

MODULE SPECIFICATION	
Module Code and title*	Module Code: MDEM4007 Module Title: Dementia in the Family Context
School*	School of Allied Health and Community
Location of teaching*	Online only though Blackboard.
Subject*	Dementia Studies
Module Leader	Professor Tracey Williamson
Module Type*	Postgraduate Certificate
Module Level and Credits*	15 credits at level 7
Mode of delivery*	This module will be fully distance learning using online delivery across a semester which will include both synchronous (planned) and asynchronous.
Module Status in relation to courses*	This module will be optional for the Postgraduate Certificate in Person-Centred Dementia Studies.
Pre-requisites*	None
Co-requisites*	None
Restrictions, excluded combinations, DBS requirements, if appropriate*	Excluded combinations: None Restrictions: None Disclosure and Barring Service (DBS) requirements: None
Short Module Descriptor	<p>This module provides in-depth understanding of the experience, needs, interventions and outcomes of family carers of persons with dementia. Family carers are recognised as having their own, often unmet needs which require meeting in the interests of their own health and wellbeing and to enable them to be more resilient carers. Whilst family carers are becoming less hidden, interventions to respond to their needs for more information, skills to manage challenges and to cope with the experience of someone with a degenerative condition, are often underdeveloped or researched. There are a number of carers who do not fit with traditional stereotypes and may be young or in paid employment, presenting additional challenges which may include not being recognised, and therefore supported, as carers. Students will develop a knowledge-base and skills specific to their own sphere of influence to enable family carers to attain optimum health and wellbeing.</p>
Intended Learning Outcomes*	<p>On successful completion of the module, students should be able to:</p> <ol style="list-style-type: none"> 1 - Critically analyse current evidence relevant to experiences, needs, interventions and outcomes of family carers of persons with dementia 2 - Evaluate barriers and facilitators to meeting the support needs of family carers of those living with dementia at different stages and within a diversity of contexts 3 - Design and assess strategies for enhancing support for family carers in a range of settings 4 – Critically explore the opportunities and challenges that a changing future societal, environmental and technological landscape may bring to the role of caring
Indicative Content	<p>This module will focus on the development of the student's in-depth understanding of issues affecting the experiences and needs of family carers and how those issues contribute or detract from their resilience and wellbeing in a diverse range of contexts. People with family care experience will engage in the design and delivery of this module.</p>

	<p>Topics will include:</p> <ul style="list-style-type: none"> • Discourse pertaining to self and identity as a family carer including culture, diversity and stigma • The global, national and local policy context affecting family carer's experience • The concepts of resilience, burden, coping and wellbeing and strategies that may support carer resilience and wellbeing and better equip them to care for persons/s living with dementia • Caring for people with different types of dementia and changes over time • Development and maintenance of relationships and social networks • The role of technology, environment and design in supporting family carers • Transitions and how these affect carer experience including end of life and post bereavement <p>Practice and development of key transferrable skills necessary for optimising family carer's resilience and wellbeing will be incorporated into formative and summative assessment. These include appraising individual carer's circumstances and needs, identifying strategies to promote resilience and wellbeing, appraising and evaluating of practice, critical reflection, evidence-informed practice and utilisation of different knowledge sources.</p>				
Summative Assessment*	Summative Assessment Items	Indicative Word Limit or equivalent (e.g. time)	Weighting	Intended Learning Outcomes Assessed	Anonymous Marking
	Peer reviewed poster presentation	Single poster (equivalent to 1000 words)	30%	LO3, LO4	No
	Report	2000 words	70%	LO1, LO2	Yes
Sample assignments for summative assessment	<p>Peer-review of student posters illuminating a strategy to address a contemporary or future support need of family carers. Full guidance and marking criteria will be available to support students in this assessment process.</p> <p>Investigate an aspect of family carer experience or support from your own practice or personal experience and establish the state of the evidence base for this issue. Identify what could be done differently to better support family carers who this issue relates to e.g. workforce development, service development (respite, substance use support, social prescribing etc.) personal care, transitions etc.</p>				
Formative assessment strategy and examples of formative assessment	<p>Formative assessment will be built into learning activities across the duration of the course and learning activities will include (but are not exclusive to) examples such as:</p> <ul style="list-style-type: none"> • Self-assessment of their own practice in relation to family carer support in Week 2 and 8 (Reflective case study) • Critique of a research paper reporting on a family carer intervention in Week 5 (this underpins summative assessment 1 & 2 above) <p>Communication with peers about family care provides the opportunity for students to observe, analyse and reflect on ways of improving practice in asynchronous and synchronous formats with other students and tutors on the course. For example, students will be expected to present their own poster plan and feedback on peer's poster plans. Tutors will facilitate timely feedback on student's critique of a research paper during a group discussion.</p>				
Learning and teaching strategy	<p>The module will be delivered completely online utilising all appropriate tools within Blackboard, particularly asynchronous and synchronous options for interaction to ensure opportunities for engagement between students and between students and tutors. Online learning activities will incorporate, but not exclusive to, reflections on or analysis of videos and readings, podcasts or short video clips by the module leader and/or tutors, regular discussions in a virtual classroom. Formative and</p>				

	<p>summative assessment will be mapped against the learning outcomes, both of which have been structured and developed on the basis of facilitating learning that is autonomous and self-directed, acknowledging the student's experience, is relevant and practical and directed towards a goal.</p> <p>In the online environment, with formative assessment embedded across the module, the opportunities for timely feedback is readily available, provides students with a variety of learning activities that can accommodate the diversity of learning styles a cohort of students may have and which enhance engagement.</p>		
Learning and Teaching methods*			
	Activity type	Number of weeks and hours/days	Total
	Online exercises (Asynchronous)	2 hours x 12 weeks	24
	Online seminars or structured group tutorials (Synchronous)	1 hour x 6 weeks	6
	Guided independent study	6 hours x 12 weeks	72
	Preparation of assessments		48
	TOTAL		150
Date Module Specification Approved:	Approval May 2019		
Date and Record of Revisions:			
Resource list information	<p>Resource lists are available through the Resource Lists hyperlink: http://resourcelists.worc.ac.uk.</p> <p>The resource list for this module can be accessed at: https://rl.talis.com/3/worc/lists/D398867B-193B-684F-BAF8-7F8D0A9806E4/edit</p>		

Date	Version	Reason for Change	Effective from	Author
	1.0			