

**AppForDem**

Erasmus + project

TRAINING CURRICULUM

AppForDem. Educational app for caregivers
of people with dementia

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DISSEMINATION BROCHURE-ENGLISH VERSION

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PRESENTATION

In this document, the reader will find a summary of the results of the first phase of the AppForDem project, which includes the proposal of a training curriculum "Specialized care for people with dementia" aimed at formal and informal caregivers. This proposal has taken into account level 4 of the European Qualifications Framework (EQF) and is described in terms of learning outcomes.

The aforementioned training curriculum is the basis for developing the learning content and training materials in the second phase of this project. These products will be available free of charge in a set of free open educational resources available on the Internet: app and training platform

At the end of the project, the products and results will be proposed to the decision-maker in the field of education and training in the participating countries, so that they can be used by students, professionals and caregivers in national VET programs.

Participant organisations



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[website of the project](#)

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CURRENT SITUATION OF CAREGIVERS

Results of the national and comparative report



Informal care

Informal care (or family care) constitutes a significant share of the total long-term care (LTC) provision in Italy, Spain and Romania. However, in Denmark, working with dependent people is considered a special task that requires trained staff.

Protecting human rights

Caring for people with dementia is always developed according with the Convention on the Rights of Persons with Disabilities –CRPD- (Un, 2006¹). In this sense, some countries have pointed out the importance of a person-centered approach for caring for people with dementia, which requires an individual approach based on the person's life history and dignity.

Qualification required

Regarding the qualification required in LTC activities, all countries consider dementia skills, along with general and personal skills, to be necessary to guarantee the quality of care and dignity of the person. In this way and in relation to the qualification of formal caregivers, it is considered very important for participant countries to have a specific training offer for the care of people with dementia.

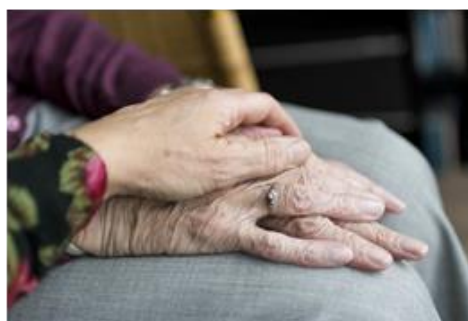
Vocational education and training context

In the participating countries, the situation of VET is diverse. In Denmark, a specific qualification is required for caring for dependent people; in Spain, a certificate of professionalism is required by labour authorities; in Italy, the domestic care workers still do not have any formal qualification at national level and the training CV for assistant nurses is usually recognized as EQF Level 3. In Romania, no official curriculum has been implemented so far in the national educational system. Most of the vocational training for home care services for the elderly are provided by private entities.

Positive valuation of the training curriculum

In the first phase of the project, the participating external organizations have positively valued the training curriculum presented below, since it covers many important aspects of dementia and will help caregivers face the challenges in long-term care.

Overall, partners highlight the importance of using an approach to de-stigmatize the disease and transmit that living well with dementia is possible.

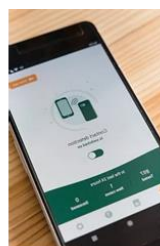


¹ NU. <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

TRAINING CURRICULUM PROPOSAL



Context	Caring for a person living with dementia will involve their families, caregivers and other professionals closely engaged in providing clinical care as well as offering information, support and assistance. This care may be offered in a broad variety of settings including an individual's own home, community settings, residential care homes and acute hospitals.
Qualification level	AppForDem projects consider level 4 of the European Qualifications Framework (EQF) as a reference for implementing the training curriculum in national vocational and education program.
Qualification title	The training curriculum developed in this phase of the project is called "Specialized care for people with dementia" and is the basis for the development of a set of open educational resources available on the Internet: an educational app and an e-learning platform.
Duration -Student workload	We consider the student's workload as an estimate of the time that the individual typically needs to complete all learning activities. The student's workload is estimated at 40 hours, required to complete all planned learning activities. Together with learning classes, learning activities could be the following: lectures, seminars, independent and private study, work placements, preparation of projects, examinations, and so forth.
Objective	The main objective of the training curriculum is to provide caregivers with a global vision of dementia to face everyday problems according to an approach based on the person-centred care model that respects the dignity and promotes the well-being of patients in different care contexts.
Target groups.	<p>The training curriculum is aimed at informal and formal caregivers. In relation to formal caregivers, the training curriculum considers the following occupations:</p> <ul style="list-style-type: none"> • 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 • Special education Assistant • Personal assistant • Telecare operator



PROFESSIONAL COMPETENCIES



Professional competencies

According to the definition by CEDEFOP, competencies are the ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development) or Ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

Professional Competencies acquired at the end of the training process.

- To focus on the whole person -the importance of life story
- To plan the person's day (24 hours)
- To handle specific relational competencies.
- To handle the person's lack of self-understanding
- To handle the person with challenging behavior
- To handle the unhappy person
- To handle younger persons with dementia
- To collaborate with relatives and persons from different backgrounds
- To deal with dilemmas using our knowledge on dementia
- To reflect and debate
- To formulate and convey significant observations
- To handle different needs all the time and having the courage of his/her profession and professionalism - regardless of the relatives' social status
- To support care activities indicated by the interdisciplinary team
- To provide physical care activities
- To perform socio-health care activities
- To provide psychosocial support
- To protect the patient's autonomy and prevent abuse and mistreatment

DigComp Framework

Partners will consider Open Educational Resources (OER) to be useful to caregivers only when people can use them. In this way, the AppForDem project will validate the results of the project (educational app and e-learning platform) using some tools and scales linked to the [European Digital Competence Framework](#) to improve the ease of use of the mentioned OERS.



TRAINING CURRICULUM DESCRIPTION

The training proposal is divided into 8 training modules and 19 learning units, for a total duration of 40 hours. The learning process is described in term of learning outcomes which are statements of knowledge, skills and competence that can be achieved in a variety of learning contexts².

MODULES	LEARNING UNITS	TRAINING CONTENT	LEARNING OUTCOMES:
M1. Introduction to dementia (estimated duration 2 hours)	U1. The study of the human nervous system.	<ul style="list-style-type: none"> • Explain and describe a neuron. • Explain the nervous system • Most frequent pathologies of the human nervous system. 	<ul style="list-style-type: none"> • Know the basic notions of dementia, the functioning of memory, and all the various pathologies that can be related to diseases of cognitive degeneration. • Know what is meant by the term dementia <p>Understand the importance of recognising a person with dementia as a unique individual</p> <ul style="list-style-type: none"> • Be aware of the impact of dementia on individuals, families and society • Understand reasons why a person with dementia may exhibit signs of distress and how behaviours seen in people with dementia may be a means for communicating unmet needs
	U2. What is dementia?	<ul style="list-style-type: none"> • Basic notions of dementia. • Symptoms of dementia. • Functioning of memory. 	
	U3. Cognitive impairment	<ul style="list-style-type: none"> • Cognitive impairment • Diagnosis. Cognitive and neuropsychological tests • Previous pathologies that add up to the cognitive problem. 	

²Learning Outcomes. <https://www.ecvet-secretariat.eu/en/what-is-ecvet>

MODULES	LEARNING UNITS	TRAINING CONTENT	LEARNING OUTCOMES:
M2. Dementia (estimated duration 3 hours)	U1. Common types of dementia:	Beginnings, manifestations and courses. <ul style="list-style-type: none"> Alzheimer's disease Vascular dementia Lewy Body dementia Frontal- temporal lobe disease 	<ul style="list-style-type: none"> Know about the different forms of dementia emphasizing on the fact that they may have different beginnings, manifestations and courses with an approach not related to diagnosis, but to results related to the single type of dementia that must be recognized and managed. know the actions that people affected by dementia can take in order to live as well as possible after diagnosis Make an individual care plan. Know the progressive nature of dementia and some of the major impairments and difficulties people may face as dementia progresses Understand the criteria and the process to be used to gain a diagnosis Be able to explain the need for an investigation of signs of dementia with sensitivity and in a way that is appropriate to the person Be able to appropriately refer patients to access specialist services and support networks
	U2. Diagnosing dementia.	<ul style="list-style-type: none"> A correct diagnosis is important Informing the person with dementia The stages of dementia: Clinical dementia rating (CDR) Living well. A dementia strategy. 	
	U3. Medical treatment	<ul style="list-style-type: none"> Medications: temporarily improve dementia symptom STOPP/START criteria for potentially inappropriate prescribing in older people. Elimination of physical and chemical restraints 	
	U4. Non-pharmacological treatment	<ul style="list-style-type: none"> Internal environment External environment, sensorial gardens Sensorial stimulation / Reminiscence / Doll therapy / Music therapy / Cognitive stimulation therapy 	

MODULES	LEARNING UNITS	TRAINING CONTENT	LEARNING OUTCOMES
M3. Be aware of aggravating factors (estimated duration 5 hours)	U1. Physical condition: prevention of complications and conflicts.	General complications of dementia To recognize physical symptoms and avoid aggravating factors: <ul style="list-style-type: none"> • Respiratory. • Dental status • Dysphagia • Urinals and obstipation • Dermatological • Pain • Malnourishment 	<ul style="list-style-type: none"> • Know and prevent the aggravating factors that influence the assistance. • Identify and decode the signals, comparing them to those that are usual to understand if there may be something unusual that conveys symptoms or pain. • Reduce the level of conflict with the persons with dementia. • Understand the importance for individuals with dementia to maintain good physical and mental health through nutrition, exercise and a healthy life style that includes social engagement • Be aware of anticipating an individual's health needs e.g. To prevent fatigue, falls, dehydration and hunger • Know the action to take in response to identification of fatigue, dehydration and hunger • Understand triggers and responses to stressed or distressed behaviours
	U2. Senses and perception: prevention of complications and conflicts.	To recognize senses and perception needs and avoid aggravating factors: <ul style="list-style-type: none"> • Hearing, Seeing, Tactile, Smell and Taste • Perception of hunger and the sense of satiety 	

MODULES	LEARNING UNITS	TRAINING CONTENT	LEARNING OUTCOMES
M4. Specialized care (estimated duration 6 hours)	U1. Practical aspects of care and assistance (centred-person care model).	<ul style="list-style-type: none"> • Enjoying every day: daily life and individual rituals, oral health and dental hygiene, Pain management, Palliative care. • Feeling safe and independent: safety, abuse prevention, walking and wandering, Maintaining social relationship and independence, safe transportation. • Participating in meaningful activities: Physical activity, Social interaction, Relationship and sexuality. 	<ul style="list-style-type: none"> • To provide the patient with specific assistance organized on the basis of communication possibilities and information, such as a person's personality and history • To support the identity of the persons with dementia in accordance with their life history. • To provide patients with specific assistance based on the indications and information provided and continuously updated by the doctor. • To focus on the importance of eliminating restraints and thinking about why the decision is made to use them. • understand the importance of physical activity (including access to outside space) in maintaining a person's independence and abilities • be able to support individuals to meet their daily living needs • be able to support individuals to continue their interests, social life and community involvement and know why this is important
	U2. Technology, aids, housing and equipment.	<ul style="list-style-type: none"> • Technology and aids • Adapted housing and its equipment 	

MODULES	LEARNING UNITS	TRAINING CONTENT	LEARNING OUTCOMES
M5. How to approach someone with dementia (estimated duration 8 hours)	U1. Person-centred care	<ul style="list-style-type: none"> • The person-centred model: P + B + H + N + S (Tom Kitwood) • Status of the neuropathological impairment • Status of health; Biography and life story; Personality; Environment, social psychology; Planning the supporting 	<ul style="list-style-type: none"> • Implement a person-centred approach caring for people with dementia as the key aspect of the intervention. • Know how to respect the individual's wishes, needs and preferences of people with dementia • Ensure the life quality of the person with dementia, to make him/her feel included, accepted and loved. • Encourage an increase in the relational skills with the user, it is suggested to make many practical examples, by experimenting with situations that have been very effective for the purpose of reflection and understanding. • Develop and use all communication channels (gaze, tone, ability to understand if contact is welcome or not) and one's empathy for a better communication with the patients and relatives. • Know how to cope with frustration that can derive from caring for people with dementia, continuing to communicate without changing the tone of voice or facial expression, maintaining eye contact and if desired seek contact. • Raise awareness of personal limits through a self-assessment of emotions.
	U2. Psychological needs	<ul style="list-style-type: none"> • Psychological needs • Comfort, Identity, Occupation, Inclusion, Attachment, Love • Practical aspects of care and assistance 	
	U3. Tips, how to communicate and interact with people with dementia	<ul style="list-style-type: none"> • Relationships skills. (Keeping in mind the communicative difficulty) • Empathy, affection and knowing how to respect the individual's wishes. • Practical examples. 	

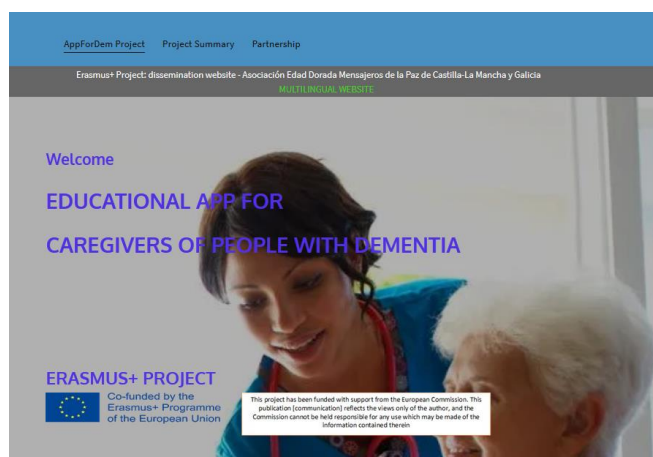
DISSEMINATION BROCHURE – TRAINING CURRICULUM

MODULES	LEARNING UNITS	TRAINING CONTENT	LEARNING OUTCOMES
M6. Attitude towards behavioral alterations (estimated duration 8 hours)	U1. Prevention and management of Behavioral and Psychological Symptoms of Dementia (BPSD)	<ul style="list-style-type: none"> • Behavioral and Psychological Symptoms of Dementia (BPSD) • Causes, prevention and management of BPSD: • Behavioral symptoms: Aggression, agitation / agitation, uninhibited behavior, irritability, repetitive routines. • Psychotic symptoms: Hallucinations and delusions • Affective symptoms: Depression / dysphoria, anxiety, apathy, euphoria • Vegetative symptoms: changes in appetite or/and sleep disorders 	<ul style="list-style-type: none"> • identify the underlying causes of the behavior of the person with the dementia. • identify behavioral and psychological symptoms of dementia (BPSD) identifying causes, symptoms and phases of the disease. • Implement strategies to cope with behavioral and psychological symptoms of dementia. • Understand the importance of effective communication in dementia care
	U2. Tips, how to communicate and interact with people with challenging behavior	<ul style="list-style-type: none"> • Tips, how to communicate and interact with people with challenging behavior 	<ul style="list-style-type: none"> • Understand the impact of memory and language difficulties on communication • Be able to demonstrate active listening skills • Be able to gain a person's attention before asking a question or beginning a task with them • Understand the importance of speaking clearly, calmly and with patience • Know how to adapt the environment to minimize sensory difficulties experienced by an individual with dementia

MODULES	LEARNING UNITS	TRAINING CONTENT	LEARNING OUTCOMES
M7. Supporting the family of people with dementia (estimated duration 4 hours)	U1. De-stigmatizing Dementia	<ul style="list-style-type: none"> • Family problems caused by dementia • Family restructuring. • Family as a resource and an ally. • It is possible to live well with dementia. 	<ul style="list-style-type: none"> •Promote the contact of the caregiver with the family, creating an emotional bond between them, in order to get the information needed for good care of their relatives •Give tools to manage the relationship with the relatives respond to their need, helping them to know and understand the discomfort, difficulties and suffering that the relatives may have to face. •To provide for support to the family and family caregiver if they need a mutual aid group, associations of relatives and specific residences •Raise awareness about the stigmatization of people with dementia and their members.
	U2. How to cope with caregiver's syndrome.	<ul style="list-style-type: none"> • Caregiver needs • Family member becomes involved in everyday life 	

MODULES	LEARNING UNITS	TRAINING CONTENT	LEARNING OUTCOMES
M 8. Ethics of care (estimated duration 4 hours)	U1. Human Rights of people living with dementia.	<ul style="list-style-type: none"> • Prevention abuse and mistreatment • Rights of the people with dementia 	<ul style="list-style-type: none"> • Perform according to the professional ethics code of the profession. • Ensure the integrity and the rights of the person with dementia. • To recognize, prevent and avoid different types of abuse and mistreatment to people living with dementia. • Develop a good working environment for the professionals. • Understand how duty of care contributes to safe practice • Be aware of dilemmas that may arise between the duty of care and an individual's rights and carers wishes.

You can find more information the project website



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