in:</p> <p>Hospitals</p> <p>Care homes</p> <p>Look at Stirling University Websites</p>	<p>Emphasise the importance of creating dementia friendly environments and how this may help people with dementia & their carers to live well.</p> <p>Ask: “What do you think about some of the suggestions?”</p> <p>If time permits, engage in a developmental conversation about useful strategies that can help people with dementia & their carers.</p>	<p>Listening and participating mentally and responding verbally</p> <p>Participants can make notes using the Unit 6 Activity Sheet if they wish</p>	<p>PowerPoint</p> <p>Unit 6 Activity Worksheet.</p>
3 mins	<p>Conclude Unit 6</p> <p>Review objectives</p> <p>Sign post to Unit 7</p> <p>Complete evaluations.</p>	<p>Complete presentation & review objectives for Unit 6</p> <p>Verbal feedback to the group about how it felt for facilitator.</p> <p>Sign post to electronic resources, dementia apps and any relevant dementia support services.</p> <p>Sign certificates. Give out Certificates for Unit 6</p>	<p>Verbal feedback</p> <p>Completion of evaluation forms.</p>	<p>Evaluation Forms</p> <p>On-line Resources</p> <p>Recommended reading</p> <p>Dementia Apps on iTunes & Android.</p> <p>Certificates for Unit 6</p>

Participant Worksheet

Unit 6: Supporting people to stay well

Unit 5 discussed the importance of using effective communication skills when talking and listening to people with dementia and their carers.

Unit 6 will build on what you learned in Unit 5 by raising your awareness about how you can help people with dementia and their carers to stay well.

Objectives of the unit:

By the end of this unit, the participants will be able to:

- ✓ Explain what it means to stay well whilst experiencing dementia
- ✓ Describe how dementia friendly environments can support people to stay well
- ✓ Discuss some examples of best practice
- ✓ Explore ways that you can improve your own practice

Video presentation: Carer's perspective of living well with dementia. What do you think?



Write your thoughts here:

Pause & think: Ideas for staying well. What do you think about some of the ideas being presented here?

NHS
Health Education England

Pause & think: Ideas for staying well

Image used with permission from (Andrews 2015) & Profile Books

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Write your thoughts here:

Pause & think: What do you think about some of the suggestions?

NHS
Health Education England


Creating dementia friendly environments

- Clear signage
- Bright, well lit environment
- Quiet/reduced stimuli
- Coloured crockery
- Coloured Toilet seats
- Coloured doors

[Virtual Dementia Environments](#)
[Stirling University](#)

Write your thoughts here:

Pause & think: What do you think about some of the dementia friendly hospital suggestions?



Health Education England

Pause & think:

Dementia friendly hospital - best practice example

The Virtual Hospital shows how to make an acute setting dementia-friendly and in doing so, easier for everyone.

[Getting well in hospital](#)




What do you think about some of the suggestions?

@NHS_HealthEdEng #DAAG

Write your thoughts here:

Pause & think: What do you think about some of the dementia friendly care home suggestions?



Health Education England

Pause & think:

Dementia friendly care home - best practice example

The Virtual Care Home is an online resource that demonstrates dementia-friendly design in care home settings or people's own homes.

[Living well at home](#)



What do you think about some of the suggestions?

@NHS_HealthEdEng #DAAG

Write your thoughts here:

Discussion Points and Links to Other Learning

Useful Dementia Apps

Free in the Apple App Store:

Sea Hero Quest – Glitchers Ltd (2016)

Dementia Guide for Carers and Care Providers – Text Matter Ltd (2016)

MindMate – Empowering People with Dementia – MindMate (2016)

Understanding Dementia for Care & Support Workers v.2 – by Scottish Social Services Council (2016)

Dementia: Understanding Stress & Distress v.2 – by Scottish Social Services Council (2016)

Dementia: Personal Outcomes v.2 –by Scottish Social Services Council (2016)

Dementia Support – by Swedish Care International (2013)

Pathways Through Dementia – by Patrica Briggs (2013)

Free in the Android Play Store:

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Dementia Support – by Swedish Care International (2013)

Pathways Through Dementia – by Patrica Briggs (2013)

Fronto-temporal Dementia – by Emanuel Bolachi (2014)

Lewy Body Dementia – by T. Boonmarkmee (2014)

Sources of support:

Berkshire Health Care (2014) Your Dementia handbook. Available at:
http://www.berkshirehealthcare.nhs.uk/page_sa.asp?fldKey=344

Carers of people with dementia: <http://www.healthtalk.org/peoples-experiences/nerves-brain/carers-people-dementia/topics>

Dementia Action Alliance: www.dementiaaction.org.uk

Dementia Friends: <http://alzheimers.dementiafriends.org.uk/>

Dementia UK: <http://www.dementiauk.org>

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Dementia Web Oxfordshire DAA: <http://www.dementiaweboxfordshire.org.uk>

Improving Dementia Education and Awareness (IDEA): <http://idea.nottingham.ac.uk>

Young Dementia UK: <http://www.youngdementiauk.org/>

Social Care Institute for Excellence (SCIE):
<http://www.scie.org.uk/socialcaretv/topic.asp?t=dementia>

Skills for Care (2014) Better domiciliary care for people with dementia Best practice case studies from domiciliary care employers developing their workforces to support people with dementia. Leeds: Skills for Care: <http://www.skillsforcare.org.uk/Document-library/Skills/Dementia/Better-domiciliary-care-for-people-with-dementia.pdf>

Dementia Friendly Environments:

Dementia Virtual Environments – Stirling University: Available at:
<http://dementia.stir.ac.uk/design/virtual-environments>

Dementia Virtual Environments – Dementia Friendly Care Homes- Stirling University: Available at: <http://dementia.stir.ac.uk/design/virtual-environments/virtual-care-home>

Dementia Virtual Environments – Dementia Friendly Hospitals - Stirling University: Available at: <http://dementia.stir.ac.uk/design/virtual-environments/virtual-hospital>

Unit 7 – Living well in society

Introduction

Unit 7: Living well in society

Key words: living well, dementia friendly communities, legal provisions

Aim:

Unit 6 discussed the importance of supporting people with dementia and their carers to stay well. This can be done by developing dementia friendly environments.

Unit 7 will develop this concept further by focusing on the development of dementia friendly communities. It will raise your awareness about how you can help people with dementia and their carers to live well in society.

Objectives of the unit:

By the end of this unit, the participants will be able to:

- ✓ Explain how we can support people with dementia and their carers in society
- ✓ Describe some of the legal provisions that support people to live well in society
- ✓ Discuss some examples of best practice
- ✓ Explore how you can contribute to a dementia friendly society

Instructions

Resources for facilitators to hand-out at the start of Unit 7

- ✓ Attendance Register for all to sign in
- ✓ Worksheet for Unit 7 Activities
- ✓ Tier 1 Dementia Awareness Training Evaluation Sheet – make sure that the participants complete page 1 before the training

Resources for facilitators to collect at the end of Unit 7

- ✓ Completed Tier 1 Dementia Awareness Training Evaluation Sheet
- ✓ Make sure that all have signed the attendance register
- ✓ Send the numbers trained to your Local Training & Education Lead – they will collate the numbers trained and keep a record.

Finally, it is important for you to encourage participants to complete Unit 8 in person, at a time that is convenient with your organisational and individual circumstances.

Session Plan for Unit 7

Estimated Timings	Content	Facilitator Activity “What the facilitator will be doing”	Participant Activity “What the learners will be doing”	Resources needed
3 mins	<p>Welcome to the Unit Setting of ground rules including disclosure of sensitive information and confidentiality.</p> <p>Link to Unit 6</p> <p>Participant health and wellbeing ~ make yourself available to debrief and to sign post after the session has ended.</p>	<p>Facilitating discussion.</p> <p>Get participants to sign the attendance register</p> <p>Inform the participants about the length of the session, including a short comfort break if it is going to be longer than 30 minutes.</p> <p>Give out Tier 1 Training Evaluation Form for each participant to complete page 1.</p>	<p>Sign the Attendance Register.</p> <p>Listening, participating</p> <p>Completing page 1 of the Tier 1 Training Evaluation Form</p>	<p>Tier 1 Evaluation Forms</p> <p>Pens</p> <p>Flip chart paper, pens, white board</p> <p>Hand-outs & other supporting materials which are on a USB storage stick. Certificate will be made available at the end of the session.</p>
5 mins	<p>Activity – Pause & think:</p> <p>“What do you think are the principles of good support”</p> <p>Present Slide 4 - 6 – Principles of good support</p> <p>Triangle of Care</p> <p>(5 minutes in total)</p>	<p>The facilitator needs to encourage each member in the audience to reflect on the June Andrews Model from Unit 6 which has “Ideas for Staying Well with Dementia”</p> <p>Ask the participants:</p> <p>“What do you about some of the ideas being presented here?”</p>	<p>Discuss experiences and ideas.</p> <p>Ask for any lessons learned?</p> <p>Any areas for personal and professional development identified?</p> <p>Participants can make notes using the Unit 7 Activity Sheet if they wish.</p>	<p>Unit 7 Activity Worksheet.</p>
7 mins	<p>Present Slide 7</p> <p>Providing support for carers</p>	<p>Emphasise the importance of encouraging carers to access services and support. Everyone working in health & social care can do this.</p> <p>Each person’s journey will be unique, which means that each person will have different needs. One size does not fit all</p> <p>If time permits, engage in a developmental conversation about useful support & services available for people with dementia.</p>	<p>Listening and participating mentally and responding verbally</p> <p>Participants can make notes using the Unit 7 Activity Sheet if they wish</p>	<p>PowerPoint</p> <p>Unit 7 Activity Worksheet.</p>
5 mins	<p>Present Slides 8 - 9</p> <p>The Mental Capacity Act & Other Legal Provisions</p>	<p>Emphasise the importance of the Mental Capacity Act (2005) and other legal provisions in helping people with dementia & their carers to live well in society.</p> <p>Ask: “What do you think</p>	<p>Listening and participating mentally and responding verbally</p> <p>Participants can make notes using the Unit 7 Activity</p>	<p>PowerPoint</p> <p>Unit 7 Activity Worksheet.</p>

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		<p>about some of the suggestions?”</p> <p>If time permits, engage in a developmental conversation about useful legal strategies that can be implemented in order to help people with dementia & their carers live well in society.</p>	Sheet if they wish	
7 mins	<p>Video presentation ~ “Forget us not”</p> <p>(5 minute video)</p> <p>Audience discussion: (2 minutes)</p> <p>(7 minutes in total)</p>	<p>Facilitator explains: “This is a video that lasts for 5 minutes.</p> <p>Teck Seng returns home from his overseas studies and finds his dad, Tan Yee Ming, with worsening dementia. See how the Tan family and their community rally around him in various heart-warming ways.</p> <p>At the end of the video, involve the participants in a discussion about what they just viewed.</p> <p>Any lessons learned?</p>	<p>Watch the Video Forget us not</p> <p>After watching video, engage in group discussion about the content of the video.</p> <p>Discuss lessons learned.</p> <p>Participants can make notes using the Unit 7 Activity Sheet if they wish</p>	<p>Video is linked to the PowerPoint Presentation Slide.</p> <p>To open, place cursor on the words “Video Clip”, right click on the mouse and a drop down menu will appear, left click on the mouse on the words, “open hyperlink”. This will take you to video on the website.</p> <p>Alternatively use the MP4 file that has been downloaded on to the USB stick.</p>
3 mins	<p>Conclude Unit 7</p> <p>Review objectives</p> <p>Sign post to Unit 8</p> <p>Complete evaluations.</p>	<p>Complete presentation & review objectives for Unit 7</p> <p>Verbal feedback to the group about how it felt for facilitator.</p> <p>Sign post to electronic resources, dementia apps and any relevant dementia support services.</p> <p>Sign certificates. Give out Certificates for Unit 7</p>	<p>Verbal feedback</p> <p>Completion of evaluation forms.</p>	<p>Evaluation Forms</p> <p>On-line Resources</p> <p>Recommended reading</p> <p>Dementia Apps on iTunes & Android.</p> <p>Certificates for Unit 7</p>

Participant Worksheet

Unit 7: Living well in society

Unit 6 discussed the importance of supporting people with dementia and their carers to stay well. This can be done by developing dementia friendly environments.


Unit 7 will develop this concept further by focusing on the development of dementia friendly communities. It will raise your awareness about how you can help people with dementia and their carers to live well in society.

Objectives of the unit:

By the end of this unit, the participants will be able to:

- ✓ Explain how we can support people with dementia and their carers in society
- ✓ Describe some of the legal provisions that support people to live well in society
- ✓ Discuss some examples of best practice
- ✓ Explore how you can contribute to a dementia friendly society

Pause & think: What do you think are the principles of good support?


Health Education England


Pause & think: What do you think are the principles of good support?

- Person-centred approach
- Inclusion of person with dementia and carer(s)
- Service is 'carer aware'
- Ways of sharing information and confidentiality
- Formal and informal support for carers
- Relationship-centred care
- Maintaining social & emotional connections

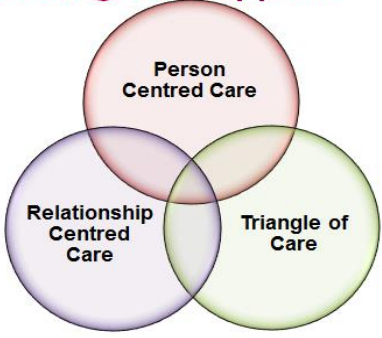
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Write your thoughts here:

Pause & think: Principles of good support. What do you think about some of the ideas being presented in this diagram?


Health Education England

Principles of good support



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Write your thoughts here:

Pause & think: What do you think about the triangle of care?

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Triangle of Care

Hannan et al, (2013)

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Write your thoughts here:

Pause & think: What do you think about some of the legal provisions for people with dementia?

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Health Education England

Legal provisions to help people live well

- **Court of protection:**
 - Make declarations on a person's capacity
 - Make single decisions
 - Can appoint a deputy
 - Decide if Lasting Power of Attorney is valid
 - Remove inappropriate attorneys

(Brooker & Lillyman 2013)

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Write your thoughts here:

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Legal provisions to help people live well

- **Advanced Directives:**
 - Drawn up with full capacity
 - Choice of treatment or refusal
 - Advanced care planning
- **Lasting Power of Attorney :**
 - Someone appointed in advance to make future decisions
 - About personal welfare/health or finance/property

(Brooker & Lillyman 2013)

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Video presentation: Forget us not – Dementia friendly communities in Singapore. What do you think?



Write your thoughts here:

Discussion Points and Links to Other Learning

Useful Dementia Apps

Free in the Apple App Store:

Sea Hero Quest – Glitchers Ltd (2016)

Dementia Guide for Carers and Care Providers – Text Matter Ltd (2016)

MindMate – Empowering People with Dementia – MindMate (2016)

Understanding Dementia for Care & Support Workers v.2 – by Scottish Social Services Council (2016)

Dementia: Understanding Stress & Distress v.2 – by Scottish Social Services Council (2016)

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Pathways Through Dementia – by Patrica Briggs (2013)

Fronto-temporal Dementia – by Emanuel Bolachi (2014)

Lewy Body Dementia – by T. Boonmarkmee (2014)

Sources of support:

Berkshire Health Care (2014) Your Dementia handbook. Available at:
http://www.berkshirehealthcare.nhs.uk/page_sa.asp?fldKey=344

Carers of people with dementia: <http://www.healthtalk.org/peoples-experiences/nerves-brain/carers-people-dementia/topics>

Dementia Action Alliance: www.dementiaaction.org.uk

Dementia Friends: <http://alzheimers.dementiafriends.org.uk/>

Dementia UK: <http://www.dementiauk.org>

Dementia Services Development Centre: <http://dementia.stir.ac.uk/>

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Dementia Web Oxfordshire DAA: <http://www.dementiaweboxfordshire.org.uk>

Improving Dementia Education and Awareness (IDEA): <http://idea.nottingham.ac.uk>

Young Dementia UK: <http://www.youngdementiauk.org/>

Social Care Institute for Excellence (SCIE):
<http://www.scie.org.uk/socialcaretv/topic.asp?t=dementia>

Skills for Care (2014) Better domiciliary care for people with dementia Best practice case studies from domiciliary care employers developing their workforces to support people with dementia. Leeds: Skills for Care: <http://www.skillsforcare.org.uk/Document-library/Skills/Dementia/Better-domiciliary-care-for-people-with-dementia.pdf>

Forget us Not Campaign – Dementia Care Work Book – Produced by the Lien Foundation. Available on line at: <http://emagination-static.s3.amazonaws.com/forgetusnot/ForgetUsNot-Dementia-Handbook.pdf>

More form the Lien Foundation – Forget us Not Campaign:

- Grandma works away without paying: <https://www.youtube.com/watch?v=GITJ6QA9zh0>
- Runaway Grandma: <https://www.youtube.com/watch?v=TzplIVKzGck>
- Grandma lost at Yishun interchange: <https://www.youtube.com/watch?v=agvLxUVxSBg>

Advanced Directives – End of Life Planning – NHS UK: Available on line at:
<http://www.nhs.uk/Planners/end-of-life-care/Pages/advance-decision-to-refuse-treatment.aspx>

Court of Protection – Guidance and direction from Her Majesty’s Courts and Tribunals Service: Available at: <https://www.gov.uk/courts-tribunals/court-of-protection>

Unit 8 – How to respond to behaviours that challenge

Introduction

Unit 8: How to respond to behaviours that challenge

Key words: behaviours that challenge, communication strategies, VERA Framework.

Aim:

You have come to the last unit in this Tier 1 Dementia Awareness Training Package. Units 1 – 7 have raised your awareness about dementia, its impact and what you can do to support the person with dementia and their carer to live well.

Unit 8 will give you the chance to develop the skill of how to respond to behaviours that challenge. This session must be delivered face to face in a small group setting.

Objectives of the unit:

By the end of this unit, the participants will be able to:

- ✓ Explain why people with dementia may present with behaviours that challenge
- ✓ Describe advanced communication strategies that can be used to respond to behaviours that challenge
- ✓ Discuss the VERA Framework and you can use it when supporting people with dementia

Instructions

Resources for facilitators to hand-out at the start of Unit 8

- ✓ Attendance Register for all to sign in
- ✓ Worksheet for Unit 8 Activities
- ✓ Group Activity Sheets
- ✓ Tier 1 Dementia Awareness Training Evaluation Sheet – make sure that the participants complete page 1 before the training

Resources for facilitators to collect at the end of Unit 8

- ✓ Completed Tier 1 Dementia Awareness Training Evaluation Sheet
- ✓ Make sure that all have signed the attendance register
- ✓ Send the numbers trained to your Local Training & Education Lead – they will collate the numbers trained and keep a record.

Finally, it is important for you to encourage participants to review Unit 1 – 7 in order for them to consolidate what they have learned.

Session Plan for Unit 8

Estimated Timings	Content	Facilitator Activity “What the facilitator will be doing”	Participant Activity “What the learners will be doing”	Resources needed
3 mins	<p>Welcome to the Unit</p> <p>Setting of ground rules including disclosure of sensitive information and confidentiality.</p> <p>Link to Unit 7</p> <p>Participant health and wellbeing ~ make yourself available to debrief and to sign post after the session has ended.</p>	<p>Facilitating discussion.</p> <p>Get participants to sign the attendance register</p> <p>Inform the participants about the length of the session, including a short comfort break if it is going to be longer than 30 minutes.</p> <p>Give out Tier 1 Training Evaluation Form for each participant to complete page 1.</p>	<p>Sign the Attendance Register.</p> <p>Listening, participating</p> <p>Completing page 1 of the Tier 1 Training Evaluation Form</p>	<p>Tier 1 Evaluation Forms</p> <p>Pens</p> <p>Flip chart paper, pens, white board</p> <p>Hand-outs & other supporting materials which are on a USB storage stick. Certificate will be made available at the end of the session.</p>
5 mins	<p>Activity – Pause & think:</p> <p>“How does communication change as the dementia progresses?”</p> <p>Present Slides 4 & 5</p> <p>Changes in communication</p> <p>(5 minutes in total)</p>	<p>The facilitator needs to encourage each member in the audience to reflect Unit 5 - “Talking and listening to the person with dementia”</p> <p>Ask the participants:</p> <p>“How does communication change as the dementia progresses?”</p>	<p>Discuss experiences and ideas.</p> <p>Ask for any lessons learned?</p> <p>Any areas for personal and professional development identified?</p> <p>Participants can make notes using the Unit 8 Activity Sheet if they wish.</p>	<p>Unit 8 Activity Worksheet.</p>
7 mins	<p>Present Slide 6-8</p> <p>Communication tips – Reminders from Unit 5</p> <p>Explain that some people may express themselves through their behaviour</p>	<p>Remind participants of the top communication tips as presented in Unit 5.</p> <p>Emphasise that each person’s journey will be unique, which means that each person will have different communication needs. One size does not fit all, therefore person-centred care is essential</p> <p>If time permits, engage in a developmental conversation about other strategies that can be used to communicate with people with dementia.</p>	<p>Listening and participating mentally and responding verbally</p> <p>Participants can make notes using the Unit 8 Activity Sheet if they wish</p>	<p>PowerPoint</p> <p>Unit 8 Activity Worksheet.</p>
13 mins	<p>Activity ~</p> <p>“Effective Communication – What you need</p>	<p>Facilitator to:</p> <p>Get the audience into 4 groups</p>	<p>Scenario Based Activity:</p> <p>Participants to get into 4 groups.</p>	<p>PowerPoint,</p> <p>Resources:</p> <p>4 laminated cards with the</p>

Tier 1 Dementia Awareness Training Manual

	<p>to know!” (13 minutes)</p>	<p>Give each group 1 card</p> <p>Show sample response after each group has fed back.</p> <p>Ask them to spend 5 minutes discussing the topic written on their card.</p> <p>Invite the Spokesperson to give feedback in 60 seconds or less.</p>	<p>Group V: Validation How would you use Validation to help Mary? What might you say or do in response to her concerns?</p> <p>Group E: Emotion How would you acknowledge Mary's emotions? What might you say or do in response to her emotions?</p> <p>Group R: Reassurance Having observed that Mary is looking tense, how would you re-assure her? What might you say or do as you re-assure her?</p> <p>Group A: Activities How would you use activities to help Mary? What might you say or do in order to encourage Mary to engage in activities?</p>	<p>letters VERA printed on each card.</p> <p>For example, one card will have V on it and on the reverse side it will have the scenario printed on it and then a question for discussion:</p>
<p>3 mins</p>	<p>Conclude Unit 8</p> <p>Review objectives</p> <p>Complete evaluations.</p>	<p>Complete presentation & review objectives for Unit 8</p> <p>Verbal feedback to the group about how it felt for facilitator.</p> <p>Sign post to electronic resources, dementia apps and any relevant dementia support services.</p> <p>Sign certificates. Give out Certificates for Unit 8</p>	<p>Verbal feedback</p> <p>Completion of evaluation forms.</p>	<p>Evaluation Forms</p> <p>On-line Resources</p> <p>Recommended reading</p> <p>Dementia Apps on iTunes & Android.</p> <p>Certificates for Unit 8</p>

Reflect on Unit 5: Communication tips – Take time and focus. How do you think this may help with behaviours that challenge?

Write your thoughts here:

NHS
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Communication Tips: Take time & focus

- ✓ Smile
- ✓ Take your time
- ✓ Be calm
- ✓ Focus
- ✓ People with dementia will look for social clues when interacting.



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Reflect on Unit 5: In what ways could you improve the way you speak to people with dementia?

Write your thoughts here:

NHS
Health Education England

Communication Tips: How to speak

- ✓ People with dementia may take time to process verbal conversations
- ✓ Use shorter sentences – chunking
- ✓ Speak slowly & clearly
- ✓ Avoid raising your voice
- ✓ Check for hearing aids & make sure they work
- ✓ Speak at the person's eye level



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Reflect on Unit 5: How could you improve what you say when you speak to people with dementia?

Write your thoughts here:

NHS
Health Education England

Communication Tips: What to say

- ✓ It is important to dignify people with dementia by speaking to them in a respectful way.
- ✓ [Hello.....my name is.....](#)
- ✓ What would you like to be called?
- ✓ What is your preferred name?
- ✓ Is it OK if I talk to you about.....



www.nhs.uk/photos.com

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Activity: Effective communication – What you need to know. How do you plan to use the VERA framework when responding to behaviours that challenge?

Write your thoughts here:

NHS
Health Education England

Activity - Effective Communication: Use VERA

1. Validation
2. Emotion
3. Re-assure
4. Activity



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Discussion Points and Links to Other Learning

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Skills for Care (2014) Better domiciliary care for people with dementia Best practice case studies from domiciliary care employers developing their workforces to support people with dementia. Leeds: Skills for Care: <http://www.skillsforcare.org.uk/Document-library/Skills/Dementia/Better-domiciliary-care-for-people-with-dementia.pdf>

New approaches for dealing with difficult dementia behaviours – Alzheimer's Net: Available at: <http://www.alzheimers.net/1-6-15-new-approaches-difficult-behaviors>

Tier 1 Dementia Awareness Training – The Complete Presentation

Introduction

Title: Tier 1 Dementia awareness training – 2 hour workshop

Key words: Dementia, signs & symptoms, Tier 1 Training, Dementia Awareness, Dementia Strategy, Communication, Living well with dementia.

Aim:

This training workshop has been designed to provide face to face training to clinical and non-clinical staff working in a variety of health and social care settings with a basic awareness of what dementia is and how it affects the person with dementia along with their family, relatives, carers, friends and significant others.

The session provides a definition of what dementia is, it explores common perceptions about dementia and explains why it is important for everyone to know about dementia at a basic level.

The content has been shaped by the Skills for Health Standards (Health Education England); The National Institute for Health Research (NIHR) Collaboration for leadership in Applied Health Research and Care (CLARC) or PenCLAHRC; Higher Education Dementia Network (HEDN) and findings from Phase 1 of the Health Education England Thames Valley (HEE TV) Tier 1 Dementia Awareness Training Project that was undertaken by the Dementia Academic Action Alliance (DAAG).

Objectives of the session:

By the end of this session, the participants will be able to:

- ✓ Explain what dementia is, how it affects people with dementia & their carers
- ✓ Describe the impact of dementia and the support that people with dementia and their carers require
- ✓ Name some useful strategies or hints and tips that can be used to support the person with dementia at whatever stage

Instructions

Resources for facilitators to hand-out at the start of the session

- ✓ Attendance Register for all to sign in
- ✓ Worksheet for Training Activities
- ✓ Tier 1 Dementia Awareness Training Evaluation Sheet – make sure that the participants complete page 1 before the training

Resources for facilitators to collect at the end of the session

- ✓ Completed Tier 1 Dementia Awareness Training Evaluation Sheet
- ✓ Make sure that all have signed the attendance register
- ✓ Send the numbers trained to your Local Training & Education Lead – they will collate the numbers trained and keep a record.

Finally, it is important for you to signpost participants to further sources of support and information, depending on organisational and individual circumstances.

Session Plan for Complete Presentation

Estimated Timings	Content	Facilitator Activity “What the facilitator will be doing”	Participant Activity “What the learners will be doing”	Resources needed
10 mins	<p>Welcome to the Unit Setting of ground rules including disclosure of sensitive information and confidentiality.</p> <p>Participant health and wellbeing ~ make yourself available to give a debrief and to sign post after the session has ended.</p>	<p>Facilitating discussion.</p> <p>Inform the participants about the length of the session, including a short comfort break.</p> <p>Give out Tier 1 Training Evaluation Form for each participant to complete page 1.</p>	<p>Sign the Attendance Register.</p> <p>Listening, participating</p> <p>Completing page 1 of the Tier 1 Training Evaluation Form</p>	<p>Slides 1 to 5</p> <p>Tier 1 Evaluation Forms Pens Flip chart paper, pens, white board Hand-outs & other supporting materials which are on a USB storage stick. Certificate will be made available at the end of the session.</p>
5 mins	<p>Individual Activity (3 minutes)</p> <p>Participants to complete the “Forget Me Not” Task:</p> <p><i>“When I can’t tell you what I want, this is what’s important to me……”</i></p>	<p>To start ask everyone to write down the most important thing that they would want to happen if they were to end up being cared for by others (3 minutes).</p> <p>Ask participants to put the answer away for the moment. Facilitator will refer to it at a later part of the session.</p>	<p>Individual activity:</p> <p>Participant to complete the “Forget Me Not” Task using a pre-printed sheet of paper.</p>	<p>Slide 6</p> <p>Unit 1 Activity Worksheet with “Forget Me Not” Task on it.</p>
10 mins	<p>Group Activity (5 minutes)</p> <p>Participants to work in pairs/trios and to discuss the following statement: <i>“What are your perceptions of dementia”</i></p> <p>5 minute feedback (10 minutes in total)</p>	<p>Ask the audience to discuss in pairs/trios what their experience of dementia has been (5 minutes)</p> <p>After 5 minutes, ask for a few examples to share with the group.</p> <p>If little is forthcoming from the participants, you can use examples from your own experience.</p>	<p>Group activity:</p> <p>Pairs or small group discussion about personal and/or professional experiences of dementia.</p> <p>5 minutes</p>	<p>Slide 7</p>
2 mins	<p>Pause & Think: What is dementia?</p>	<p>Present content from Slide 9 make clear it is NOT a normal part of ageing</p>	<p>Listening and participating by answering question</p>	<p>Slide 8</p>
2 mins	<p>What is dementia?</p>	<p>Read out the definition of dementia. Explain there are many others.</p>	<p>Listening</p>	<p>Slide 9</p>

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Estimated Timings	Content	Facilitator Activity “What the facilitator will be doing”	Participant Activity “What the learners will be doing”	Resources needed
2 mins	Why all the fuss now?	Highlight that DoH made it priority in 2009 through the National Dementia strategy.	Listening	Slide 10
2 mins	PM’s Challenge on Dementia			Slide 11
15 mins	<p>Video presentation (10 minutes) Participants to watch the Social Care Institute of Excellence Video (SCIE) TV video: <i>“Living with dementia”</i></p> <p>5 minute feedback (15 minutes in total)</p>	<p>Facilitator explains: “This is a video that lasts for 10 minutes and it is from SCIE TV (Social Care Institute for Excellence) Television.</p> <p>It presents the experience of dementia directly from the people who are experiencing it.</p> <p>After 10 minutes, involve audience in a discussion about what they just viewed.</p> <p>“Any lessons learned?”</p> <p>Note to facilitator: People may express negative emotions about dementia. For example feelings of hopelessness, no cure, you are only going to get worse.</p> <p>Please make sure that you end the discussion by saying: “We will now explore the early signs and symptoms of dementia.”</p>	<p>Watch SCIE TV Video entitled: “Living with dementia”</p> <p>After watching video, engage in audience discussion about the content of the video.</p> <p>Discuss lessons learned.</p>	<p>Slide 12</p> <p>Video link is on PowerPoint Presentation Slide.</p> <p>To open, place cursor on the words “Video Clip”, right click on the mouse and a drop down menu will appear, left click on the mouse on the words, “open hyperlink”. This will take you to video on the website.</p> <p>Alternatively, use the video which has been downloaded onto the USB stick.</p>
10 mins	Some early symptoms of dementia	Present content from Slides	Listening and participating mentally Participants can make notes if they wish	Slide 13
	Risk factors associated with dementia	Present content from Slides		Slide 14
	Types of dementia	Present content from Slides		Slide 15
	Young dementia	Present content from Slides		Slide 16
	The 3 ‘D’s’ – Is it Dementia, delirium or depression?	Present content from Slides		Slide 17
10 minute Comfort Break				

Tier 1 Dementia Awareness Training Manual

Estimated Timings	Content	Facilitator Activity “What the facilitator will be doing”	Participant Activity “What the learners will be doing”	Resources needed
23mins	<p>Video presentation (23 minutes) Participants to watch the video: “Barbara, the whole Story”</p> <p>7 minute feedback (30 minutes in total)</p> <p>Or</p> <p>Video presentation (13 minutes) Participants to watch the video: “Barbara’s Story Part 1”</p> <p>7 minute feedback (20 minutes in total)</p>	<p>Facilitator explains: “This is clip from a video that lasts for 30minutes, but we will watch about 20 minutes, and it is from Guys & St Thomas’ Hospital NHS Trust.</p> <p>Stop the video at 23 minutes – tell people they can see the whole video on You Tube</p> <p>Or</p> <p>Facilitator explains: “This is a video that lasts for 13 minutes and it is from Guys & St Thomas’ Hospital NHS Trust.</p> <p>It presents the experience of Barbara, a lady with dementia who was attending a hospital appointment. It shows us what happens when you do not understand the needs of the person with dementia.”</p> <p>After 13 minutes, involve audience in a discussion about what they just viewed.</p> <p>“Any lessons learned?”</p> <p>Note to facilitator: People may express negative emotions about Barbara’s experience. For example feelings of hopelessness about the NHS staff, nobody was there to help her, only one person cared. Explain that is why we need to be person centred.</p> <p>Please make sure that you end the discussion by saying: “We will now explore some person-centred approaches that we can use.”</p>	<p>Watch the Video entitled: “Barbara, the whole Story”</p> <p>Or</p> <p>Watch the Video entitled: “Barbara’s Story Part 1”</p> <p>After watching video, engage in audience discussion about the content of the video</p> <p>Discuss lessons learned.</p>	<p>Slide 18</p> <p>Click on video link on PowerPoint presentation slide.</p> <p>To open, click on “Video Clip and, left click on, “open hyperlink”. This will take you to video on the website.</p> <p>Alternatively, use the video which has been downloaded onto the USB stick.</p> <p>Alternative videos:</p> <p>If you are delivering training in Primary Care, you may want to use the video called “The Appointment” which features Barbara attending an appointment at the dentist. It is 14 minutes and 20 seconds long. This can be accessed via: https://www.youtube.com/watch?v=EnPUq00UA8c</p> <p>If you are delivering training in the Emergency Services such as in the Accident & Emergency Department, Police or Fire Services, you may want to use the video entitled, “Fred’s Story Part 2”. This features the story of an older man who absconds from an acute general hospital and is found walking around or “wandering” in the streets in his pyjamas. This video is 11 minutes & 1 second long. It can be accessed via: https://www.youtube.com/watch?v=YNDBB-6s1S0</p>

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Estimated Timings	Content	Facilitator Activity “What the facilitator will be doing”	Participant Activity “What the learners will be doing”	Resources needed
10 mins	Personhood	Present content from Slides	Listening and participating mentally	Slide 19
	Person-centred approaches	Present content from Slides Facilitator to ask the audience: “Have you heard anyone say these things?”		Participants can make notes if they wish
	Person-centred approaches: What do we mean by ‘culture’ & what are the issues?	Present content from Slides Facilitator to invite participants to share their thoughts	Listening and participating mentally	Slide 21
	How does dementia affect the person?	Present content from Slides Discuss driving license issues	Listening and participating mentally	Slide 22
5 minutes	Why might a person with dementia show signs of distress? 1	Present content from Slides Stress that a lot of distress stems from unmet needs	Listening and participating mentally	Slide 23
	Why might a person with dementia show signs of distress? 2	Present content from Slides Stress that a lot of distress stems from unmet needs	Listening and participating mentally	Slide 24
10 mins	Ideas for staying well 1	Present diagram from Prof June Andrews two possible pathways : one offers steep decline , and the other living well with dementia for longer at home	Listening and participating mentally	Slide 25
	Ideas for staying well 1	Discuss tips for good communication & stress the need to avoid confrontation. Click on Sterling university to show environmental adjustment examples	Listening and participating mentally	Slide 26
5 mins	Final points	Complete presentation & ask participants to consider becoming dementia friends	Verbal feedback	Slide 27
	Conclude session			
	Review objectives	Ask people to complete evaluation form and tick box for Dementia Friends option	Completion of evaluation forms.	Evaluation Forms
5 mins	Sign post to sources of support	Sign post to electronic resources, dementia apps and any relevant dementia support services.		Slide 28 - 32 Dementia Apps on iTunes & Android. On-line Resources Recommended reading
	Give out Certificates	Sign certificates	Pick up certificate	Certificates

Participant Worksheet

Title: Tier 1 Dementia awareness training – 2 hour workshop

The purpose of this workshop is to provide face to face training to clinical and non-clinical staff working in a variety of health and social care settings with a basic awareness of what dementia is and how it affects the person with dementia along with their family, relatives, carers, friends and significant others.


It will increase your awareness about dementia and it will form the starting point for your exploration, personal and professional development. Please use this worksheet to record your thoughts and feelings as you go through this session.

Objectives of the session:

By the end of this session you will be able to:

- ✓ Explain what dementia is, how it affects people with dementia & their carers
- ✓ Describe the impact of dementia and the support that people with dementia and their carers require
- ✓ Name some useful strategies or hints and tips that can be used to support the person with dementia at whatever stage

The starting point – Individual activity – “Forget Me Not” Campaign



Health Education England

Individual Activity - “Forget Me Not”


Please complete this sentence:

When I can't tell you
what I want, this is
what's important to me...

@NHS_HealthEdEng #DAAG

Please complete this statement:

Group activity: What are your perceptions about dementia?



Group Activity

Your perceptions of dementia

Work in pairs and think about these questions:

- What are your perceptions about dementia?
- Who do you know that has dementia?
- How does it affect them?

Please think about your professional and/or personal experience of dementia.

Write down some of your answers.

@NHS_HealthEdEng #DAAG

Write your thoughts here:



Video presentation – Living with dementia.



What have you learned from watching this video?

Pause and think: Early signs & symptoms of dementia

NHS
Health Education England

Pause & think

What are the early symptoms of dementia?

@NHS_HealthEdEng #DAAG

Are there any signs and symptoms that you would add to this wheel? Write them down here.

Risk factors associated with dementia – What do you think?

NHS
Health Education England

Risk factors associated with dementia

- A person's **age**
- **Gender**- women more likely to get Alzheimer's Disease and men are more likely to get Vascular Dementia
- People who **smoke**
- Eating a diet **high in cholesterol**
- Being **overweight** or obese
- **Not doing** enough exercise
- Having a **sedentary** life style
- Drinking **too much alcohol**
- Having a **family history** of dementia
- Having **high blood pressure**
- People with **Down Syndrome**

@NHS_HealthEdEng #DAAG

Write your thoughts here:

The 3 D's – Is it Dementia, Delirium or Depression?

NHS
Health Education England

The 3 'D's' – Is it Dementia, Delirium or Depression?

- Dementia is manageable
- Depression is treatable
 - 60% of older in-patients in acute hospitals have co-existent mental health disorders
- At any one time in acute hospitals there are large numbers of >65 year old in-patients with delirium, dementia or depression
- Delirium is treatable & reversible

@NHS_HealthEdEng #DAAG

Write your thoughts here:

Video presentation: The importance of knowing the person with dementia.



What have you learned from watching this video? Write your thoughts here:

Pause & think: Person-centred approaches

NHS
Health Education England

Person-centred approaches

Speech bubbles:

- "I like 2 sugars in my tea"
- "I enjoy going for a walk after I have my dinner"
- "I am gay. It is important that my partner be included in my care"
- "Please don't call me dear! My name is Helen!"
- "I used to be a nurse and I would like to be included in my care decisions"

@NHS_HealthEdEng #DAAG

Have you ever heard people say these things? Write your thoughts here:

Pause & think: What do we mean when use the word “culture” and what are the issues?

NHS
Health Education England

Pause & think

What do we mean when we use the word “culture”?

Central circle: Culture

Surrounding circles:

- Language
- The way I was brought up
- Music that is important
- Food that has meaning
- Festivals & holidays
- Traditions around birth & death
- Art & literature
- Clothing, attire & grooming
- Spirituality & religion

@NHS_HealthEdEng #DAAG

Write your thoughts here:

Pause & think: Why might a person with dementia show signs of distress?

Write your thoughts here:


Health Education England

Why might a person with dementia show signs of distress?

- Physically, they may be in pain or feeling tired feeling hungry &/or thirsty.
- Needing to go to the toilet.
- The distress may be also be triggered by environmental factors such as noise, heat, cold, darkness or bright lights.



@NHS_HealthEdEng #DAAG

Discussion Points and Links to Other Learning

Useful Dementia Apps

Free in the Apple App Store:

Sea Hero Quest – Glitchers Ltd (2016)

Dementia Guide for Carers and Care Providers – Text Matter Ltd (2016)

MindMate – Empowering People with Dementia – MindMate (2016)

Understanding Dementia for Care & Support Workers v.2 – by Scottish Social Services Council (2016)

Dementia: Understanding Stress & Distress v.2 – by Scottish Social Services Council (2016)

Dementia: Personal Outcomes v.2 –by Scottish Social Services Council (2016)

Dementia Support – by Swedish Care International (2013)

Pathways Through Dementia – by Patrica Briggs (2013)

Free in the Android Play Store:

Confusion: Delirium & Dementia: A Bedside Guide – by Confusion App (2014)

Vascular Dementia Information – by Pachara Kongsookdee (2014)

Dementia Support – by Swedish Care International (2013)

Pathways Through Dementia – by Patrica Briggs (2013)

Fronto-temporal Dementia – by Emanuel Bolachi (2014)

Lewy Body Dementia – by T. Boonmarkmee (2014)

Sources of support:

Berkshire Health Care (2014) Your Dementia handbook. Available at:
http://www.berkshirehealthcare.nhs.uk/page_sa.asp?fldKey=344

Carers of people with dementia: <http://www.healthtalk.org/peoples-experiences/nerve-brain/carers-people-dementia/topics>

Dementia Action Alliance: www.dementiaaction.org.uk

Dementia Friends: <http://alzheimers.dementiafriends.org.uk/>

Dementia UK: <http://www.dementiauk.org>

Dementia Services Development Centre: <http://dementia.stir.ac.uk/>

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Dementia Web Oxfordshire DAA: <http://www.dementiaweboxfordshire.org.uk>

Improving Dementia Education and Awareness (IDEA): <http://idea.nottingham.ac.uk>

Young Dementia UK: <http://www.youngdementiauk.org/>

Social Care Institute for Excellence (SCIE):
<http://www.scie.org.uk/socialcaretv/topic.asp?t=dementia>

Skills for Care (2014) Better domiciliary care for people with dementia Best practice case studies from domiciliary care employers developing their workforces to support people with dementia. Leeds: Skills for Care: <http://www.skillsforcare.org.uk/Document-library/Skills/Dementia/Better-domiciliary-care-for-people-with-dementia.pdf>

Evaluation Forms

Dementia Awareness Tier 1 Training Evaluation Form

This short questionnaire aims to explore if attending dementia awareness training has increased your knowledge of dementia and explores your intentions regarding changes to your working practices as a result of the training. Please remember there are no right or wrong answers.

You have just attended a Dementia Awareness Training Session. Please can you complete this questionnaire to help inform the future development of dementia awareness training to ensure that it is meeting the needs of staff and health service providers in the region. This questionnaire should take approximately five minutes to complete. Thank you for your time.

About you

What is your job title?	In your job role do you have regular contact with people with dementia			
	<i>Yes</i>		<i>No</i>	
Do you have face to face contact with patients /clients	<i>Yes</i>		<i>No</i>	
Please circle if your role is clinical or non-Clinical?	<i>Clinical</i>		<i>Non-clinical</i>	
Please circle what type of organisation you work	<i>Primary care</i>	<i>Hospital</i>	<i>Community</i>	<i>Care home</i>
Venue of training				

Q1 Please look at the statements below to compare how much knowledge you feel you have about dementia before and at the end of the training (after). Please answer all statements

<u>Before</u> the training					<u>After</u> the training			
none	Very little	Informed	Very well informed	I would rate my level of knowledge in:	none	Very little	Informed	Very well informed
1	2	3	4	Recognising the signs and symptoms of dementia	1	2	3	4
1	2	3	4	Understanding the impact of dementia on individuals , families and society	1	2	3	4
1	2	3	4	Understanding person centred approaches to supporting people with dementia	1	2	3	4
1	2	3	4	Communicating compassionately with people with dementia	1	2	3	4
1	2	3	4	Understanding risk factors for dementia	1	2	3	4
1	2	3	4	Signposting to sources of support	1	2	3	4

Please turn over

Q2 Please tick your level of agreement with the 3 statements below. As a result of the training:

	Agree	No Change	Disagree
I feel my attitude to people with dementia is more positive.			
I feel this training has improved my skills in working with people with dementia			
I feel more confident in interacting people with dementia.			

(Adapted from O'Connor, 2010)

Q3 What are three things most important things you learnt during today's dementia awareness session?

- 1)
- 2)
- 3)

Q4 What do you think you will do differently in your practice/work as a result of this training?

Q5 Is there anything you would improve about the training you received today?

Thank you for taking the time to complete this questionnaire.

Please return this to the trainer.

Thank you for completing the form - please hand in at the end of the session

Evaluation form: Review the use of DAAG Tier 1 dementia awareness training

The purpose of this evaluation form is to provide feedback on the use of and impact of the DAAG Tier1 dementia awareness training package.

You can complete this form anonymously and your responses will remain confidential. Your feedback will help with the continued development of the training package. This questionnaire will take approximately 15 minutes to complete. Your participation in the evaluation is voluntary. There are no right or wrong answers to the questionnaire.

About the train the trainer package:

Q1. Did you attend the Train the Trainer two day workshop?

Yes (go to q2) No (go to q9)

Q2. If YES, which of the following units of training have you delivered?

- Unit 1: What do you know about dementia?
- Unit 2: What dementia means?
- Unit 3: Understanding the person with dementia
- Unit 4: How does dementia affect the person and those around them?
- Unit 5: Talking and listening to the person with dementia
- Unit 6: Supporting people to stay well
- Unit 7: Living well in society
- Unit 8: How to respond to behaviours that challenge
- The full training package

Q3. How many training sessions have you delivered?

Q4. How many people have you trained?

Q5. Please rate your agreement with the following statements:

(please tick an option 1-5)	Strongly Agree					Strongly disagree				
	1	2	3	4	5	1	2	3	4	5
I am confident delivering the DAAG training										
I understand the learning needs of those I am training										
My organisation has been supportive in enabling me to deliver the DAAG training										
I am confident in answering questions during the training										
I feel that I have the right materials (e.g. hand-outs, presentation slides) to provide effective training										
I feel that I have the right equipment (e.g. room, projector) to provide effective training										

Q6. Which, if any, of the following barriers have you experienced in delivering the training?

(please tick all that apply)

- Difficult to find time with work commitments
- My organisation is not supportive
- Difficulty finding a suitable room
- No access to a projector
- Lack of time to market the training
- Lack of interest in the training
- Lack of confidence to deliver the training
- None of the above
- Other (please specify)

Q7. Will you continue to use the DAAG training materials?

- Yes No Not sure

Q8. Is there any further support or information that would help you to deliver the DAAG training?

About the training package:

Q9. How did the training meet your expectations?

Q10. Please can you rate the overall value of the training resources:

- Very good Good Average Poor Very poor

Q11. Please can you rate the overall value of the training in meeting your tier 1 dementia awareness learning needs:

- Very good Good Average Poor Very poor

Q12. Would you recommend the DAAG training to colleagues?

- Yes No Not sure

Q13. What was the most useful aspect of the DAAG training?

Q14. What was the least useful aspect of the DAAG training?

Q15. Do you have any further comments about the DAAG training?

About You:

Q16. What is your job title:

Q17. What type of organisation do you work for:

- Acute hospital
- Community hospital
- Care home
- Primary care
- Social care
- Emergency care
- Other (please state)

Q18. In which geographic location is your work primarily based:

- Aylesbury Vale
- Bracknell Forest
- Cherwell
- Chiltern
- Milton Keynes
- Oxford
- Reading
- Slough
- South Buckinghamshire
- South Oxfordshire
- Vale of the White Horse
- West Berkshire
- West Oxford
- Windsor and Maidenhead
- Wokingham
- Wycombe
- Other (please specify)

Thank you for taking the time to complete this questionnaire.

Please email your responses to:

enquiries@thamesvalley.hee.nhs.uk

References & Recommended Reading

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Special Acknowledgements for Audio Visual Resources

Unit 1 – What do you know about dementia?

Video	<p>“Our perceptions of dementia” https://youtu.be/NB1kSPw8kel</p> <p>Special thanks and full credit to Alison Ward (Researcher), Professor Jackie Parkes (Project Chair), Dr. Jane Youell (Researcher), Melsina Makaza (Senior Lecturer) and Peter Zaagman (Principal Lecturer) for sharing their perceptions of dementia.</p>
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Unit 2 – What dementia means

Video	<p>“Living with dementia” http://www.scie.org.uk/socialcaretv/video-player.asp?v=living-with-dementia</p> <p>The project team would like to give thanks and full credit to Steve Palmer (Press & Public Affairs Manager) at the Social Care Institute for Excellence (SCIE) for granting the permission for this video to be included in this Tier 1 Dementia Awareness Training Package.</p>
Additional video	<p>“Living with young onset dementia”. http://www.scie.org.uk/socialcaretv/video-player.asp?guid=61aa9350-6c43-4098-bb5d-1c0ee733f3c7</p> <p>The project team would like to give thanks and full credit to Steve Palmer (Press & Public Affairs Manager) at the Social Care Institute for Excellence (SCIE) for granting the permission for this video to be included in this Tier 1 Dementia Awareness Training Package.</p>

Unit 3 – Understanding the person with dementia

Video	<p>“Barbara’s Story Part 1” https://www.youtube.com/watch?v=VFXirEnjTl</p> <p>The project team would like to give thanks and full credit to Gill Shanahan (Executive Assistant) in the Chief Nurse’s Office, Guy’s & St, Thomas’ Foundation Trust, London for granting the permission for this video to be included in this Tier 1 Dementia Awareness Training Package.</p>
Additional video	<p>“Barbara – The Full Story” https://www.youtube.com/watch?v=DtA2sMAjU_Y</p> <p>The project team would like to give thanks and full credit to Gill Shanahan (Executive Assistant) in the Chief Nurse’s Office, Guy’s & St, Thomas’ Foundation Trust, London for granting the permission for this video to be included in this Tier 1 Dementia Awareness Training Package.</p>

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Additional Video	<p>“The Appointment” https://www.youtube.com/watch?v=EnPUq00UA8c</p> <p>The project team would like to acknowledge the considerable personal, financial and administrative support provided by the commissioning team at Health Education England Thames Valley. Special thanks and full credit to Jacqueline FairbairnPlatt (Associate Dean Quality Improvement) for granting the permission for this video to be included in this Tier 1 Dementia Awareness Training Package.</p>
Additional Video	<p>“Fred’s Story – Part 2” https://www.youtube.com/watch?v=YNDBB-6s1S0</p> <p>The project team would like to acknowledge the considerable personal, financial and administrative support provided by the commissioning team at Health Education England Thames Valley. Special thanks and full credit to Jacqueline FairbairnPlatt (Associate Dean Quality Improvement) for granting the permission for this video to be included in this Tier 1 Dementia Awareness Training Package.</p>

Unit 4 – How does dementia affect the person & those around them?

Video	<p>“Getting to know the person with dementia – the importance of diagnosis” http://www.scie.org.uk/socialcaretv/video-player.asp?v=gettingtoknowthepersonwithdementia</p> <p>The project team would like to give thanks and full credit to Steve Palmer (Press & Public Affairs Manager) at the Social Care Institute for Excellence (SCIE) for granting the permission for this video to be included in this Tier 1 Dementia Awareness Training Package.</p>
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Unit 5 – Talking & listening to the person with dementia

Video	<p>“Communicating with people with dementia: Top 10 Tips” https://idea.nottingham.ac.uk/resources/communicating-people-dementia-top-10-tips-hiblio</p> <p>The project team would like to give thanks and full credit to Richard Wyatt-Haines at Health and Care Videos; which is part of Torbay and South Devon NHS Trust; for granting the permission for this video to be included in this Tier 1 Dementia Awareness Training Package.</p>
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Unit 6 – Supporting people to stay well

Video	<p>“Carer’s Perspectives of Living with Dementia” https://youtu.be/G6SNah-Me5k</p> <p>Special thanks and full credit to members of the QBE and carers group in Newport Pagnell for their contribution to this video production and to Alison Ward (Researcher) and Dr. Jane Youell (Researcher) for interviewing carers and getting their perspectives of living with dementia.</p>
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Unit 7 – Living well in society

Video	<p>“Forget us Not” https://www.youtube.com/watch?v=wIOYCoXsc78</p> <p>The project team would like to give thanks and full credit to the “Forget Us Not campaign” – Lien Foundation & Khoo Teck Puat Hospital Singapore for granting the permission for this image to be included in this Tier 1 Dementia Awareness Training Package.</p>
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Unit 8 – How to respond to behaviours that challenge

Video	<p>“Communicating with people with dementia: Top 10 Tips” https://idea.nottingham.ac.uk/resources/communicating-people-dementia-top-10-tips-hiblio</p> <p>The project team would like to give thanks and full credit to Richard Wyatt-Haines at Health and Care Videos; which is part of Torbay and South Devon NHS Trust; for granting the permission for this video to be included in this Tier 1 Dementia Awareness Training Package.</p>
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Appendices

Tier 1 Dementia Awareness Training

Organisation: (insert name)

Venue: (Insert venue)

Register of Attendance

Date: (Insert date)

	Surname	First Name	Role	Signature
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Tier 1 Dementia Awareness Training Manual

	Surname	First Name	Role	Signature
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Acknowledgements

Commissioners and Programme Leads

Health Education England Thames Valley

Jacqueline Fairbairn Platt, Associate Dean Quality Improvement
Zoe Scullard, Health Dean

Project Team

University of Northampton

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Professor Jacqueline Parkes (Chair)
Alison Ward (Phase 1 Lead)
Dr Matthew Callender
Professor Judith Sixsmith
Dr Jane Youell

University of Bedfordshire

Melsina Makaza (Phase 2 Lead)
Professor Mike Fisher
Samson Ojo

Oxford Brooks University

Peter Zaagman (Phase 2 Lead)
Casey Law
Catherine Wheatley
Kim Fredman-Stein

University of West London

Professor Heather Loveday (Phase 3 Lead)
Debi Joyce
Samantha Chan