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:

<table>
<thead>
<tr>
<th>Element</th>
<th>Detail (word length, etc)</th>
<th>Purpose</th>
<th>Deadline</th>
<th>% of module grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>1500 words &lt;br&gt;How does dementia impact on the lives of individuals with a diagnosis and those who care for them?</td>
<td>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.</td>
<td>Week 7 &lt;br&gt;24.10.16 5pm</td>
<td>40</td>
</tr>
<tr>
<td>Handbook</td>
<td>2000 words &lt;br&gt;Each student produces an advisory handbook with sections written for people with dementia, their family members and professional caregivers.</td>
<td>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 evidence-based practice guide.</td>
<td>Week 11 &lt;br&gt;21.11.16 5pm</td>
<td>60</td>
</tr>
</tbody>
</table>

### Formative Assessment:

<table>
<thead>
<tr>
<th>Element</th>
<th>Detail</th>
<th>Purpose</th>
<th>Deadline</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>20 minutes &lt;br&gt;Group presentation and Q&amp;A: &lt;br&gt;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.</td>
<td>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.</td>
<td>Slots and groups allocated in class &lt;br&gt;Submit slides as PDF to Moodle and PowerPoint slides to me (mpe2) by 5pm the day before your group presents</td>
<td></td>
</tr>
</tbody>
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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:


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


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


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


**Week 4: The psychosocial impact of dementia 1**


**Week 5: The psychosocial impact of dementia 2**


**Week 6: Independent Learning Week**

No readings

**Week 7: Working with people with dementia**


Week 8: Working with caregivers


Week 9: New topics in dementia care


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