

Module Details	
Module Title	Assessment and Diagnosis of Dementia
Module Code	DEM7001-C
Academic Year	2022/3
Credits	30
School	Centre for Applied Dementia Studies
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Clinical Placement	30
Online Tutorials (Synchronous)	39
Tutorials	10
Directed Study	249

Availability	
Occurrence	Location / Period
DLA	University of Bradford / Semester 1

Module Aims
To enable professionals to work as an Advanced Practitioner/Extended role practitioner in Dementia by developing skills in assessment and diagnosis of dementia.

Outline Syllabus
<p>Person-centred dementia care and its application in the dementia diagnostic process; The epidemiology and pathophysiology of dementia; Differentiation between the varied diseases that make up the syndrome of dementia; Critical appreciation of the principles of screening for, and assessment and diagnosis of dementia; Pre-diagnosis assessment methods: behavioural and cognitive assessment, performative tests, carer report, self report; Assessment of specific domains and associated tools: cognition, functional ability quality of life; Interplay and differentiation of signs and symptoms of depression, delirium and dementia; Signs and symptoms of other conditions that may be confused with dementia; Specialist diagnostic services and when to refer to them; The person's experience of assessment and factors affecting performance; Adjustment and coping in dementia including the person and their families needs; sharing the diagnosis and effective person-centred communication; the role of primary care and memory clinics.</p>

Learning Outcomes

Outcome Number	Description
01	Synthesise the evidence for the epidemiology and pathophysiology of dementia and differentiate between the signs and symptoms of the most common types of dementia.
02	Critically appraise the interplay between dementia, depression and delirium.
03	Show an advanced critical appreciation of, the principles of screening, assessment and diagnosis in the context of a person-centred approach.
04	Critically appraise evidence on adjusting to and coping with a diagnosis of dementia, from perspective of people with dementia and their family members, and explore the implications for help-seeking and provision.
05	Correctly use a range of screening tools, to contribute to the diagnostic assessment for dementia.
06	Critically interpret the results of screening assessments to contribute to the accurate diagnosis of common types of dementia or refer appropriately to a specialist diagnostic service.
07	Apply person-centred principles to the assessment and communication of the diagnosis of dementia.
08	Take an evidence-based approach to practice including adherence to relevant policy and best practice guidelines.
09	Practise critical and effective problem solving and decision making in complex and unpredictable situations.
10	Exercise personal responsibility for decision making.
11	Work and learn independently.
12	Communicate effectively orally and in writing.

Learning, Teaching and Assessment Strategy

In order to take this module you will need to be responsible for assessing and diagnosing dementia, and providing post-diagnostic support. You will need to organise a clinical mentor. The mentor will need to be in place before the start of the module.

All learning outcomes for the module are addressed through a combination of activities: independent completion of tasks and activities provided in the module study guide, practice based work, reviewing online resources (such as selected reading, video and audio files), and online group based discussions using Canvas as the virtual learning platform.

There is also a requirement that students have 10 hours of clinical supervision with a clinical mentor, which will address learning outcomes 05 - 13. The students will need to complete 30 hours clinical work-based learning in clinical areas or undertaking specific clinical practice work, supported by a clinical mentor to achieve the clinical competencies associated with this module. Clinical areas and practice will be determined through negotiation with the clinical mentor. This will also address learning outcomes 05 -13. While undertaking clinical work-based learning students will develop and undertake a programme of activities to fulfil the learning outcomes. Using a learning diary, students will record their learning progress and ongoing learning needs. Through scheduled meetings (face-to-face or by telephone/zoom) with their mentor, students will discuss their learning needs and possible solutions e.g. through further reading or alteration of elements of the clinical work-based learning.

In line with the University's research-informed teaching strategy the module is research-informed by research active staff within the Centre for Applied Dementia Studies.

All the learning outcomes will be assessed via the module 5,000 written report (including a personal development plan and case studies of practice), as well as successful mentor sign off of the clinical competencies. The clinical competencies is a pass/fail and you cannot pass the module unless your competencies are successfully signed off and are sufficient to pass.

Mode of Assessment

Type	Method	Description	Weighting
Summative	Coursework - Written	Reflection, up to 5000 words	100%
Summative	Coursework - Portfolio/e-portfolio	Clinical portfolio of clinical competence and key skills through directed observation (pass/fail)	0%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.