



Co-funded by the
Erasmus+ Programme
of the European Union



DIDACTIC GUIDE

EDUCATIONAL APP FOR CAREGIVERS OF PEOPLE WITH DEMENTIA

ERASMUS+ PROJECT
2019-1-ES01-KA202-065659





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OPEN EDUCATIONAL RESOURCES

The AppForDem project (Erasmus+, 2019-2022) is aimed at creating a set of open educational and multilingual resources on dementia, with the purpose to provide caregivers with a global vision of dementia to face everyday problems according to an approach based on the person-centred care model.

The open educational resources have been created following the [training curriculum](#) defined in the first phase of the AppForDem project. At that phase, the project participants considered that it filled a gap at the national level, covering many important aspects of dementia and helping caregivers to cope with the challenges of long-term care¹.

This project keeps in mind the UNESCO'S definition of Open Educational Resources (OER) as "teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions (UNESCO, 2012)."
<https://en.unesco.org/themes/building-knowledge-societies/oer>

In this regard, AppForDem proposes an e-learning course and an educational app addressed to caregivers of people with dementia in English, Italian, Spanish and Romanian with the following characteristics:



E-learning course. This is an introductory and informative course, aimed at providing and overview of "**Specialized care for people with dementia**" through 4 training modules, 13 learning units, 4 case studies and other learning resources such are: all the training materials in pdf format, links to relevant videos and documents, and also a link to the project's app. The duration of the eLearning course is estimated in 30 hours: 2 hours each learning unit (13 units). 1 hour each case study. The course is available at the project's [e-learning platform](#)².



App "Dementia and daily living". The multilingual app consists of 8 relevant topics, a self-evaluation questionnaire and a link to the e-learning course, which students can take through this app. The app also allows users to acquire knowledge, or test their knowledge, about dementia, symptoms related to behavior, nutrition, activities of daily living, the senses as well as pain and gastrointestinal issues, and to receive support to help identify symptoms and to respond appropriately to changes in a dementia patient's physical condition.

¹ <https://www.appfordem.eu/project-results>

² <https://ed-formacion.org>

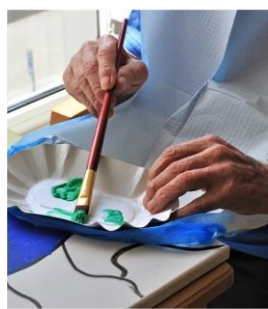


The use of the OERs in training courses and in practice. The app and the e-learning course can be used as a part of teaching about dementia and daily living in vocational education and training of professional caregivers. In addition, **many practitioners will be able to use the app** in their daily work with people with dementia, especially those who work in nursing homes and home care. Non-formal caregivers (family caregivers) will be able to use the learning resources.

Self-study method. All the materials and resources developed in the AppForDem project are focusing on self-study. The students will learn without direct supervision, take control of their studies and choose when and where they learn. In the experience of the organizations involved in this project, students who generally undertake self-studying find it valuable because it gives them a chance to take learning into their own hands. The e-learning course and the app will offer the opportunity of searching for more information, finding resources that are supplementary when learning about key concepts.

The e-learning course and the educational app ensure a high level of interaction between the user and the contents. In the e-learning include support learning materials and activities, as well as a self-assessments system that provide short feedbacks.

Target groups. The open educational resources are aimed at informal and formal caregivers of people with dementia. In relation to formal caregivers, the training curriculum considers the following occupations: Caregiver of people in need of care in different institutions and/or at their homes. Caregiver at mental health care institutions. Geriatric assistant. Assistant at nursing homes and residences for people with disabilities. Help at home assistant. Home care assistant. Family workers, etc.





OBJECTIVES OF THE E-LEARNING COURSE

The e-learning course **Specialized care for people with dementia** consist of four training modules with the following objectives:

- **Module 1. Understanding dementia.** Module 1 is aimed at teaching basic aspects for caring for people with dementia keeping in mind the importance of caring for a person as a human being rather than the disease.
- **Module 2. Specialized care.** The aim of this module is to provide an overview of person-centred care for people with dementia, highlighting the aspects that caregivers need to pay attention to.
- **Module 3. How to approach to a person with dementia.** This module is aimed to deepen the use of Person-Centred Care approach in assistance of a person with dementia, giving attentions to fundamental factors of relationship.
- **Module 4. Attitude towards dementia alterations.** This module deals with behavioral changes in people with dementia, paying particular attention to the attitudes that caregivers can adopt to cope with the behavioral symptoms of the person they care for.



Case studies

The training modules mentioned above are supported by 4 case studies that help students and users to understand the real problems of caring for people with dementia. The objectives of the cases are the following:

Case n°1. Sarah is living in her own apartment but has a hard time coping with everyday life. The main objective of this case is to identify the importance of a diagnosis and the care plan for those who are suffering the disease.

Case n°2. John is living in a nursing home. He has lewy body dementia and from time to time he is hallucinating

The main objective of John's case is to recognise the symptoms of Lewy body dementia by teaching the importance of a change in the caregiver's perspective, considering all behaviour as communication and being careful with his use of language.

Case n° 3. Maria is restless and not at ease at the nursing home

The aim of this case is to consider some strategies for dealing with challenging behaviour, slowing down the pace of communication and action and prioritising the relationship between the caregiver and the person with dementia rather than the task.

Case n°4. Peter is living in a nursing home. He is not satisfied with much and the staff is frightened of him.

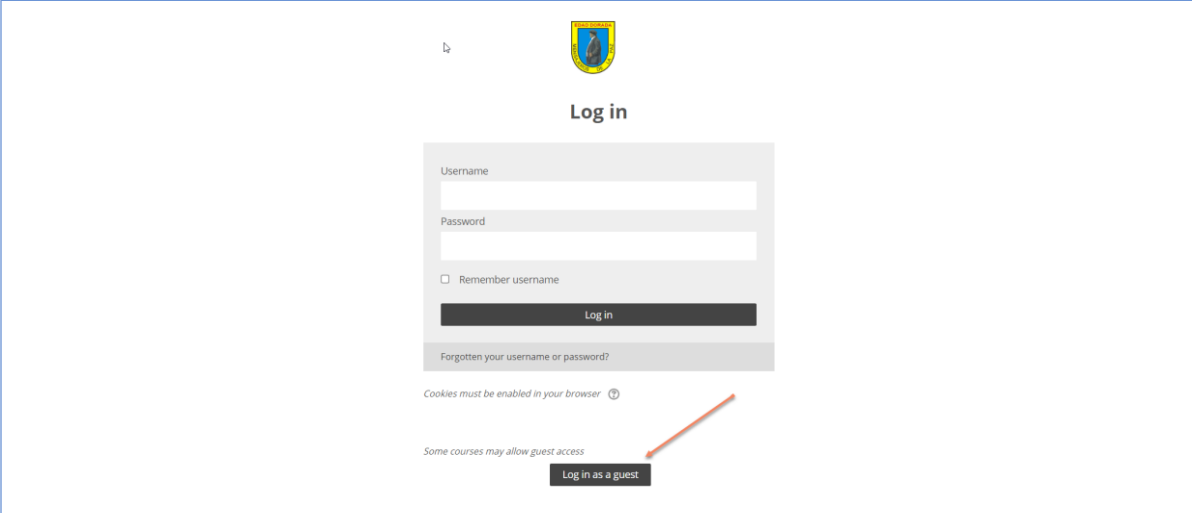
The aim of the Peter's case is to recognize the challenges of frontotemporal dementia by identifying the impact of the disease in the relatives and caregivers as well as useful strategies to cope with behavioural changes through the routines and the new pedagogies such Low arousal approach.






How do I access the e-learning platform?

Users can register as a guest in the e-learning platform: <https://ed-formacion.org/course/view.php?id=28>



Start learning by selecting the resources available on the platform:
lessons, self-assessment exercises, case studies, audio-visual
resources, etc.





OBJECTIVES OF THE APP

The educational app **Dementia and daily living** consists of eight topics with the following objectives:

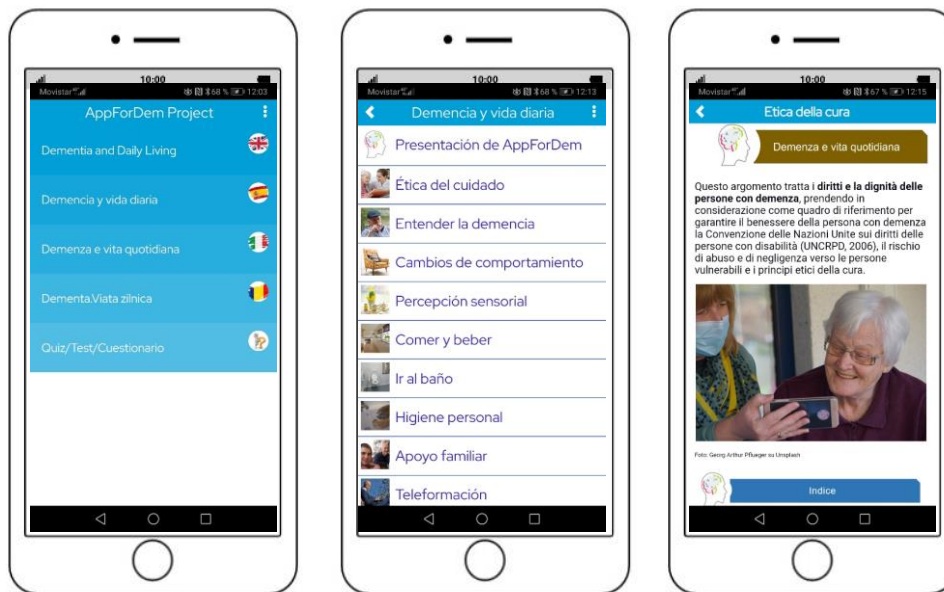
- **The ethics of care.** This topic is aimed at showing the importance of recognizing the rights and dignity of people with dementia in order to prevent and eliminate the risk of abuse and neglect of vulnerable people in the long-term care activities.
- **Understanding dementia.** The objective of this topic is to provide general concepts on dementia focussing on the importance of recognizing a person with dementia as a unique individual, warning about that many problems in dementia care arise because of failure to treat the individual in a person-centered way.
- **Behavioural changes.** This topic aims to give some tips to identify the most common behavioural changes of a person with dementia and to help define a strategy to cope with the changes based on a person-centred approach.
- **Sensorial perception.** The goal of this topic is to help the caregiver to recognize the impact of dementia on five sense and to support a person with dementia who is experiencing sensorial perception difficulties by organizing a dementia-friendly environment.
- **Eating and drinking.** The general objective of this topic is to teach about the importance of implementing a strategy and routines based on a person-centered approach to make sure that the person with dementia have access to the nutritional, physical and emotional support according to their needs.
- **Toileting.** The main objective of this topic is to provide with some useful information in order to plan a routine to go to the toilet to promote the autonomy, preventing accidents and protecting the person self-esteem, privacy and dignity of the person with dementia
- **Personal hygiene.** This topic is aimed at supporting the person to feel comfortable during personal hygiene activities respect and dignity of the person with dementia during personal hygiene process using appropriate strategies to overcome obstacles linked to personal hygiene provision
- **Family support.** This item is aimed at explaining how can the family support the person with dementia and how can the family itself search for help throughout the process of caring for a loved one suffering from dementia, in order to accompany the person with dementia in this journey.



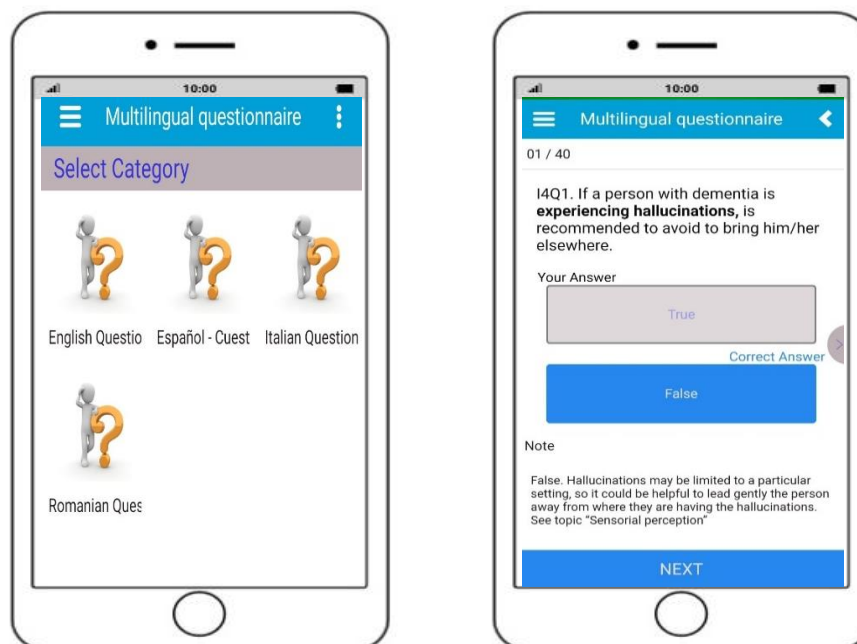
How do I access to the app platform?

The multilingual app is available in the app stores for Android and iOS.

<https://play.google.com/store/apps/details?id=com.app.appfordem>

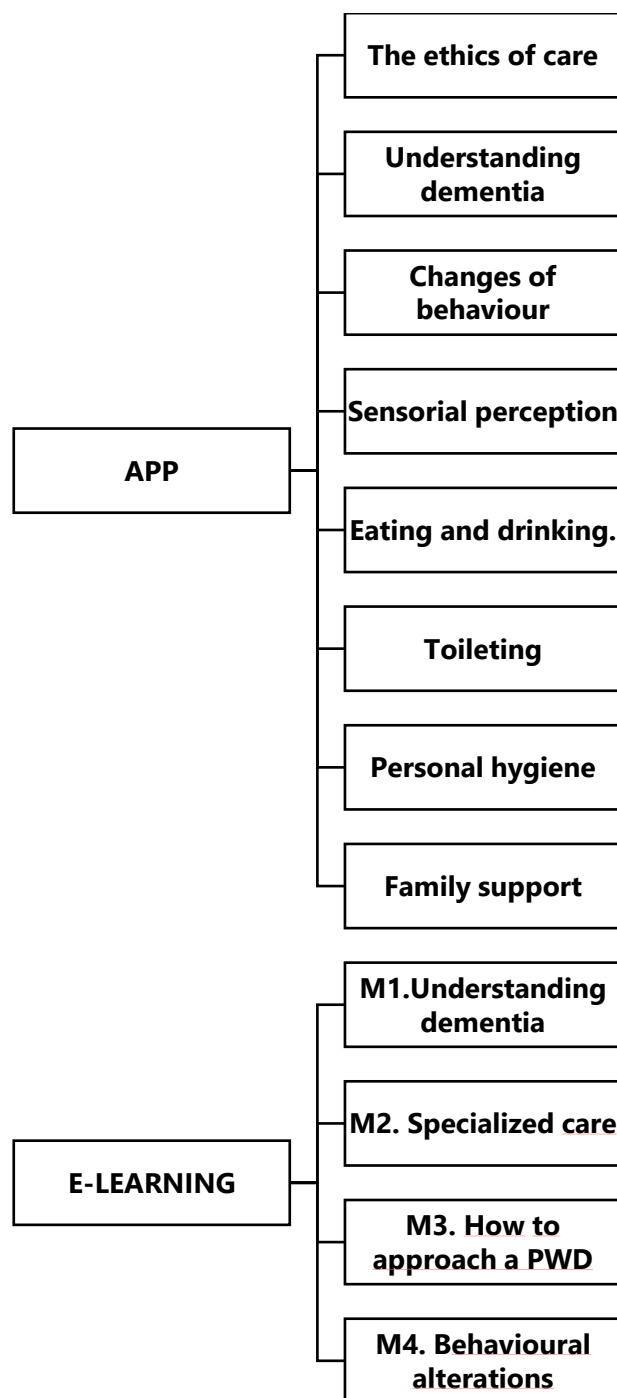


The app allows users to acquire knowledge, and also to test their knowledge about dementia, symptoms related to behavior, nutrition, activities of daily living, etc.





Flowchart: app and e-learning course





MAP OF CONTENTS: E-LEARNING COURSE AND EDUCATIONAL APP

The e-learning course and the app "*Dementia and daily living*" are two connected and complementary resources that offer a comprehensive view of dementia in order to address everyday problems in a person-centred approach to care, respecting the dignity of the person and promoting the well-being of the users in different care settings.

The contents of the two tools have the following structure and can be linked as follows:

E-LEARNING COURSE	EDUCATIONAL APP
<p>Module 1. UNDERSTANDING DEMENTIA</p> <p>Unit 1. WHAT IS DEMENTIA?</p> <ol style="list-style-type: none"> 1. What is normal aging? 2. What is dementia 3. Signs and symptoms of dementia 4. Who is the person with dementia <p>Unit 2. COMMON TYPES OF DEMENTIA</p> <ol style="list-style-type: none"> 1. Types of Dementia? 2. What is Alzheimer's disease? 3. What is Vascular dementia? 4. What is frontotemporal dementia? 5. What is Lewy body disease? <p>Unit 3. DIAGNOSIS OF DEMENTIA</p> <ol style="list-style-type: none"> 1 What is a diagnosis of dementia 2 The stages of dementia <p>Unit 4. NON-PHARMACOLOGICAL TREATMENT</p> <ol style="list-style-type: none"> 1. Non-pharmacological treatments for people with dementia 2. Eliminating restraints 	<p>TOPIC. THE ETHICS OF CARE</p> <ol style="list-style-type: none"> 1. What are the rights of a person with dementia? 2. How do we protect the dignity of the person with dementia? 3. What to do about abuse, neglect and mistreatment? 4. What are the principles of the ethics of care? 5. What are the most frequent ethical conflicts in long-term care services? 6. What is a good caregiver? 7. How do caregivers show respect when providing care? <p>TOPIC. UNDERSTANDING DEMENTIA</p> <ol style="list-style-type: none"> 1. What is Dementia? 2. Who is the person with dementia? 3. Which are the 5 "A" symptoms of Alzheimer's disease? 4. How can I tell a person with dementia his/her diagnosis? 5. What information should I share? 6. Does he/she show changes in his/her character/personality? 7. Does he/she have a problem with the language? 8. Has he/she maintained his/her initiative and social contact? 9. Is the person disoriented with their location and identity?



CASE N°1. SARAH IS LIVING IN HER OWN APARTMENT BUT HAS A HARD TIME COPING WITH EVERYDAY LIFE

- The importance of a diagnosis
- Dementia and depression
- Dementia and delirium

10. Is there a plan to deal with the activities of daily living?

11. Is it possible to live well with dementia?

E-LEARNING COURSE	EDUCATIONAL APP
<p>M2. SPECIALIZED CARE</p> <p>Unit1. LIFE STORY, CARE PLAN</p> <ol style="list-style-type: none"> 1. The VIPS care model 2. Life story 3. Personalized care plan <p>Unit 2. DAILY ROUTINES AND MEANINGFUL ACTIVITIES</p> <ol style="list-style-type: none"> 1. Routines in activities of daily living 2. Meaningful activities <p>Unit 3. FEELING SAFE AND INDEPENDENT AT HOME</p> <ol style="list-style-type: none"> 1. Living well with dementia 2. The physical environment 3. Meaningful environments 4. Assistive technology <p>CASE N°2. JOHN IS LIVING IN A NURSING HOME. HE HAS LEWY BODY DEMENTIA AND FROM TIME TO TIME HE IS HALLUCINATING</p> <ul style="list-style-type: none"> • Lewy body dementia • Change the perspective • Consider all behavior as communication • Be careful with your use of language 	<p>TOPIC 2. EATING AND DRINKING</p> <ol style="list-style-type: none"> 1. Eating and drinking 2. Why is he/she losing weight? 3. Why does a person with dementia have a tendency to overeat? 4. Has he/she lost his/her appetite? 5. Does he/she have chewing and swallowing difficulties? 6. Are you concerned about constipation? 7. Has he/she drunk water enough? 8. Why is important to respect habits and preferences? 9. How to encourage the person participating in eating? 10. Is it important a quiet and welcoming environment <p>TOPIC 3. PERSONAL HYGIENE</p> <ol style="list-style-type: none"> 1. Personal hygiene 1. Why it's important to offer a person-centered approach providing personal hygiene? 2. What materials may I use for the hygienic practice? 3. What should I pay attention for the bath? 4. Why the person seems to be afraid of the water? 5. Is the environment adequate to the bath? 6. How can I communicate? 7. How can I improve the bath experience <p>TOPIC 4. TOILETING</p> <ol style="list-style-type: none"> 1. Toileting 2. What are the main reasons to have accidents and problems with the toilet?



	<p>3. Does incontinence can generate anxiety problems?</p> <p>4. Do we need to set up a toileting plan?</p> <p>5. How can we help the person use the toilet?</p> <p>6. What communication techniques do we use to help the person to go to the toilet?</p>
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E-LEARNING COURSE	EDUCATIONAL APP
<p>M3. HOW TO APPROACH TO A PERSON WITH DEMENTIA</p> <p>Unit 1. PERSON-CENTRED CARE</p> <ol style="list-style-type: none"> 1. Person-centred care (PCC): what it is? 2. The PCC model in dementia according to professor Tom Kitwood 3. Dementia explained according to professor Tom Kitwood <p>Unit 2, PSYCHOLOGICAL NEEDS</p> <ol style="list-style-type: none"> 1. Basic psychological needs 2. Psychological needs of older persons 3. Psychological impacts of dementia 4. Supporting psychological well-being in care services <p>Unit 3. HOW TO COMMUNICATE AND INTERACT WITH PEOPLE WITH DEMENTIA</p> <ol style="list-style-type: none"> 1. Barriers to communication with a PWD 2. Importance of communication in person-centred care 3. Tips to communicate with a person with dementia <p>CASE Nº 3. MARIA IS RESTLESS AND NOT AT EASE AT THE NURSING HOME</p> <ul style="list-style-type: none"> • Challenging behavior • Slow down • Prioritize the relationship • The effect of powerlessness 	<p>TOPIC. SENSORIAL PERCEPTION</p> <ol style="list-style-type: none"> 1. Why people with dementia risk sensory deprivation? 2. Is the loss of perceptual capacities due to a physical impairment of sensory channels (e.g., damage on hears or on eyes)? 3. How does dementia impact on five senses? 4. How dementia impacts on equilibrium and bodily movement abilities? 5. What kind of visuo-perceptual problems can experience a person with dementia? 6. Why he/she seem to experience hallucinations? 7. How to recognize pain in a person with dementia? 8. How the five senses can be stimulated? 9. How can I organize the home environment in a dementia-friendly way? 10. What colours are good for people with dementia? 11. Which colours do persons with dementia prefer? 12. How can I behave to support his/her movement and orientation?



E-LEARNING COURSE	EDUCATIONAL APP
<p>MODULE 4. ATTITUDE TOWARDS DEMENTIA ALTERATIONS.</p> <p>Unit 1 BEHAVIOURAL AND PSYCHOLOGICAL SYMPTOMS IN DEMENTIA</p> <p>1.Which are the major behavioural and psychological symptoms in dementia?</p> <p>Unit 2. FACTORS THAT MAY CAUSE OR CONTRIBUTE TO BPSD</p> <p>1. What could be the reasons of the behavioural changes in dementia patients?</p> <p>2. Physical needs that cause BPSD</p> <p>3. Psychological needs that cause BPSD</p> <p>4. Social needs that cause BPSD</p> <p>5. Interventions for improving BPSD management</p> <p>Unit 3. STRESS AND BURNOUT IN CARING FOR PEOPLE WITH DEMENTIA</p> <p>1. Stress and burnout in carers for people with dementia: what is it?</p> <p>2.Impact of caregiving on carers – effects and possible manifestations</p> <p>3.How to deal with stress – self-care strategies.</p> <p>CASE N°4. PETER IS LIVING IN A NURSING HOME. HE IS NOT SATISFIED WITH MUCH AND THE STAFF IS FRIGHTENED OF HIM.</p> <p>1.The challenges of frontotemporal dementia</p> <p>2.The relatives</p> <p>3.How to help</p> <p>4.Low Arousal methodology</p>	<p>TOPIC. CHANGES OF BEHAVIOUR.</p> <p>1.Changes of behavior</p> <p>2 What are behaviors of resistance to care (reactive behaviors)?</p> <p>3. Does he/she usually forget things?</p> <p>4 Does he/she usually show mood changes?</p> <p>5. Does he/she repeat the same sentence?</p> <p>6. Is he/she behaving aggressively?</p> <p>7. Does he/she feels anxious?</p> <p>8. Does he/she show agitated behavior?</p> <p>9. Is he/she displaying uninhibited behavior?</p> <p>10. Does he/she usually wander around?</p> <p>11.Does he/she has sleep difficulties? TOPI.</p> <p>TOPIC. FAMILY SUPPORT</p> <p>1. What impact does dementia have on the family?</p> <p>2. How can the family support the person with dementia?</p> <p>3. Does the family need emotional support?</p> <p>4. Does the family need practical help?</p> <p>5 How can family members look after their health and wellbeing?</p> <p>6. How can the family cope with behavioral changes?</p> <p>7. How can the family plan for the future?</p> <p>8. Where can the family members seek for more support?</p>



More information

<https://www.appfordem.eu>

