## MODULE SPECIFICATION

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| **Module Code and title*** | **Module Code:** MDEM4006<br><br>**Module Title:** Engagement and Empowerment in Dementia Studies |
| **School*** | School of Allied Health and Community |
| **Location of teaching*** | Online only though Blackboard. |
| **Subject*** | Dementia Studies |
| **Module Leader** | Christopher Russell |
| **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 content. |
| **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<br><br>**Restrictions:** None<br><br>**Disclosure and Barring Service (DBS) requirements:** None |
| **Short Module Descriptor** | This module is designed to provide in-depth understanding of issues of authentic engagement and empowerment in supporting those living with dementia. There has been a huge shift over recent decades as to how people living with dementia are positioned in society. A citizenship and human rights discourse now prevails in dementia strategy documents including the World Health Organisation Action on Dementia. How this is enacted in people's day-to day experience remains challenging. Students will develop a knowledge-base and skills specific to their own sphere of influence to enable people with dementia and care partners to promote a citizenship approach. |
| **Intended Learning Outcomes*** | On successful completion of the module, students should be able to:<br><br>1 - Critically analyse current evidence relevant to citizenship approaches that engages and empowers people to have their human rights met within society<br><br>2 - Evaluate barriers and facilitators to engaging with and empowering those living with dementia at different stages and within a diversity of contexts<br><br>3 - Critically assess strategies for promoting engagement and empowerment within organisations providing care and support to people affected by dementia<br><br>4 - Describe and critically evaluate approaches for working with people living with dementia and their care partners which engage and empower them |
| | This module will focus on the development of the student's in-depth understanding of authentic engagement and empowerment in relation to people living with dementia in a diverse range of contexts. People directly affected by dementia will contribute to this module.<br>Topics will include:<br>• The growth of citizenship and human rights approaches and discourse in dementia policy, practice and research<br>• The concept of self, rehabilitation, disability and resilience in dementia<br>• Advocacy and self-advocacy in the context of dementia |

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| | <ul><li>Peer support and self determination</li><li>Family care, engagement and support over time</li><li>Balancing rights and risks, mental capacity and best interests</li><li>Dementia Friendly Communities and community enacted movements</li><li>Sport, leisure, culture and creativity</li><li>The standpoint of those living with advanced dementia</li><li>Advanced decision making and end of life in the context of dementia</li></ul><br>Practice and development of key transferrable skills necessary for engaging and empowering those living with dementia will be incorporated into formative and summative assessment. These include critical thinking, using and evaluating evidence, critical analysis, and integration of different knowledge sources. |

**Summative Assessment***

| Summative Assessment Items | Indicative Word Limit or equivalent (e.g. time) | Weighting | Intended Learning Outcomes Assessed | Anonymous Marking |
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| Review | 1500 words | 40% | LO1, LO2 | No |
| Reflective Report | 2000 words | 60% | LO3, LO4 | Yes |

**Sample assignments for summative assessment**

Review two different approaches to engagement and empowerment from the point of view of someone living with dementia.

Describe a current area of practice with which you are familiar (e.g. community intervention, support service, care service, sport, leisure or cultural opportunity) and reflect how well this engages and empowers those directly affected by dementia and what the area of practice might do to improve its offer in this respect.

**Formative assessment strategy and examples of formative assessment**

Formative assessment will be built into learning activities across the duration of the course, learning activities will include (but are not exclusive to) examples such as:
- Self-assessment of their own practice in relation to engagement and empowerment in Week 2, 5 and 12.
- Review of dementia diaries or autobiographical material produced by people living with dementia to deepen understanding of the diversity of perspectives (this underpins summative Assessment 1 & 2 above).

Communication with peers about supporting engagement and empowerment 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.

**Learning and teaching strategy**

The course 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

| Learning and Teaching methods* | 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. | | |
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| | **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 |
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| **Date Module Specification Approved:** | Approval May 2019 | | |
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| **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/7706BCBA-2B6F-8359-C153-374606C94197/edit | | |

| Date | Version | Reason for Change | Effective from | Author |
|---|---|---|---|---|
| | 1.0 | | | |
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MDEM4006 ADS MS 2019-20 17Jul19 1.0
Appendix 9 Module Spec Template
August 2018