Acknowledgement of Country

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

We acknowledge that we are meeting on the traditional country of the Kaurna 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 Kaurna people living today.
How to Interact with a Person with Dementia: A DVD and Workbook for Undergraduate Health Care Students on Person Centred Care

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Alzheimer’s Australia National Conference
Adelaide Convention Centre
2nd to 4th June 2009

Dr Anita De Bellis
School of Nursing & Midwifery
Faculty of Health Sciences
Come Into My World

How to Interact with a Person who has Dementia:

An educational resource for undergraduate healthcare students on person-centred care

Acknowledgements

• SA & NT Dementia Training and Study Centre – An Australian Government Initiative

• Nurses’ Memorial Foundation of SA Inc
Additional Acknowledgements

• The late Professor Tom Kitwood
• Professor Dawn Brooker
• Chloe Hall
• Participants of the Advisory Group
• Actors and Crew
• Providers of Settings
  – Staff and residents of Leahurst Home for Aged Trained Nurses
  – Laboratory staff of Flinders University School of Nursing & Midwifery
  – Sandy and Tom Bradley
• Reviewers
• Evaluators
• Inprint Design
• Best FX
• Jon Kudelka
Music
“Dance With Me”
Artist: Chloe Hall
Written by: Chloe Hall
© Shock Music Publishing (Australia) Pty Ltd
One Tree Hill Records
Licensed courtesy of Shock Music Publishing
Research / Production Team

- School of Nursing & Midwifery, Flinders University
  Dr Anita De Bellis - Chief Investigator and Co-Producer
  Ms Sandra L Bradley – Research Associate
  Ms Bonnie Walter – Co-Investigator
  Dr Pauline Guerin – Co-Investigator
  Professor Jan Paterson – Chief Investigator

- Faculty of Education, Humanities, Law and Theology, Flinders University
  Ms Alison Wotherspoon – Producer and Co-Investigator

- SA & NT Dementia Training Study Centre
  Ms Maggie Cecchin – Co-Investigator
  Ms Marie Alford - Consultant
Research/ Production Team Members

From Left to Right
Alison Wotherspoon
Sandy Bradley
Marie Alford
Pauline Guerin
Anita De Bellis
Jan Paterson

Insert
Bonnie Walter

Absent
Maggie Cecchin
AIMS

- The aim of this resource is to educated undergraduate healthcare students about how to interact with people who have dementia using a person-centred approach in practice.
  - Challenging Situations
  - Real Life Case Scenarios
  - Strategies to Enhance Interactions
    • How To Interact
    • How Not To Interact
  - Evidence Based Care
  - Interdisciplinary
  - Easily Accessible
Purpose

• 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.
Methodology

• Literature Review

• Ethical Approval

• Advisory Group
  • Bimonthly meetings audiotaped and transcribed
  • Proforma for generation of case studies from practice

• Case Studies
  • Themed
  • Scripted
  • Re-enacted
Methodology

• Post Production

• Workbook
  • Learning Objectives
  • Reflective and extended questions

• Reviews

• Evaluation
  • Academics
  • Student Cohorts
Tom Kitwood (1997)
Personhood
12 person-centred interactions conducive to personhood and wellbeing

– Celebration
– Collaboration
– Creation
– Facilitation
– Giving
– Holding
– Negotiation
– Play
– Recognition
– Relaxation
– Timalation
– Validation
Tom Kitwood (1997)
Malignant Social Psychology
17 (malignant) interactions that undermine personhood and wellbeing

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

...WHAT WAS I JUST THINKING ABOUT?

DESCARTES: THE LATER YEARS...

Poof!

Kwokka.
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
Ethical Approval

Social & Behavioural Research Ethics Committee, Flinders University

• Stage 1
  Interdisciplinary Advisory Group
  Case Studies

• Stage 2
  Evaluation of Educational Resource
  Academics in healthcare programs
  in SA and NT universities

Student Cohorts
  – Nursing
  – Paramedics
  – Health Sciences
  – Speech Pathology
Advisory Group

- 20 Advisory Group Members
- 7 Research/Production Team Members
- 11 disciplines
  - One Carer/Consumer Representative
  - One Student Careworker Representative
Advisory Group Disciplines

- Nursing
- Paramedics
- Speech Pathology
- Nutrition & Dietetics
- Podiatry
- Physiotherapy
- Neurology
- Social Work
- Psychology
- Consumer/Carer
- Careworker/Student
- Occupational Therapy
- Clinical Education
Advisory Group
Organisations Represented (17)

• University of South Australia
  – School of Health Sciences
• Podiatry Clinics
  – Glenunga Podiatry
  – Glandore Podiatry Clinic
  – Barossa Foot Doctor
• Flinders University
  – Department of Speech Pathology
  – School of Social Work
  – Department of Nutrition and Dietetics
  – School of Nursing & Midwifery
  – School of Medicine
• Flinders Medical Centre
  – Social Work Department
• Alzheimer’s Australia SA Inc,
  – Carers Advisory and Advocacy Committee
• Royal District Nursing Service
• Repatriation General Hospital
• Gleneagles Aged Care Facility
• Dementia Behaviour Management Advisory Service
• Noarlunga Hospital
  – Care of the Elderly Unit (COTE)
• SA Ambulance Service
## Generation of Case Studies

<table>
<thead>
<tr>
<th>Health Care Discipline</th>
<th>Number of Participants per Discipline</th>
<th>Number of Case Studies Contributed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Behaviour Consultant</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Consumer Representative</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Neurologist</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Nutritionist</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Occupational Therapist</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Paramedic</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Physiotherapist</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Podiatrist</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Registered Nurse - Acute Care</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Registered Nurse - Community</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Registered Nurse - Residential Aged Care</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Social Worker</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Speech Pathologist</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Student</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>
Case Scenarios

• 35 case studies from 18 Advisory Group Members
  • 10 disciplines
  • 1 Carer and 1 Student Representative
• 5 themed scenarios
  • Scripted
• Casting
• Re-enacted
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
Production

• Writing and Scripting

• Cast Call
  – Amateurs
  – Healthcare Professionals
  – Anyone
  – 45 Actors

• Auditioning
  • Casting – one week
  • Rehearsals – one week
  • Filming – one week
    – 5 scenarios in 5 days
Production

• 3 Locations
  – Acute Care
  – Community
  – Residential Aged Care Facility

• Crew (13)
  – Producer/Director
  – Locations Sound
  – Camera Operators
  – Camera Assistant
  – Production Assistants

• Editing
Production

• 5 Interviews
  – Healthcare Professionals

• Revisions

• Group Reviews
  – Advisory Group Members (20)
  – Alzheimer’s Australia SA
    • Carers Advisory and Advocacy Committee
    • Dementia Behaviour Management Advisory Services, Southern Region
  – Undergraduate Students (9)
    • Nursing
    • Health Sciences
Post-production

- Editing
- Music
- Sound Effects
- Mixing
- Titles
- Design
- Authoring
- Final Production
Some members of Research/Production Team, Advisory Group, Cast and Crew
Come Into My World

- Workbook
  - Theoretical Underpinning

- 5 docu-dramas
  - Come Walk With Me
  - Come Listen To Me
  - Come Meet With Me
  - Come Feel With Me
  - Come Dance With Me

- 5 Interviewees
Come Walk With Me
John - Ian Rigney
Come Listen To Me
Jacob – Brian Messenger
Come Meet With Me

Alan – Michael Hooper
Come Feel With Me

Beryl – Jude Brennan
Come Dance With Me

Violetta – Karen Wotton
Workbook

• Interrelated with DVD
• Literature Review
• Overview of Dementia
  • Definition
  • Prevalence
• Theoretical Underpinning
  • Philosophy of Personhood
  • Person-centred Care
  • Positive Person Work
  • Malignant Social Psychology
  • VIPS and DCM
• Context of Scenarios
• Reflective and Extension Questions
Come Into My World

How to Interact with a Person who has Dementia:
An educational resource for undergraduate healthcare students on person-centred care.

Training to care for people with dementia

Flinders University
Evaluation

• Key Academic Personnel
  – 4 SA & NT universities

• Student Cohorts
  – Flinders University

Pre- and Post-testing Students
  – Nursing
  – Health Sciences
  – Paramedics
  – Speech Pathology
Academic Evaluation

Demographics

- 316 academics teaching in healthcare programs contacted by email to participate
- 4 universities
  - Charles Darwin
  - Flinders University
  - University of Adelaide
  - University of South Australia
- 83 responses to evaluate resource
- 39 academic evaluations returned
Academic Evaluation
Representatives from 18 Disciplines

- Speech Pathology
- Nursing
- Physiotherapy
- Health Sciences
- Medicine
- Social Work
- Biology
- Mental Health
- Palliative Care
- Psychology
- Behavioural Science
- Disability Studies
- Dentistry
- Podiatry
- General Practice
- Paramedics
- Clinical Education
- Sociology
<table>
<thead>
<tr>
<th>Question</th>
<th>Poor</th>
<th>Un satisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1: Value for Education</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>44</td>
<td>48</td>
</tr>
<tr>
<td>Q2: Value for Student</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>46</td>
<td>46</td>
</tr>
<tr>
<td>Q3: Theoretical Content</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>38</td>
<td>49</td>
</tr>
<tr>
<td>Q4: Usefulness</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>54</td>
<td>38</td>
</tr>
<tr>
<td>Q5: Applicability</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>44</td>
<td>41</td>
</tr>
<tr>
<td>Q6: Reflexive Questions</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>46</td>
<td>48</td>
</tr>
<tr>
<td>Q7: Overall Production</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>26</td>
<td>61</td>
</tr>
<tr>
<td>Q8: Brooker Interview</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>48</td>
<td>44</td>
</tr>
</tbody>
</table>
Academic Evaluation

Academic Responses (n = 39)

Percentage

Q1: Value for Education
Q2: Value for Student
Q3: Theoretical Content
Q4: Usefulness
Q5: Applicability
Q6: Reflexive Questions
Q7: Overall Production
Q8: Brooker Interview

% Poor
% Unsat
% Sat
% Good
% Excellent
Academic Evaluation

• 72% would use in their curriculum

• 92% would refer the educational resource to others
Academic Evaluation Comments

#2  ... Although clearly practical experience is the best way to learn different strategies, the theoretical content as well as the practical ideas are excellent. The questions after the scenarios are thorough and thought-provoking and good that it ends on a positive - (dancing scene). Loved the music!

#5  ... I am involved in a postgrad program. Nevertheless, I see a need for this for our students also. I have talked about this with program director and she is anxious to see how we can fit it in. Overall, I felt this was a very worthwhile project and probably long overdue! Personally, I gained from it so I am sure students will. In addition - it was enjoyable. Well done to all!
Academic Evaluation Comments

#3 ... Thank you so much for the privilege of being sent this resource and DVD. I have to admit that my heart sank when it arrived and it duly landed in my overfull 'to do' tray. But tonight I have read the booklet and watched all the DVDs - I have learnt much and would have no hesitation in using this in teaching in the future. I have seen so many malignant social psychology behaviour (ref to hcp) over the years and now have a vocabulary to describe it - thanks... just wanted to say thanks for putting all this together. I know it takes an age to do.
Student Evaluation

Demographics

• Flinders University
• 4 Cohorts
  – Nursing
  – Paramedics
  – Speech Pathology
  – Health Science
• Responses to evaluate resource
• 105 Pre-test
• 61 Post-test
• 61 Completed Evaluations
Student Evaluation

• Undergraduate Programs n=61
  • Nursing (28)
  • Paramedics (3)
  • Health Science (4)
  • Speech Pathology (8)
  • Not determined (18)
• Age Range 17-59 years
• Gender Females (47) Males (6)
• Experience with interacting with PWD
  • No Experience (10)
  • Some Experience (43)
## Student Evaluation

<table>
<thead>
<tr>
<th>Question</th>
<th>Very Low</th>
<th>Low</th>
<th>Average</th>
<th>High</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1 : Please rate your understanding of Dementia.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q2 : How would you rate your understanding of different types of Dementia?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q3 : Do you believe your understanding of the practice of Person-centred care is:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q4 : Please rate your level of confidence in interacting with people who have Dementia.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q5 : At what level would you rate your comfort when interacting with a person who has Dementia?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Evaluation

Please rate your understanding of Dementia

Pre vs Post Responses Q1 Students (n = 61)
Student Evaluation

How would you rate your understanding of different types of Dementia?

Pre vs Post Responses Q2 Students (n = 61)
Do you believe your understanding of the practice of Person-centred care is:

<table>
<thead>
<tr>
<th>0</th>
<th>20</th>
<th>40</th>
<th>60</th>
<th>80</th>
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</thead>
<tbody>
<tr>
<td>Very Low</td>
<td>Low</td>
<td>Average</td>
<td>High</td>
<td>Very High</td>
</tr>
</tbody>
</table>

Pre vs Post Responses Q3 Students (n=61)
Please rate your level of confidence in interacting with people who have Dementia

Pre vs Post Responses Q4 Students (n=61)
Student Evaluation

At what level would you rate your comfort when interacting with a person who has Dementia?

<table>
<thead>
<tr>
<th>Level</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Low</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>Average</td>
<td>40</td>
<td>45</td>
</tr>
<tr>
<td>High</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>Very High</td>
<td>5</td>
<td>10</td>
</tr>
</tbody>
</table>

Pre vs Post Responses Q5 Students (n = 61)
Student Evaluation

Average % Pre & Post-test Across Questions 1-5
Students (n=61)

Percentage

Very Low | Low | Average | High | Very High

Pre

Post

inspiring achievement
## Student Evaluation

<table>
<thead>
<tr>
<th>Students Post-Test Responses (n= 61)</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Additional Questions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Q6</strong>: I can recognise positive person work when interacting with a person with Dementia?</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>67</td>
<td>27</td>
</tr>
<tr>
<td><strong>Q7</strong>: I can recognise an example of a malignant psychosocial interaction between a healthcare professional and a person with Dementia</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>62</td>
<td>31</td>
</tr>
<tr>
<td><strong>Q8</strong>: I have increased skills to be able to prevent challenging behaviours from escalating</td>
<td>0</td>
<td>2</td>
<td>13</td>
<td>67</td>
<td>18</td>
</tr>
</tbody>
</table>
## Student Evaluation

### Students Post-Test Responses (n= 61)

<table>
<thead>
<tr>
<th>Additional Questions</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Q9: Overall the DVD was valuable to my learning about interacting with a person with Dementia</strong></td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>43</td>
<td>50</td>
</tr>
<tr>
<td><strong>Q10: Overall the workbook was valuable to my learning about interacting with a person with Dementia</strong></td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>34</td>
<td>59</td>
</tr>
<tr>
<td><strong>Q11: The theoretical component of the workbook was useful to study and easily understood</strong></td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>52</td>
<td>41</td>
</tr>
</tbody>
</table>
# Student Evaluation

## Students Post-Test Responses (n= 61)

<table>
<thead>
<tr>
<th>Additional Questions</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q12: The reflective questions provided in the workbook relating to the case scenarios were useful</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>64</td>
<td>31</td>
</tr>
<tr>
<td>Q13: The DVD interview with Dawn Brooker helped me to understand Person-centred care</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>60</td>
<td>33</td>
</tr>
<tr>
<td>Q14: The case scenarios were effective in demonstrating the practice of Person-centred care</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>70</td>
<td>27</td>
</tr>
</tbody>
</table>
# Student Evaluation

<table>
<thead>
<tr>
<th>Additional Questions</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q15: The case scenarios were effective in demonstrating psychosocial interactions which may cause behaviours of concern in persons with dementia</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>61</td>
<td>34</td>
</tr>
<tr>
<td>Q16: The DVD was well produced and was of good quality</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>46</td>
<td>47</td>
</tr>
<tr>
<td>Q17: The workbook was well structured and of good quality</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>48</td>
<td>52</td>
</tr>
<tr>
<td>Q18: I would recommend other students access this educational resource for their learning</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>31</td>
<td>69</td>
</tr>
</tbody>
</table>
Student Evaluation

Students' Post-test Additional Questions
n=61

Questions

Percentage

1 2 3 4 5 6 7 8 9 10 11 12 13

Strongly Disagree Disagree Not Sure Agree Strongly Agree
Student Evaluation

Average % for Reduced Categories of Questions 6-18 Post-test Students (n=61)

- Disagreed
- Not Sure
- Agreed

Percentage
Student Comments

#1983

I will carry this quote with me "the person's character is not lost but rather is concealed". Truly great resource.

#2468

I would like to thank you for allowing me to participate in this evaluation of your resource. It was a very educational and motivating 4 hours I spent. Well done to all involved. I know I will certainly be more confident in dealing with dementia patients (sic) in the future. Thanks again to all involved...
#GEMM

My father-in-law (82 yrs) has recently been moved into a dementia unit of a nursing home. This resource has changed my way of communicating with him. Now I 'go into his world" and it's made a fantastic difference to the quality of time I spend with him. Prior to that, I felt awkward and unsure how to 'be' in his company. I certainly wasn't in the category of 'malignant social psychology' just unsure how to respond to his way of communicating. Thank you for the opportunity of reviewing this resource. As a nursing student it will be an invaluable aid to review. Chloe Hall's music and song are a beautiful accompaniment to the DVD. Very moving words.
Educational Resource

• Free – Educators and Undergraduates
• 1,000 hard copies
  • Evaluation
  • Promotion
  • Giveaways
• Online access 2009
  • School of Nursing & Midwifery, Flinders University
  • Alzheimers Australia
• Second Publication
• Translation into other languages
Come Into My World

How to Interact with a Person who has Dementia:

An educational resource for undergraduate healthcare students on person-centred care

References


An Australian Government Initiative

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

Flinders University
Adelaide • Australia

inspiring achievement
Thank You