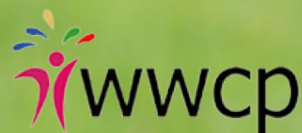


WEST WALES CARE PARTNERSHIP

.....



Partneriaeth Gofal Gorllewin Cymru
West Wales Care Partnership

DEMENTIA LEARNING & DEVELOPMENT FRAMEWORK

GOOD WORK

.....

DOING THE RIGHT
THINGS WELL

Welcome: Introduction to the Dementia Learning and Development Framework

Welcome to the West Wales Care Partnership (WWCP) Dementia learning and development framework.

This dementia learning and development framework has been designed to provide a pragmatic, flexible, creative, and consistent approach across the West Wales region to support people in their learning regarding the care, support and empowerment of people with lived experience of dementia, their carers and families.

The framework is intended to be used in conjunction with the Social Care Wales 'A National Dementia Learning and Development Framework for Wales': Dementia Care and Support, Learning and Development Implementation Toolkit.

Aim of the WWCP Dementia L&D Framework

The WWCP dementia L&D framework acts as a simple and practical offer of support to help individuals, teams, managers/supervisors, local organisations and multiagency partnerships to:

- Identify what evidenced based knowledge, skills and expertise are needed at varying levels of support and service delivery at different stages of the progression of the person's dementia and their carers
- Easily identify gaps and strengths in knowledge, skills, and expertise, linked with the social and clinical workforce
- Facilitation of the planning for ongoing learning and development
- Help you develop core value-based skills that are based on the principles of person-centred care, for all staff who meet and/or support a person with dementia and/or their carers and families
- Provide accessible tools to implement learning and development in person centred dementia care.
- Develop a range of learning and development methods to meet the diverse learning needs of your workforce.

The production of this framework is the culmination of considerable efforts by staff and volunteers working within dementia services, carers and workforce leads.

The views of people with lived experience of dementia and their carers have been vital to the development of the framework and we are very grateful to everyone for their contributions. We hope you find the information and resources useful.



Background and Context

The WWCP Dementia L&D Framework builds on, and can be used alongside:

- The Good Work Framework for Wales
- Good Work: A Dementia Learning and Development Framework for Wales (2016)
- Workstream 5 (Workforce development and measurement) from the All-Wales Dementia Pathway of Standards
- Dementia Care and Support Learning and Development Implementation Toolkit in support of Good Work: A Dementia Learning and Development Framework for Wales
- West Wales Care Partnership Dementia Strategy 2022

The Good Work Framework

The Good work Framework (GWF) is intended to support **what matters most** to the people of Wales as well as the spirit and requirements of Welsh policy, legislation and guidance regarding the care, support and empowerment of people with dementia, carers and the health and social care workforce.

The aim of the GWF is to support people to freely, creatively and responsibly identify and address their own specific learning and development needs within the context of their lives and circumstances, wherever they happen to be.

There are a number of initiatives across Wales being delivered by a range of education and training providers, including a large amount of in-house staff development; some being delivered through the third sector. All of the principles and learning and development topics outlined within the Framework are being applied in practice somewhere in Wales but this is not consistent, with pockets of good practice across West Wales and elsewhere.

We need to learn and build on this to spread the good practice everywhere. The West Wales Dementia L&D Framework recognises that everyone is on a different journey in developing support for people with dementia and carers. However, the hope is that the Framework will enable their direction of travel to be consistent across the region.

People are at the heart of the Good Work Framework. This means their independence and well-being is vital to the way we work. It also means we should recognise people are interdependent e.g. with family, friends, paid care staff and local communities. Research shows a positive and enriched learning environment leads to more person-centred care.

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Background and Context

The All Wales Dementia Pathway of Standards Workstream 5 - Workforce Development and Measurement

The Improvement Cymru All Wales Dementia Pathway of Standards Workstream 5: Workforce Development and Measurement should be used alongside this L&D Framework.

It outlines a range of self-assessment questions that support the regional workstream to prepare for the All-Wales Dementia Pathway of Standards delivery framework, (readiness and implementation programme of work). The questions will help each workstream get ready, identify areas to focus on, and ensure support is in place to meet key requirements of the dementia pathway standards.



Dementia Care and Support Learning and Development Implementation Toolkit in support of Good Work:

The aim of the national toolkit is to provide a simple practical guide for individual organisations and multiagency partnerships to use to implement Good Work Framework.

The goals are to:

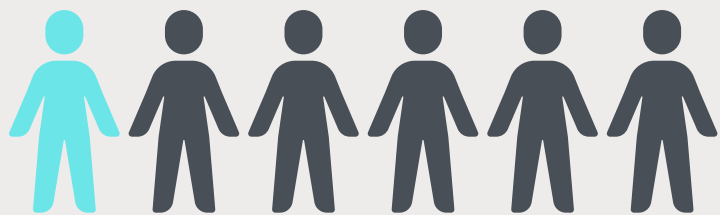
- Help you to come together with other interested people to self-assess learning and development
- Help you to present evidence for the case for investing in dementia learning and development
- Help you to build on what is working well and to make further improvements
- Help you develop core value-based skills that are based on the principles of person-centred care, for all staff who meet and/or support people with dementia and their families
- Help you use co-productive approaches in the planning and delivery of learning and development on a continuous basis
- Help you develop a range of learning and development methods to meet the diverse learning needs of your workforce.

West Wales Care Partnership Dementia Strategy 2022

The WWCP Dementia Strategy provides a mechanism for developing a regional approach to caring for people living with dementia and their families. The strategy outlines a range of priorities with corresponding action plans and a service model pathway of care. The 5 year strategy was co-designed by colleagues, people living with dementia and their carers across West Wales. The high level strategy also provides a programme governance structure and the foundation on which to fund services which is in line with the Improvement Cymru Delivery Framework.



Background and Context: Population Projection of people with lived experience of dementia in West Wales

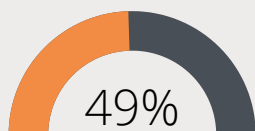
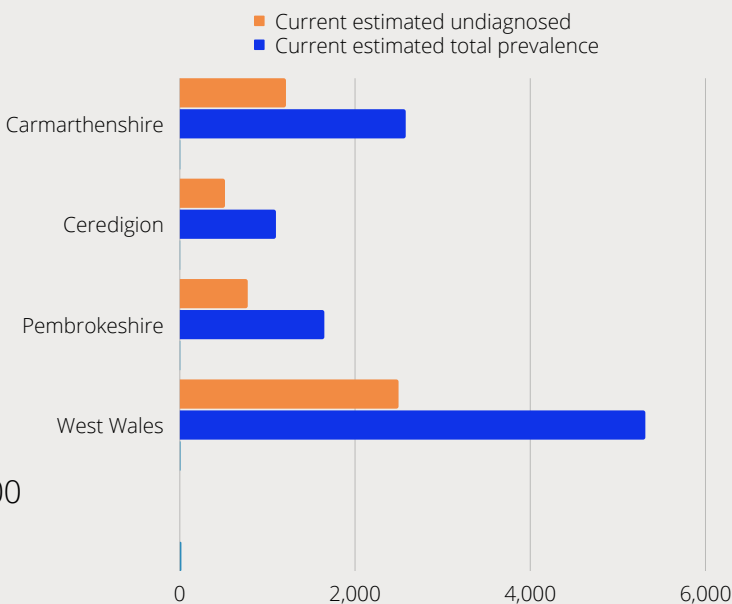
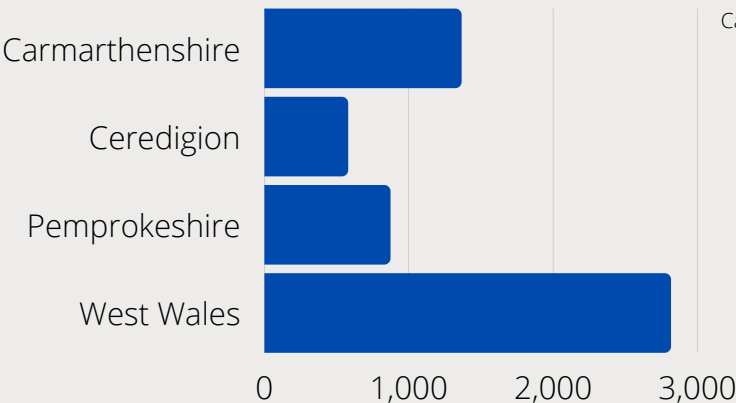


1 in 6

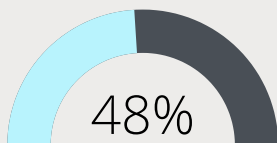
The Alzheimer's Society UK estimates that dementia affects one in six people aged 80+ West Wales records show 1 in 10 people aged over 85 with dementia

The tables below shows ALL diagnoses of dementia on the West Wales GP register forecasted forward , factoring in the increase in over 85s and an estimate of undiagnosed need.

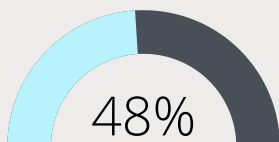
Current diagnosed on GP Register West Wales



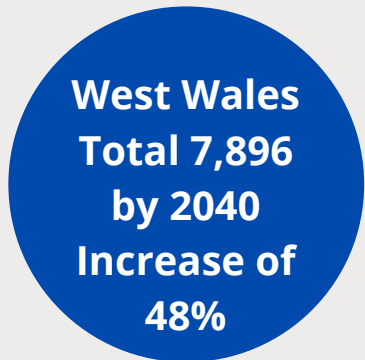
2040 projected total prevalence for Carmarthenshire
3,828 up 49%



2040 projected total prevalence Ceredigion
1,623 up 48%



2040 projected total prevalence Pembrokeshire
2,445 up 48%



To put this into perspective....
This is equivalent to everyone in **Pembroke** living with dementia.

This increase provides both challenges and opportunities for everyone working in health and social care.



How to use the Dementia L&D Framework

The framework contains 11 themes relating to good dementia care, with access to evidenced based knowledge, resources and tools to support learning and development across health and social care services in West Wales.

The toolkit will be most effective when used by all regional partners across West Wales to work together to deliver person centred care as this will help ensure a consistent approach is adopted to learning and development in dementia care.

Some people will have more expertise than others regarding the various topics according to their role, needs and interests.

To use the framework you simply go to the relevant theme you wish to focus on and:

- 1. Read the introduction and context statement and watch the video
- 2. Complete the self-assessment tool, this will help you identify strengths and areas for improvement.
- 3. Access the appropriate link(s) to research, case studies and example of good practice for ideas of how others have applied what 'good looks like' in person centred dementia practice.

How you use it will be proportionate and this will be affected by the size and context of the organisation(s) involved e.g. small organisations will use it differently from large organisations.



Who is the Dementia L&D Framework for?

The framework is designed to support individuals leaders, managers, and workforce leaders across health and social care to come together (including with other interested parties) to lead local dementia learning and development approaches.

Health and social care staff will have different learning needs commensurate with their role and involvement in the care process. Therefore, this Framework has been structured under three incremental Tiers, each of which defines the knowledge and skills specific to roles and responsibilities of staff. *(As shown in the next page below)*

It is recognised that the Tiers are not necessarily based on seniority of role within an organisation or a profession and it is important to note that leaders of further education, private and third sector staff and volunteers looking to improve learning and development in dementia care can also use it.





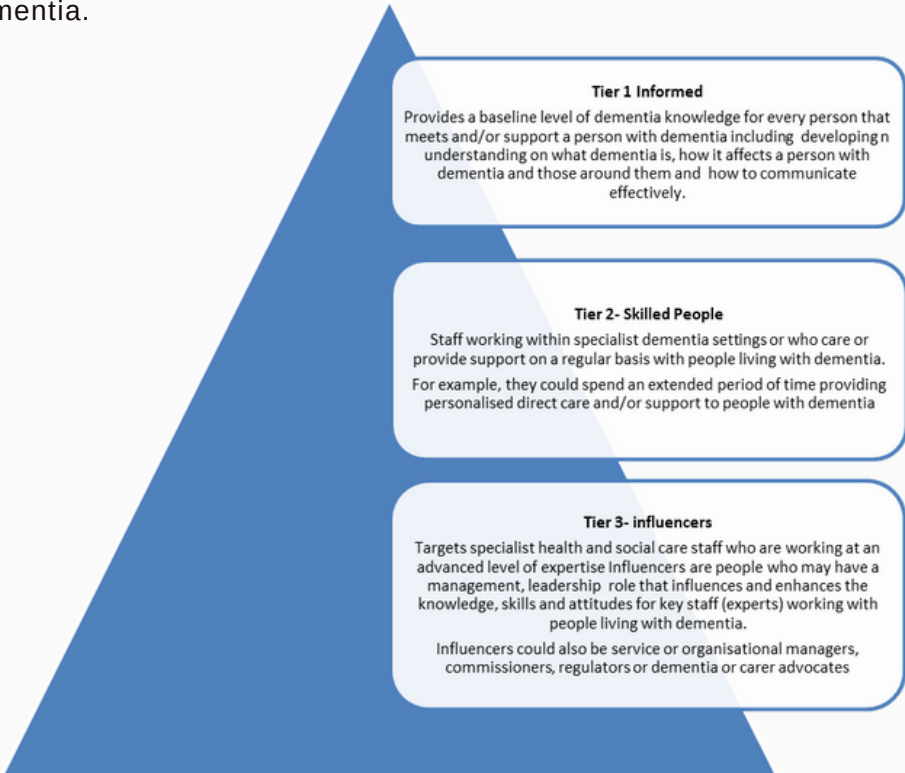
How to use the Dementia L&D Framework: About the Tiers

For the purpose of this Framework, we think it is helpful to identify three broad groups of people; **Informed**, **Skilled and Influencer**, on the understanding that each group could include people with dementia, carers, staff and others.

Informed
Informed people understand what dementia is and how it affects a person with dementia and those around them and how to communicate effectively. They should have a clear understanding of the core principles of this Framework (as set out in page), the knowledge and skills associated with themes 1 and 2 of this framework and the Dementia Friends training programme in Wales.

Skilled
Skilled people are Informed but have also developed more detailed and comprehensive knowledge and skills across a range of key learning and development topics over time, according to their experience,role, interests and needs. For example, they could have spent an extended period of time providing care and support for people with dementia, or have engaged with further training, personal and professional development opportunities and organisational development activities.
For the purpose of this framework skilled people include:

- Staff working within specialist dementia settings or who provide care and/or support on a regular basis for a person living with dementia.



Influencers
This tier targets specialist health and social care staff who are working at an advanced level of expertise. Influencers are people who may have a management and leadership role that influences and enhances the knowledge, skills and attitudes for key staff (experts) who are caring for or provide support for a person living with dementia and their carers.
Influencers could also be service or organisational managers, commissioners, regulators or dementia or carer advocates.

How to use the Dementia L&D Framework: How to complete the self-assessment questions for each theme

Before you commence commissioning, development or review of learning and development in relation to good dementia care in your organisation it is important to assess what subjects and learning outcomes are relevant for staff to be achieving and then, if and how current training provision meets these needs. To support you in this task we have designed a self assessment tool for each of the 'What Good Dementia Care' looks like for each of the 11 themes of the framework.

Completing this self assessment tool can be a useful exercise to do by 'staff groups/roles' as the knowledge and skills required may differ.

For example, in social care domiciliary care staff's knowledge and skills will be somewhat different from those for residential care staff, even though both groups will likely have regular contact with people with dementia and so require tier 2 training. Likewise, in healthcare settings nurses may have slightly different needs than physiotherapists or radiographers.

How to use the Self Assessment tool

The self assessment can be used flexibly. For example:

- You can use it yourself. Answer each question and give an appropriate score. Any score less than 'well developed' is a potential improvement area. Decide what to do in each case where your score is below this ranking. Ask yourself "can I action the improvement myself or do I need help?"
- A group of managers and other interested people in your organisation can use it. Each person should answer each question and give their personal score. The group should come together to discuss and agree a shared score for each question. Where a score is below the well developed, the managers should plan improvements.

The scoring scale

Read each question. Consider the knowledge and skills learning outcomes required before answering. You should answer each statement based upon "what good dementia care looks like", using the following rationale:

- Fully in place and continuously improving - **Well Developed (Limited Additional Learning Required)**
- Often, but not always, in place or could improve - **Moderate Development Required**
- Only occasionally in place, there is still much to do, and significant improvement is still possible - **Substantial Development Required**
- Not yet in place or it is too soon to assess it - **(Not applicable/ready)**

On completion of the self assessment move to the next section to access a range of supporting learning and development resources and/or tools which are evidence based knowledge of best practice.

Please note that the resources and/or tools should not be seen as a catalyst to meeting the learning outcomes for each theme.

The Framework makes it clear that it is up to managers and/or workforce leads to determine how the learning outcomes are met. This can be in a variety of different ways including formal training through to mentorship and activities within team meetings and supervision.



**What 'Good Dementia Care'
Looks Like
"Doing the Right Things Well"
Themes**



Theme 1: Dementia Awareness

Being a Dementia Friend

Context

Dementia awareness is fundamental to everyone, whether they work in services or not. This is on the basis that any one of us could meet with somebody who has dementia within the communities in which we live. This is why a number of towns and communities throughout Wales have declared themselves as 'Dementia Friendly' towns or communities.

The Dementia Roadmap Wales is 'a web-based platform providing high quality information about the dementia journey alongside local information about services, support groups and care pathways to support living well with dementia in Wales'. It is a good resource to explore the initiative taking place around Wales and as an additional resource for related information.

Dementia awareness is the foundation stone (underpinned by values and ethics) to all other knowledge and learning. West Wales has a commitment to ensuring that everyone working within our services across health and social care has this basic awareness.

An example of this commitment is the NHS Dementia Charter. This means that even people who are not working in a clinical role should have this level of knowledge and understanding. For example, this could include domestic staff working in care homes, porters in hospitals, or general administrative staff within offices.

As part of their wider remit to provide resources to the sector, Social Care Wales commissioned training called 'The One in a Million' to build on the needs of those at the Tier 1 (Informed level). This introductory video includes people talking about dementia awareness and the training package offer.



"When you have met one person with dementia, you have met one person with dementia"

Everyone is different.



Theme 1: Dementia Awareness

Being a Dementia Friend

Context

The importance of values and ethics are stressed within the National 'Good Work' framework. This centres on 5 key ethical considerations which are:

1. **Everyone matters.**
2. **Everyone has something to contribute.**
3. **Everyone is different.**
4. **Everything matters and the 'normal' and the 'ordinary' are important.**
5. **Every word matters - we must use positive and strengths-based terminology in supporting people with dementia.**

People need to know and understand these, but more importantly they need to demonstrate behaviours that align with them. In a later section of this framework we will talk more about ways in which this type of training can take place that centres on experiential workshops.

In relation to number 2 in the list above, the Good Work framework states that comments such as *'I am only a care assistant'* reflect the commonly held view that learning and development strategies should focus solely on what individuals need to learn.

It goes on to state that this approach 'fails to recognise the fundamental importance and value of frontline practice, where tacit knowledge built up over years of experience can enable some staff to ***do the right thing, at the right time, for the right person, in the right way***'.

This means that as well as staff needing training and development in relation to Dementia, it is often the case that they have lots to offer, either based on their professional or personal experience (or both). This is a valuable resource that we need to identify and use to inform others.

This is aside from the knowledge and experience of those living with dementia and unpaid carers.

The Dementia Friendly Hospital Charter for Wales Vision

'Create a society without stigma... Where people living with dementia continue to go about their lives and are understood by the wider public who know how to provide support'

Target Audience for this theme

Tier 1 - Informed People

Any staff within the service, particularly those who may support people receiving care and support. Even those working in support roles who do not have regular contact with the public will benefit because they can often influence how services are provided. This is over and above the accepted view that everyone of us living in our local communities should have this core knowledge.

Each of the Frameworks themes contains a number of learning outcomes.

These are split into outcomes for tiers 1 and 2, with additional outcomes included for tier 3, where relevant.

A learning outcome is an active statement that outlines something that the individual should know or be able to do competently on completion of the relevant learning and development.

Required Knowledge & Skills - Learning outcomes



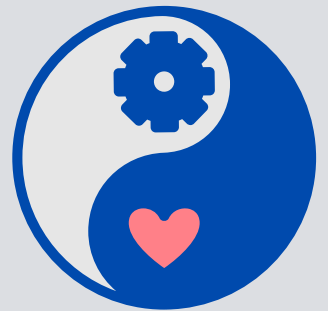
Dementia is not a natural part of ageing

- Understand that dementia is not a natural part of growing old
- Understand that certain lifestyle choices can increase the chance of getting dementia
- Understand that living a healthy lifestyle can help prevent dementia



Dementia is not just about losing your memory

- Understand some of the key ways dementia can affect people
- Be able to respond to people with dementia in ways that takes account of the apparent challenges they are facing



It is possible to live well with dementia

- Understand that people with dementia need to be supported to live life as fully as they are able

Ethics

- Understand the 5 key ethical considerations and how these apply to people with dementia



Code of Practice

- Understand the NHS West Wales Dementia Charter and the impact this has on how we support people with dementia and those caring for them.

Theme 1: Dementia Awareness : Being a Dementia Friend

SELF ASSESSMENT CHECKLIST



Rating scale for this theme

SD = Substantial Development Required

MD = Moderate Development Required

WD = Well Developed (Limited Additional Learning Required)

NA = Not Applicable

Tier	Knowledge and Skills	SD	MD	WD	N/A
One	Understand that dementia is not a natural part of growing old.				
One	Understand that certain lifestyle choices can increase the chance of getting dementia.				
One	Understand that living a healthy lifestyle can help prevent dementia.				
One	Understand dementia is caused by a disease of the brain.				
One	Demonstrate an understanding that there are different types of dementia.				
One	Understand that dementia can affect different people in different ways.				
One	Understand some of the key ways dementia can affect people.				
One	Be able to respond to people with dementia in ways that takes account of the apparent challenges they are facing.				
One	Understand that people with dementia need to be supported to live life as fully as they are able.				
One	Understand the 5 key ethical considerations and how these apply to people with dementia.				
One	Understand the NHS West Wales Dementia Charter and the impact this has on how we support people with dementia and those caring for them.				

Theme1: Evidence Based Resources and Tools



Dementia resource for care professionals: Published by Social Care Wales, this simple resource will support good practice in dementia care by giving access to essential information, case studies, data, and research. Please note that this resource is for information only. Topics include:

- What is dementia
- Supporting people with dementia
- Understanding the behaviour of people living with dementia
- Making the home dementia-friendly
- Understanding regulations and people's rights



The VIPS Framework: V = Values People, I = Individuals needs, P =Perspective of the person with dementia, S = Supportive social psychology



Care Fit for VIPS uses the internationally recognised VIPS Framework developed by the Association for Dementia Studies, led by Professor Dawn Brooker at the University of Worcester. The VIPS framework breaks person-centred care into easy to understand straightforward language to get started or further develop understanding and implementing person-centred dementia care. Using Care Fit for VIPS doesn't cost you anything.

It's part of the drive to promote person-centred care. When you register, confirm your service type, and Care Fit for VIPS will automatically provide the right self-assessments and resources for you.



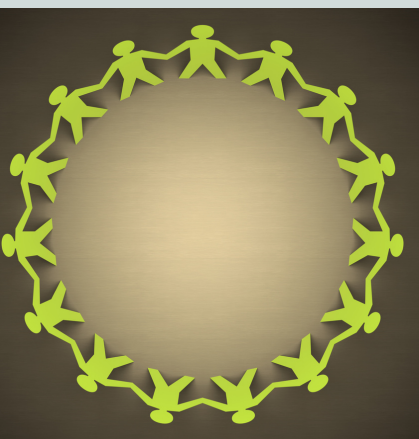
A Pocket Guide to Being Dementia Supportive: provides useful tips from Ageing Well in Wales partners about how you can be more supportive to people living with dementia. Even the smallest action can make a big difference. Topics covered in the guide include: –

- Body language
- Communication skills
- Environment and lighting
- Help with handling money
- Making choices
- Whose reality
- Every day can be different
- The essential ingredients of a Dementia Supportive Community



The Dementia Friendly Hospital Charter for Wales offers a set of guidelines that all hospitals in Wales will sign up. From spring 2022-spring 2023 will be the readiness year where health boards across Wales will map out the steps they need to take to make their hospitals dementia friendly and start making progress towards their goals.

To facilitate this 'Improvement Cymru' has provided a number of resources to help.



Theme 2: Communication



Context

Getting communication right is a challenge in any organisation. However, when we are communicating with a person who has dementia it can be particularly important. The reason for this is that there is a greater likelihood that things can be misunderstood, both in terms of what is communicated to the person, and what (and how) they communicate to us.

Our 1st theme on Dementia Awareness talked about the importance of ethics and one of these refers to the fact that *'every word matters'* - we must use positive and strengths-based terminology in supporting people with dementia.

On this basis, Communication is one of the areas of core knowledge and skills that every person working with people with the dementia needs to have. This applies to people at all three tiers within this framework. As with Dementia Awareness, this applies beyond the direct care / clinical roles.

There are a range of resources about this available from Social Care Wales and others. The short introductory video below is about Liz. Liz has dementia and she talks briefly about knowing and seeing the person beyond the dementia and not using terms that stigmatise and dehumanise her.

This is one of the things that everyone working with people with dementia need to understand and this understanding needs to be exhibited in their day-to-day behaviours.

Again, this 'leap' from understanding, to making it part of who we are in terms of how we behave, is one of the biggest challenges of any learning and development framework and subsequent training strategy. This is why experiential learning can be a more successful method to apply in this case, unlike other areas of learning where technical knowledge is mostly sufficient.



**"I have dementia.
Although I have a brain
disease I would ask
you very kindly
please....**

**Don't stand nearby and
talk about me, Don't
think I cannot hear or
see.**

**I may struggle a bit
with memory; But, I'm
quite aware when you
speak of me."**



Target Audience for this theme

Tier 1-3: Informed, Skilled and Influencers

Anyone who may meet with and/or support a person living with Dementia. This will include everyone across all three Tiers. This will range from people with direct care and clinical responsibilities, through to people in support roles. Again, it will include people who do not have direct contact roles on the basis that they may speak to people on the phone, write them letters etc.

Even the language that is used by people away from direct care, can have an influence on how the culture of the organisation develops in terms of valuing and respecting people. On this basis, all staff should have the confidence to challenge inappropriate language, whilst also realising that this will often arise out of a lack of understanding, rather than any malice.

Knowledge & Skills - Learning outcomes

Tier 1 - Informed

Effective communication is important to people with dementia

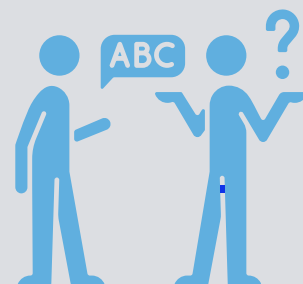
It is important to adapt to the person, a person with dementia cannot adapt their communication for you. Understanding each individual's communication needs and preferences is critical in terms of effective support and enablement.

- Understand the importance of effective communication that responds to each individual's sense of reality, needs and preferences
- Understand how the environment can impact on effective communication
- Be aware of your own verbal and non-verbal communication and how this might impact on the person with dementia
- Understand the important role that touch can play in communication
- Understand the importance of active listening and allowing people time to respond
- Understand that behaviour can be a way of communicating
- Communicate in ways that best meets the needs and wishes of the person with dementia



Tier 2 - Skilled

- Understand the importance of life story work in relation to enhancing communication and understanding and responding to particular behaviours.
- Understand the concept of behaviour as a form of communication. Behaviour is best seen as a form of communication: to be interpreted and responded to, rather than something to be controlled or managed.
- Understand the critical importance of effective communication in the care and support of people with dementia, including the use of body language and touch.
- Understand the importance of knowing people's language preferences and needs when communicating.
- Be able to use words, touch and other forms of non-verbal communications in ways that are appropriate and effective in the care and support of people with dementia, taking into account their individual preferences.
- Be able to support people with dementia and carers to communicate in the language of their choice.
- Understand that people with dementia can benefit from the early introduction of assistive technology and when the use of this is appropriate, or not.

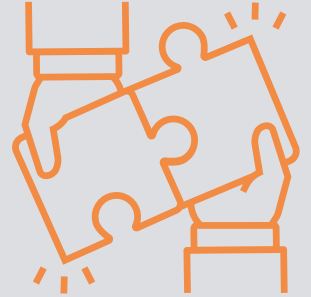


Target Audience for this theme

Knowledge & Skills - Learning outcomes

Tier 3 - Influencers

- Understand that collaborative working is dependent on good and effective relationships, underpinned by good communication and trust.
- Understand how effective communication and collaborative working can support the effective use of resources, avoiding duplication and gaps in service.
- Understand the importance of people being open and honest in their communication with others wherever possible and why it is important that this is done in constructive ways that value the other person.
- Understand that services need to fully consider the cultural background and language needs and preferences of people with dementia and carers and that wherever possible individuals should be able to communicate in their first language. This is particularly important in relation to the Welsh language.



Theme 2: Communication

SELF ASSESSMENT CHECKLIST



Rating scale for this theme

SD = Substantial Development Required

MD = Moderate Development Required

WD = Well Developed (Limited Additional Learning Required)

NA = Not Applicable

Tier	Knowledge and Skills	SD	MD	WD	N/A
One	Understand the importance of effective communication that responds to each individual's sense of reality, needs and preference.				
One	Be able to describe and understand how the environment can impact on effective communication.				
One	Be aware of your own verbal and non-verbal communication and how this might impact on the person with dementia				
One	Understand the important role that touch can play in communication.				
One	Understand the importance of active listening and allowing people time to respond.				
One	Understand that behaviour can be a way of communicating				
One	Able to communicate in ways that best meets the needs and wishes of the person with dementia.				
Two	Understand the importance of life story work in relation to enhancing communication and understanding and responding to particular behaviours.				
Two	Understand the concept of behaviour as a form of communication. Behaviour is best seen as a form of communication: to be interpreted and responded to, rather than something to be controlled or managed.				
Two	Understand the critical importance of effective communication in the care and support of people with dementia, including the use of body language and touch.				
Two	Understand the importance of knowing people's language preferences and needs when communicating.				

Theme 2: Communication

SELF ASSESSMENT CHECKLIST



Rating scale for this theme

SD = Substantial Development Required

MD = Moderate Development Required

WD = Well Developed (Limited Additional Learning Required)

NA = Not Applicable

Tier	Knowledge and Skills	SD	MD	WD	N/A
Two	Be able to use words, touch and other forms of non-verbal communications in ways that are appropriate and effective in the care and support of people with dementia, taking into account their individual preferences.				
Two	Be able to support people with dementia and carers to communicate in the language of their choice.				
Two	Understand that people with dementia can benefit from the early introduction of assistive technology and when the use of this is appropriate, or not.				
Three	Understand that collaborative working is dependent on good and effective relationships, underpinned by good communication and trust.				
Three	Understand how effective communication and collaborative working can support the effective use of resources, avoiding duplication and gaps in service.				
Three	Understand the importance of people being open and honest in their communication with others wherever possible and why it is important that this is done in constructive ways that value the other person.				
Three	Understand that services need to fully consider the cultural background and language needs and preferences of people with dementia and carers and that wherever possible individuals should be able to communicate in their first language. This is particularly important in relation to the Welsh language.				

Theme 2: Evidence Based Resources and Tools



'DemTalk' is a free, web-based toolkit to help improve communication for a person with dementia.

It was produced in a project facilitated by the Alzheimer's Society UK, by teams of stakeholders including communication researchers, technology designers, health and social care experts, carers and people living with dementia.

Different versions of the toolkit are tailored for the needs of different audiences, including family members, carers and medical professionals.




The Alzheimer's Society has a wide range of resources on communication. This includes audio resources and written guidance that can help both you and the person with dementia understand each other better.



Dementia UK: How to handle communication challenges.

Communication can be frustrating for the person with dementia, and for their family, friends, and care team who do not always know the best way to respond. This practical guide summarises a range of communication challenges that Dementia UK are often asked about which tend to have some common themes, the questions and answers provide recommendations for support for professionals, carers and family members.



The Social Care Institute for Excellence (SCIE) also has a wide range of resources and references the research in communication. In order to use the SCIE resources it is necessary to create an account but then resources are generally free of charge. Topics include:

- Getting started: Non verbal Communication
- Learning about communication
- The 'Intensive Interaction' approach
- Communication in advanced dementia
- Dementia Communication Difficulties Scale (DCDS)
- Life history and communication
- Using 'Talking Mats' to help people with dementia to communicate



Theme 3: Promoting Physical, Psychological and Social Well-being



Context

Whilst there are no current curative treatments for dementia, there is much that can be done to alleviate the impact of the disease and conditions that can compound symptoms.

Physical health promotion for people living with dementia and their families is paramount. Supporting people to achieve a state of physical well-being, through health assessment, promotion, good hydration, a healthy diet/nutrition, and physical and mental exercise can impact positively on the lived experience of dementia.

It is not uncommon for individuals living with dementia to experience a range of other physical conditions, particularly those that are age associated. It is therefore important to recognise that physical health needs may be complex and will change over time.

A person's well-being may be determined by their physical health as well as psychological, social and spiritual needs. Consideration of these needs are important in attaining and sustaining well-being for people living with dementia, their families and carers.

This theme refers to the knowledge and skills required to facilitate people to live well with dementia.

In the Introductory video below Jason Burton, Head of Dementia Practice and Innovation at Alzheimer's WA, describes how to support people to live well with dementia in terms of understanding the lived experience of the person with dementia in their daily life.



"If you learn to listen for clues as to how I feel instead of what I say, you will be able to understand me much better"



Target Audience for this theme

Tier 2 - Skilled People

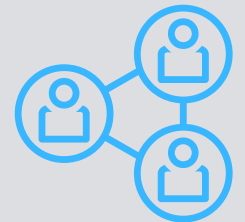
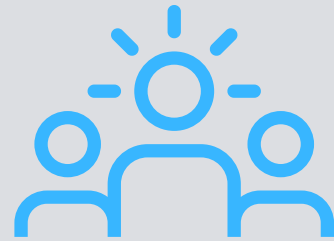
Staff working within specialist dementia settings or who meet and/or support a person living with dementia.

For example, they could spend an extended period of time providing personalised direct care and/or health care and support to people with dementia.

Knowledge & Skills - Learning outcomes



1. Explain how people with learning disabilities, particularly people with Down syndrome are at an increased risk of developing dementia.
2. Describe the importance of maintaining good physical and mental health through nutrition, exercise, relaxation and social engagement.
3. Demonstrate an understanding of increasing risk factors associated with maintaining physical well-being particularly in the areas of physical care such as:
 - Management of infection
 - Nutrition - diet and fluid
 - Mobility and safe transfer
 - Continence promotion
 - Skin care and tissue viability
 - Oral health Visual and auditory health
 - Sexual health
 - Sleep Assessment and management of pain
4. Awareness and understanding that the type of dementia itself can have an impact on physical abilities and well-being and that this state may be transient or more permanent. For example, visual perception difficulties
5. Explain how families and carers have a unique role in supporting the person living with dementia.
6. Recognise the impact of delirium, depression and anxiety as they are likely to diminish a person's level of well-being.
7. Identify triggers that may cause a person living with a dementia to become distressed.
8. Ability to provide examples of support services for signposting to health promotion information.
9. Predict the range of coping strategies that promote well-being for both the person living with a dementia, their families and carers.
10. Recognise the potential risks to mental health both covert (social isolation, relationship issues, maladjustment to diagnosis, personal losses experienced) and overt (clinical signs and symptoms of mental health issues) that a diagnosis of dementia can have on people with dementia and carers and be able to respond with appropriate support and or interventions.



Theme 3: Promoting Physical, Psychological and Social Well-being

SELF ASSESSMENT CHECKLIST



Rating scale for this theme

SD = Substantial Development Required

MD = Moderate Development Required

WD = Well Developed (Limited Additional Learning Required)

NA = Not Applicable

Tier	Knowledge and Skills	SD	MD	WD	N/A
Two	Explain how people with learning disabilities, particularly people with Down syndrome are at an increased risk of developing dementia.				
Two	Describe the importance of maintaining good physical and mental health through nutrition, exercise, relaxation and social engagement.				
Two	Demonstrate an understanding of increasing risk factors associated with maintaining physical well-being particularly in the areas of physical care.				
Two	Explain how families and carers have a unique role in supporting the person living with dementia.				
Two	Recognise the impact of delirium, depression and anxiety as they are likely to diminish a person's level of well-being.				
Two	Identify triggers that may cause a person living with a dementia to become distressed.				
Two	Ability to provide examples of support services for signposting to health promotion information.				
Two	Predict the range of coping strategies that promote well-being for both the person living with a dementia, their families and carers.				
Two	Recognise the potential risks to mental health both covert (social isolation, relationship issues, maladjustment to diagnosis, personal losses experienced) and overt (clinical signs and symptoms of mental health issues) that a diagnosis of dementia can have on people with dementia and carers and be able to respond with appropriate support and or interventions.				

Theme 3: Evidence Based Resources and Tools



People with a learning disability are at greater risk of developing dementia, especially young onset dementia (dementia before the age of 65). Dementia UK are the United Kingdom's specialist dementia nurse charity, they have published a booklet on helping health and social care professionals to further understand how to support someone with a learning disability and dementia. The information in this booklet is written and reviewed by dementia specialist Admiral Nurses and is based on the Department for Health's Dementia Training Standards Framework.



Jenny's Diary has been developed as part of the Promoting Excellence Framework in Scotland, it was developed by the University of Sterling in collaboration with the University of the West of Scotland and St Georges University of London and Kingston University.

Jenny's Diary is a downloadable booklet and a set of postcards. You will see photographs of a typical week for Jenny who has dementia. The aim is to support conversations with people with a learning disability about why Jenny is behaving differently, and how she can be supported to live as well as possible with dementia. The booklet will also help staff and family members to answer any questions they may be asked so to further develop trust and partnership working.



Jane Murphy is Professor of Nutrition and co-lead of the Ageing and Dementia Research Centre at Bournemouth University. She is a registered nutritionist and dietitian and her academic and professional work specialises in the nutritional problems faced by older people with dementia. The "*Eating and Drinking Well: Supporting People Living with Dementia*" workbook, is based on a two year research project to understand the quality and delivery of nutritional care for people living with dementia. This collaboratively developed, person-centred model can support the design of new education and training tools and be readily translated into existing programmes.



Alzheimer's Research UK is the leading dementia research charity dedicated to making life-changing breakthroughs in diagnosis, prevention, treatment and cure. In this booklet entitled "*Reducing your risk of dementia*" the intention is to develop understanding of increasing risk factors associated with maintaining physical well-being particularly in the areas of physical care. It was updated in September 2021 and will be reviewed in September 2023 and it was developed using applied research and evidence based practice.



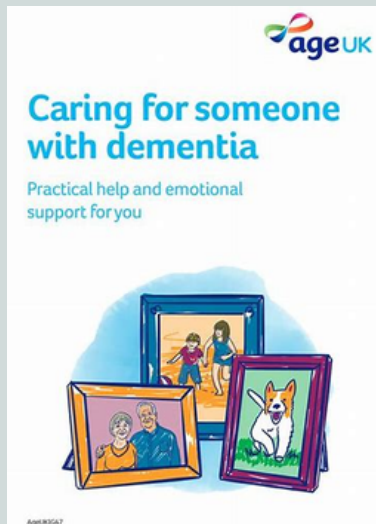
Evidence Based Resources and Tools



The Registered Nurses' Association of Ontario's (RNAO) *Delirium, Dementia, and Depression in Older Adults: Assessment and Care Best Practice Guideline* (BPG) outlines recommendations that guide best practices for nurses, health and social care providers. The BPG was developed using a rigorous process, including a systematic literature review and the development of recommendations with experts in the field, including health-care providers from the long-term care sector.

The BPG actively engage participants in discussions about delirium, dementia, and depression by :

- Help care staff identify the differences between delirium, dementia, and depression
- Help care staff become familiar with key resources they can use at the point-of-care to support identification of delirium, dementia, and depression
- Reinforce best practices for the care of delirium, dementia, depression in older adults.



Caring for someone with dementia, In June 2021, Age UK published a practical information guide (produced with the help of older people, carers and expert peer reviewers), on how families and carers have a unique role in supporting the person living with dementia.

The guide provides practical things carers and family members can do, strategies that can help them cope, and where to turn for support.



"Responding to Stress and Distress in Dementia, the importance of a person-centred preventative approach, Alzheimer Scotland, December 2018". This report provides an understanding of the nature of stress and distress in dementia. It then outlines responses based on evidence and good practice.

The aim of the report is to provide knowledge and understanding to a wide audience, including professionals, carers and families, in understanding the phases of the illness, the impact of different care environments and support for practitioners required in responding to the triggers that may cause the occurrence of stress and distress for the person living with dementia.

