MODULE SPECIFICATION

Module Code and title*	**Module Code:** MDEM4005 **Module Title:** Enabling Environments for People with Dementia
School*	School of Allied Health and Community
Location of teaching*	Online only though Blackboard.
Subject*	Dementia Studies
Module Leader	Teresa Atkinson
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	In a more inclusive world for people with dementia, attention must be given to the physical and built environment, as well as the social environment. Understanding how opportunities and constraints in any given environment can impact on people with dementia is important to supporting well-being and the citizenship of people living with dementia regardless of where they reside. This module examines the creation of dementia friendly communities, enabling environments in the home and health care settings, as well as the contribution of the person-environment fit to well-being, autonomy and preservation of self and identity. Students will explore the environments in which people with dementia live and experience the world, they will examine ways to assess different types of environments and prioritise the findings of assessments in relation to creating opportunities and minimising constraints across different settings.
Intended Learning Outcomes*	On successful completion of the module, students should be able to: 1 - Identify the ways in which people with dementia experience and manage the opportunities and constraints of their environmental conditions 2 - Critically analyse the research literature relevant to enabling environments for people with dementia in community and care settings 3 – Critically apply the principles of enabling environments to maximise autonomy and facilitate the development and maintenance of relationships 4 – Critically assess different types of environments for their ability to provide a safe, familiar place to engage in activities of everyday life 5 - Integrate environmental assessment information and research evidence to develop options for improving environments for people with dementia
Indicative Content	This module will focus on the development of the student's knowledge and skills in from the perspective of the person living with dementia and how they can lead services to work better from this perspective. Topics will include:

	- The principles of enabling environments and environmental design for people living with dementia - The role of the social environment to support people with dementia within the built environment - Identification and use of tools for assessment of environments in community, home and health care settings - The evidence-based modification of existing environments to support well-being in the person with dementia and others engaged in their everyday life - Application of the principles of enabling environments to community, home and health care settings to support people with dementia - Understanding the role of the physical and built environments in supporting quality of care in community and healthcare settings - Innovations in the development and design of environments across different settings that support people with dementia to engage in everyday life
Summative Assessment*	

Summative Assessment Items	Indicative Word Limit or equivalent (e.g. time)	Weighting	Intended Learning Outcomes Assessed	Anonymous Marking
Environmental audit presentation/discussion	15 minutes	40%	LO3, LO5	No
Narrative literature review	2000 words	60%	LO1, LO2, LO4	Yes

Sample assignments for summative assessment	Present on the reflections of an audit from a setting you are familiar with. This will focus on the aspects of built environment that support opportunities for engaging in everyday life or which present constraints that impact on people with dementia to experience a life worth living. Provide a comprehensive critical analysis of the evidence underpinning the principles of enabling environments for people with dementia.
Formative assessment strategy and examples of formative assessment	Formative assessment will be built into learning activities across the duration of the course as follows. Learning activities will include (but are not exclusive to) examples such as: - Experiential exercise - asynchronous discussions of key principles in relation to enabling environments - Photo-based quiz focusing on recognising supports and constraints within different environments - Collect research literature providing evidence supporting various environmental design and modifications so students are contributing to a class resource as a study and practice reference - Student selected topic areas for a discussion forum during the module
Learning and teaching strategy	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 the following activities: - reflections on or analysis of videos - readings - podcasts or short video clips by the module leader and/or tutors - regular discussions in a virtual classroom Formative and 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. 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.

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	Resource lists are available through the **Resource Lists** hyperlink: http://resourcelists.worc.ac.uk. The resource list for this module can be accessed at: https://rl.talis.com/3/worc/lists/113D81A1-CC7C-8D98-C01E-2EF43006F6BA/edit

Date	**Version**	**Reason for Change**	**Effective from**	**Author**
	1.0			