

THE PSYCHOLOGY OF DEMENTIA

Dr Maggie Ellis

*Module Handbook
PS4093*

2016/2017

PS4093 – THE PSYCHOLOGY OF DEMENTIA
Semester 1, Academic Year 2016-2017

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This handbook provides general information relating to PS4093, including the topics, required reading and the structure of the assessments. If you have any questions regarding any aspect of this module, please read the information in the handbook first. If you are still unclear then please ask me.

Module Description

This module will examine the psychology of dementia focusing on the experience of and the psychosocial impact on individuals with a diagnosis and those who care for them. Students will examine patterns of both lost and retained cognitive skills in people with dementia. We will then focus on how retained skills can be maximised and how the caregiving experience can be improved for both people living with dementia and their caregivers. The module will include lectures, talks given by guest speakers, group discussions and learning activities, film viewing and student presentations based on current research in the field.

Objectives

- (i) To familiarise students with the symptoms and diagnostic criteria of dementia and the way in which it is classified;
- (ii) For students to develop an awareness and understanding of the experience and psychosocial impact of dementia;
- (iii) To enable students to understand the wide ranging impact of dementia from the individual to societal levels;
- (iv) To familiarise students with a range of non-pharmacological interventions in dementia care.

Course structure

Following an introduction to the module and DVD viewing in week 1, the majority of PS4093 teaching will be in the format of an introductory lecture to each week's topic. Following this, each week, a subgroup of the class will present pre-prepared research on a dementia intervention. This will lead to class discussions and learning activities around the points raised in the lecture and presentations. Lectures given by guest speakers with practical experience of living with dementia and for caring with people with the illness may also be included during the course.

Reading

On MMS you will find links to suggested articles for each lecture. For each topic there will be three articles that should be read before the lecture so your questions can be addressed in the relevant week. Of course, you will be required to do extra reading around the intervention topic covered by your research group.

Feedback

I will provide written feedback (uploaded to MMS) on the Essay and Handbook assessments 3 weeks after submission. Each research group will be given feedback on their presentation in class.

Contact/office hours

Students can email me at any time and I will respond as quickly as possible during normal office hours (Monday-Friday, 9am-5pm). I am happy to meet students to discuss any issues regarding the module during my office hours: Tuesdays from 10.30am-12.30pm.

Assessment Structure

Summative Assessments:

Element	Detail (word length, etc)	Purpose	Deadline	% of module grade
Essay	1500 words How does dementia impact on the lives of individuals with a diagnosis <i>and</i> those who care for them?	The purpose of the essay is to examine your depth of understanding about the issues covered in the course. The title provides plenty of scope to illustrate your answer with information drawn from any part of this section.	Week 7 24.10.16 5pm	40
Handbook	2000 words Each student produces an advisory handbook with sections written for people with dementia, their family members and professional caregivers.	This will give you an opportunity to translate your knowledge and understanding of the module content into easily digestible material designed for practical use in the form of an <u>evidence-based</u> practice guide.	Week 11 21.11.16 5pm	60

Formative Assessment:

Presentation	20 minutes Group presentation and Q&A: The class will be divided into subgroups. Each week, one group will present their own research on an allocated intervention aimed at improving the lives of people with dementia.	This presentation will provide you with a safe and accepting environment within which to practice your presentation skills for later use in the outside world. As such, this piece of work will be formative rather than summative in nature.	Slots and groups allocated in class Submit slides as PDF to Moodle and PowerPoint slides to me (mpe2) by 5pm the day before your group presents
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My intervention topic: _____

My group name: _____

Date: _____

Lecture Topics and Reading List

Week 1: Introduction to dementia (what it is, what it is not, causes/types)

The following general text books are available in the library:

- Sabat, S.R. (2001). *The Experience of Alzheimer's Disease: Life Through a Tangled Veil*. Oxford, U.K.: Blackwell Publishers.
- Kitwood, T., (1997). *Dementia reconsidered: the person comes first*. Buckinghamshire.
- Innes, A. (2009). *Dementia Studies: A social science perspective*. London: Sage e-book.

DVD: I will be showing a selection of clips from this in week 1.

- The Memory Loss Tapes: <http://www.hbo.com/alzheimers/memory-loss-tapes.html>

Week 2: The impact of dementia on memory (what is lost; what is retained)

- Stopford, C., Thompson, J., Neary, D., Richardson, A.M.T., & Snowden, J.S. (2012). Working memory, attention and executive function in Alzheimer's disease and frontotemporal dementia. *Cortex*, 48, (4), 429-446.
- Dröes, R. M., Van Der Roest, H. G., Van Mierlo, L., & Meiland, F. J. (2014). Memory problems in dementia: adaptation and coping strategies and psychosocial treatments. *Expert Review of Neurotherapeutics*.
- Morris, R. G., Nelis, S. M., Martyr, A., Markova, I., Roth, I., Woods, R. T., ... & Clare, L. (2014). Awareness of memory task impairment versus everyday memory difficulties in dementia. *Journal of Neuropsychology*.

Week 3: The impact of dementia on communication skills (what is lost; what is retained)

- March, E. G., Pattison, P. & Wales, R. (2009). The role of cognition in context dependent language use: Evidence from Alzheimer's disease. *Journal of Neurolinguistics*, 22, 18-36.
- Ahmed, S., Haigh, A-M, F., de Jager, C. A. & Garrard, P. (2013). Connected speech as a marker of disease progression in autopsy-proven Alzheimer's disease. *Brain*, 135, 11.

- Bayles, K. (2003). Effects of working memory deficits on the communicative functioning of Alzheimer's dementia patients. *Journal of Communication Disorders*, Volume 36, 3, 209–219.

Week 4: The psychosocial impact of dementia 1

- Nelis, S.M., Clare, L., Martyr, A., Markova, I., Roth, I., Woods, R.T., Whitaker, C.J. & Morris, R.G. (2011). Awareness of social and emotional functioning in people with early-stage dementia and implications for carers. *Aging & Mental Health*, 15, (8), 961-969.
- George, D.R. (2010). Overcoming the social death of dementia through language. *The Lancet*, Volume 376, 9741, 586 – 587.
- Dupuis, S.L., Gillies, J., Carson, J., Whyte, C., Genoe, R., Loiselle, L. & Sadler, L. (2012). Moving beyond patient and client approaches: Mobilizing 'authentic partnerships' in dementia care, support and services. *Dementia*, 11: 427.

Week 5: The psychosocial impact of dementia 2

- Losada, A., Márquez-González M., Knight, B.G., Yanguas, J., Sayegh, P. & Romero-Moreno, R. (2010). Psychosocial factors and caregivers' distress: Effects of familism and dysfunctional thoughts, *Aging and Mental Health*, 14, (2), 193-202.
- Brodaty, H., Woodward, M., Boundy, K., Ames, D., Balshaw, R., & PRIME Study Group. (2014). Prevalence and predictors of burden in caregivers of people with dementia. *The American Journal of Geriatric Psychiatry*, 22(8), 756-765.
- Pitfield, C., Shahriyarmolki, K. & Livingston, G. (2011). A systematic review of stress in staff caring for people with dementia living in 24-hour care settings. *International Psychogeriatrics*, 23:1, 4–9.

Week 6: Independent Learning Week **No readings**

Week 7: Working with people with dementia

- Brooker, D., (2004). What is person-centred care for people with dementia? *Reviews in Clinical Gerontology*, 13, 215-222.
- Duff, M.C., Gallegos, D.R., Cohen, N.J. & Tranel, D. (2013). Learning in Alzheimer's disease is facilitated by social interaction. *Journal of Comparative Neurology*, Volume 521, Issue 18, 4356–4369, 15.
- Bayles, K.A. & Kim, E.S. (2003). Improving the functioning of individuals with Alzheimer's disease: emergence of behavioural interventions, *Journal of Communication Disorders*, Volume 36, Issue 5, 327–343.

Week 8: Working with caregivers

- Teri, L., McKenzie, G. Logsdon, R.G., McCurry, S.M., Bollin,S., Mead, J. & Menne, H. (2011). Translation of Two Evidence-Based Programs for Training Families to Improve Care of Persons with Dementia. *The Gerontologist*, 52, (4), 452-459.
- Spector, A., Orrell, M. & Goyder, J. (2013). A systematic review of staff training interventions to reduce the behavioural and psychological symptoms of dementia, *Ageing Research Reviews*, 12, 1,354-364.
- Judge, K.S., Bass, D.M., Snow, A.L., Wilson, N.L., Morgan, R., Looman, W.J., McCarthy, C., Kunik, M.E. (2010). Partners in Dementia Care: A Care Coordination Intervention for Individuals with Dementia and Their Family Caregivers, *The Gerontologist*, 51, 2, 261-272.

Week 9: New topics in dementia care

- Astell, A. J., & Ellis, M. P. (2006). The social function of imitation in severe dementia. *Infant and Child Development*, 15(3), 311-319.
- Henwood, A., & Ellis, M. (2015). *Giving a voice to people with advanced dementia*. *Psychologist*, 28(12), 976-979.
- Gibson, G., Dickinson, C., Brittain, K., & Robinson, L. (2015). The everyday use of assistive technology by people with dementia and their family carers: a qualitative study. *BMC Geriatrics*, 15(1), 1.

Week 10: The future of dementia care

No readings

This week will include a workshop by Ann Davidson, The Enterprise Programme Director for The Scottish Institute for Enterprise.

Week 11: Overview and revision session

No readings

Transferrable skills

- Group working
- Presentation skills
- Engaging in informed debate
- Translating research findings into useful information for laypeople

