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 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 around current research articles in the field.

**Objectives**
(i) To familiarise students with the symptoms and diagnostic criteria of a range of dementias and the ways in which they are classified;
(ii) For students to develop an awareness and understanding of the psychosocial impact of dementia;
(iii) To enable students to understand the 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 introductory lecture 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 are free (and encouraged) to read other literature as well.

**Feedback**
I will provide written feedback (uploaded to MMS) on the essay two weeks after it has been submitted. Verbal feedback on the presentation will be provided at a mutually arranged time and written feedback on the Handbook will be provided three weeks after submission.

**Contact**
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 at pre-arranged times to discuss any issues regarding the module.
## 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>Critical analysis essay</td>
<td>1x1500 words</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 6 20.10.14 5pm</td>
<td>40</td>
</tr>
<tr>
<td>Handbook</td>
<td>2000 words</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 24.11.14 5pm</td>
<td>60</td>
</tr>
</tbody>
</table>

### Formative Assessment:

<table>
<thead>
<tr>
<th>Presentation</th>
<th>20 minutes</th>
<th>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.</th>
<th>Slots and groups allocated in class</th>
<th>Submit slides as PDF to Moodle and PowerPoint slides to me (mpe2) by 5pm the day before your group presents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group presentation and Q&amp;A:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The class will be divided into subgroups. Each week, one group will present their own research on a chosen intervention aimed at improving the lives of people with dementia.</td>
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</tbody>
</table>

My intervention topic: ________________________________________________

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: Assessing and defining dementia (exploration of assessment tools – their strengths and weaknesses)


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

Week 4: The impact of dementia on communication skills (what is lost; what is retained)


Week 5: The psychosocial impact of dementia, part 1 (the role of the communication partner; caregiver knowledge and approach)


Week 6: Working with people with dementia (focusing on person-centred care and maximising retained skills)


Week 7: The psychosocial impact of dementia, part 2 (the family caregiver; the professional caregiver)

The family caregiver:

The professional caregiver:

Week 8: Working with caregivers (exploring training content and methods)

Week 9: New topics in dementia care (investigation of novel research in this area)
Week 10: The future of dementia care (what can we expect and how can we alleviate the impact?)


Week 11: Overview and revision session

(N/A).