

Acknowledgement of Country

We recognise the Kurna people as the traditional owners of this land on which we meet.

We acknowledge that we are meeting on the traditional country of the Kurna people of the Adelaide Plains. We recognise and respect their cultural heritage, beliefs and relationship with the land. We acknowledge that this is of continuing importance to the Kurna people living today.

'Come Dance With Me' Interacting With Persons Who Have Dementia

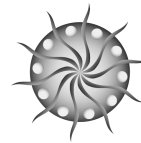
The production of an educational resource to motivate and engage undergraduate students in person-centred care

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On behalf of the Research/Production Team

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Acknowledgements

- SA & NT Dementia Training and Study Centre
- Nurses' Memorial Foundation of SA Inc
- Research/Production Team Members
- Participants of the Advisory Group



SA & NT DTSC
South Australia
& Northern Territory
Dementia Training
Study Centre



Flinders
UNIVERSITY
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Research / Production Team

- School of Nursing & Midwifery, Flinders University
Dr Anita De Bellis - Chief Investigator and Co-Producer
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Ms Alison Wotherspoon - Producer and Co-Investigator
- SA & NT Dementia Training Study Centre
Ms Maggie Cecchin - Co-Investigator

The production and evaluation of a multidisciplinary DVD educational tool for undergraduate students based on the work of Tom Kitwood (1997) and Dawn Brooker (2007) using re-enacted scenarios from the field to demonstrate how to approach persons with dementia in order to prevent challenging behaviours and maintain personhood. The DVD/Workbook will include spoken and written theoretical material for students.

Ethics Approval

Social & Behavioural Research Ethics Committee Flinders University

Stage 1 - Interdisciplinary Advisory Group
Stage 2 – Review and Evaluation of Educational
Resource

AIMS

- The aim is to produce and evaluate a DVD and workbook that is easily accessible for undergraduate students across disciplines on how to approach persons with dementia in their professional practice based on person-centred care.
 - Challenging Situations
 - Real Life Case Scenarios
 - Strategies to Enhance Interactions
 - How To Interact
 - How Not To Interact
 - Evidence Based Care
 - Interdisciplinary
 - Easily Accessible

Objectives

- Utilisation of real case scenarios from across disciplines for the demonstration of malignant psychosocial interactions and interactions that maintain the personhood of people with dementia.
- Education of professionals about the work of Tom Kitwood (1997) and Dawn Brooker (2007) in approaching and communicating with persons who have dementia, with the aim of maintaining their personhood.
- Provision and demonstration of interaction strategies for undergraduate students approaching persons with dementia to prevent challenging behaviours from occurring.
- Evaluation of the resource for its effectiveness and value for teaching and student learning.

Advisory Group

- Nursing
- Paramedics
- Speech Pathology
- Nutrition & Dietetics
- Podiatry
- Physiotherapy
- Neurology
- Social Work
- Psychology
- Consumer/Carer
- Careworker/Student
- Occupational Therapy

Advisory Group Role

- Participation
- Meetings bi-monthly
- Communication via email
- Consent and Acknowledgement
- Development of Case Scenarios
- Direct, Advise and Monitor Project
- Review Educational Resource

Tom Kitwood (1997) Personhood

10 person centred interactions conducive to personhood and well being

- Recognition
- Negotiation
- Collaboration
- Play
- Timulation
- Celebration
- Relaxation
- Validation
- Holding
- Facilitation
- Creativity of person with dementia
- Giving of person with dementia

Tom Kitwood (1997) Personhood

17 (malignant) interactions that undermine personhood and well being

- Treachery
- Disempowerment
- Infantilisation
- Intimidation
- Labelling
- Stigmatisation
- Outpacing
- Invalidation
- Banishment
- Objectification
- Ignoring
- Imposition
- Withholding
- Accusation
- Disruption
- Mockery
- Disparagement

Dawn Brooker (2007) V.I.P.S

V - asserts that every person has value regardless of age or cognitive status

I - using an individualised approach that promotes the uniqueness of the individual

P - acknowledging and understanding life from the perspective of the person needing care

S - providing a social environment designed to meet psychological needs of the individual

Learning Objectives

After viewing the DVD and doing the exercises in the workbook, the student will be able to:

- 1) Articulate the prevalence of dementia.
- 2) Describe the different types of dementia and their aetiology.
- 3) Understand and articulate the concepts of personhood and person centred care.
 - a) Identify, explain and apply the ten elements of Positive Person Work as described by Tom Kitwood (1997).
 - b) Identify and explain the 17 elements of Malignant Social Psychology as described by Tom Kitwood (1997) and the impact these may have on the person with dementia.
 - c) Identify, explain and discuss the VIPS model of person centred care (Dawn Brooker 2007).
 - d) Understand the role of Dementia Care Mapping (DCM).

Learning Objectives cont...

After viewing the DVD and doing the exercises in the workbook, the student will be able to:

- 4) Recognise behaviours as an expression of need for persons who have dementia.
- 5) Critically analyse and reflect on practices and biases in caring for a person with dementia.
- 6) Describe how practices and diverse settings might impact on caring for the person with dementia.
- 7) Recognise and describe strategies of positive interactions with persons who have dementia to prevent the potential of negative outcomes.

Professor Dawn Brooker

PhD CPsychol (Clin) AFBPsS

- **Bradford Dementia Group**
University of Bradford, West Yorkshire, UK
- **DVD Introduction**
- **Interviewed in June 2008**

Case Scenarios

36 Case Scenarios from Advisory Group

- 5 Themes
- 5 Compilations
- 5 Scripts
- 5 Re-enactments

Health Care Discipline	Number of Participants Discipline	Number of Case Scenarios Contributed per Group
Clinical Behaviour Consultant	2	1
Consumer Representative	1	1
Neurologist	1	1
Nurse Practitioner (Mental Health)	1	1
Nutritionist	1	1
Occupational Therapist	1	1
Paramedic	3	3
Physiotherapist	1	1
Podiatrist	3	7
Registered Nurse - Acute Care	1	1
Registered Nurse - Community	1	3
Registered Nurse - Residential Aged Care	1	1
Social Worker	3	9
Speech Pathologist	1	1
Student	1	4
Total	22	36

- ## Case Scenarios
- **Themes**
 - Violence/Aggression
 - Transport/Negotiation/Carers
 - Language/Food/Speech/Interpretation
 - Resistance/Behaviours
 - Repetitive/Absconding
 - **Settings**
 - 2 Acute Care
 - 2 RAC
 - 1 Community
 - **Persons with Dementia**
 - 3 males (1 YOD) and 2 females

- ## SCRIPTS
- Script 1 - Come Walk With Me
 - Script 2 - Come Dine With Me
 - Script 3 - Come Into My World
 - Script 4 - Come Feel With Me
 - Script 5 - Come Listen To Me

- ## Case Scenarios
- **Positive Interactions**
 - Positive Person Work (PPW)
 - **Negative Interactions**
 - Malignant Social Psychology (MSP)
 - **Scenarios**
 - Continuous scenes with positive and negative aspects
 - Two scenes on same scenario with one positive and one negative

- ## DVD Dementia Come Walk With Me Script 1
- In this film, we meet:
 - Anne, a community nurse
 - John, an elderly Australian gentleman
 - Kerrie, his youngest daughter
 - Jenny, his oldest daughter
 - Senior Paramedic, Dave
 - Junior Paramedic, Beth
 - This scenario deals with individual healthcare professionals' roles and responsibilities involved in the transition of a person who has dementia from home to hospital for assessment. It offers a context of differing points of view against a background of tension between family members.

- ## Come Walk With Me
- *The setting is John's house in the community.*

John has had progressive cognitive decline (probable Alzheimer's Dementia) since his wife, Carol died. Prior to his wife's death, John cared for his wife who had cancer. During this time, they remained fiercely independent of both services and their family. However, since then, his memory has become increasingly impaired so his daughter Kerrie has looked after him and his affairs in keeping with their family tradition.

Kerrie has recently gone on a holiday and asked her sister, Jenny, to look after their father while she was away. Jenny, as the oldest daughter, is her father's pride and joy and gets anything that she wants from her father, as well as making decisions for him that Kerrie sometimes does not know about.

Anne is John's community nurse and comes to pay him a visit as she has done once or twice a month from the time of his wife's illness and finds him in a distressing state. This is where our scene begins....

Come Walk With Me

- Sub themes:
- Duty of care for healthcare professionals and family members
- Legal requirements and limitations under healthcare Acts
- Family dynamics
- Vulnerability of the person who has dementia to exploitation
- Positive interactions:
 - Holding
 - Validation
 - Negotiation
- Negative interactions:
 - Treachery
 - Disempowerment
 - Intimidation
 - Banishment
 - Objectification
 - Imposition
 - Disparagement
 - Outpacing
 - Invalidation

Workbook

- Literature Review
- Theoretical Underpinning
- Interrelate with DVD
- Key Messages

Review

- Research/Production Team
- Advisory Group
- Carers' Advocacy and Advisory Group
- Focus Group of Undergraduate Students

Evaluation

- Key Academic Personnel
 - 53 undergraduate programs
- Four Student Cohorts (FU and UofSA)
 - Pre- and Post-testing Students
 - Physiotherapy
 - Nursing
 - Podiatry
 - Social Work

References

- Brooker, D (2004) What is Person-centred care in dementia? *Clinical Gerontology*, 13: 215-222.
- Brooker, D (2007) *Person-centred dementia care: making services better*, Jessica Kingsley, London, England.
- Kitwood, T (1997) *Dementia reconsidered: the person comes first*, Open University Press, Buckingham, England.
- Kitwood, T (1998) Toward a Theory of Dementia Care: Ethics and Interaction, *Journal of Clinical Ethics*, 9(1): 23-34.

Thank You