

Home is Where the Heart is:  
Training for home care  
supporters for people living with  
dementia from diverse cultures

The creation of this education resource  
was funded by a grant from the  
Department of Health

© The Association for Dementia Studies

# Understanding Dementia from a Person Centred Care Perspective

© The Association for Dementia Studies

The learning outcomes if learners attend all three 90 minute sessions in this programme.

- Develop skills and knowledge in teaching others about person centred care in dementia
- Understand the importance of the cultural context in which care is being given and received
- Appreciate and learn ways to involve relatives and other carers in providing supportive care for the person living with dementia

## By the end of this session you should

- Understand that dementia is a term for conditions which impact on the brain
- Gain insight into the impact dementia has on the individual
- Be able to describe different practical ways to support a person living with dementia to promote independence and well being

This slide contains the learning outcomes for this session.

## What's in a Name?

Introduce yourselves to the group with the following:

- What is your name?
- Who gave it to you?
- Why was it chosen?
- Do you like it?
- What do people normally call you, and what do you like to be called?

It is important the people attending the course feel comfortable to discuss the content of the session with other attendees.

This activity serves two purposes, it allows learners to get familiar with the people sitting adjacent to them and also start to consider some of the important aspects of culture.

You could start off the activity answering the questions yourself openly to the whole group.

Ask learners to discuss in pairs the importance of their name, who named them and what they like to be called.

They should also discuss how important is it that people get their name right.

Back in a large group, get the students to discuss how did they feel doing this.

There may not be enough time to ask each learner to discuss their own name, but learners should be able to reflect upon how we are often known by names that are not our official or birth names. Reflect on how the stories about the name bring in information about family, personal history and at times, religion, culture and birth place. This is a good way to show genuine interest and ease the introduction.

## Some numbers

Dementia currently affects over 850,000 people in the UK , this is estimated to rise to over 1 million people by the year 2025

Age (years)	Prevalence – How Many
40-65	1 in 1000
65-70	1 in 50
70-80	1 in 20
80+	1 in 5

Alzheimer Society report 2015

## What is Dementia?

Dementia is an umbrella term for all of the illnesses that cause on-going, non reversible damage to the brain.

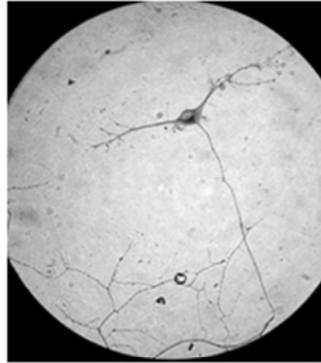
There are over 200 types of dementia, each describing a different way in which the death to the brain cells occur.



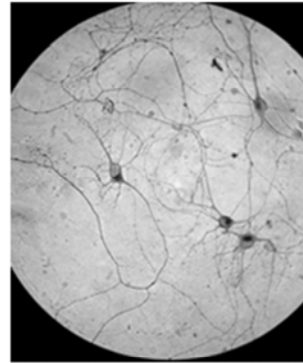
The important thing to remember is dementia is a progressive illness, it constantly changes and progresses. It is not reversible, we can't stop it. It affects different parts of the brain and causes brain cells to die. The difference between the different types of dementia is where and how the damage happens. Dementia affects both cognitive abilities such as memory or speech and the capacity to do things, such as finding your way around, or doing actions that used to be easy such as making a cup of tea.

**Neurones: billions of cells in the brain all passing information from one to another.**

**Person with  
Alzheimer's**



**Person without  
Alzheimer's**



The image on the right shows the neural pathways of a healthy brain. The one on the left is affected by Alzheimer's and you can see that there are much fewer neural pathways.

Video clip one

Changes to the home  
environment

Play the video clip, by clicking on the title of the video. **Depending on your security settings it may open automatically, but you may be prompted to confirm that you would like to open the file.**

When the video finishes ask the group:

How does dementia make the home environment more difficult to understand for Ian and James?

What solutions were offered in the video?

You can split the group into smaller groups and ask them to discuss one of these questions and then feedback to the full group.

Some of the expected answers are on the next slide.



## Visual perception strengths

- Use objects that look like a typical example:  
e.g. cups, toilets
- Use high contrast to make objects stand out
- Be aware of shadows and lighting that may be misinterpreted
- Make sure items are within line of sight
- Use touch and sound to give extra cues

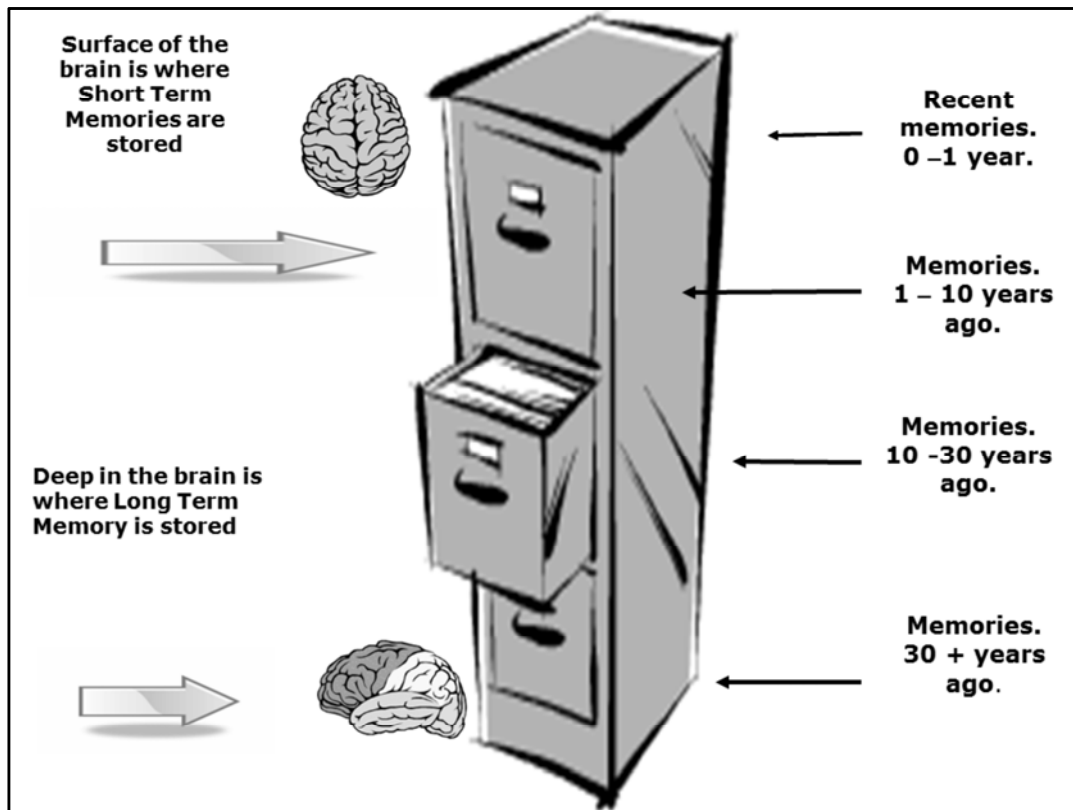
Ask if learners saw other examples from the film or can give additional examples from their own practice

If you have any props, e.g. coloured plates, high contrast objects it could be good to bring to the session.

## Body and space awareness strengths

- Keep clothing simple
- One thing at a time
- Try to move away from instructions and into “flow” by talking to the person about other things

Continue to give and draw out different ways of supporting people with dementia



The next few couple of slides concentrate on memory.  
Recap how memory is stored and can be lost.  
Then move on to how we can support people living with dementia

## Memory strengths



### Approaches to support memory strengths :

- a relaxed atmosphere supports memory recall
- reduce questions that test short term memory
- use prompts and cues to aid recall
- repetition really helps
- procedural memory helps people with dementia learn new processes
- importance of emotional memories

This slide gives examples of how to help people with dementia.

People with dementia can learn new tasks. Repetition helps to commit actions to procedural memory.

Stress the importance of emotional memories, which remain intact for longer.

## What does it feel like to have dementia?

- Emotional reactions are as strong as ever
- Past events & memories feel much more present than recent ones
- Present events will trigger past memories
- What is happening in the present moment has a significant impact on how the person feels

The following situation should be used to give an explanation of the statements on the slide:

Imagine it is the middle of a rain storm, 3am. An elderly couple are in bed and the wife jumps out of bed and wants to go to save the chickens.

Emotion – she is in the past and is very scared that they might lose their livelihood. This is a strong and real reaction.

Past – her reality is of another time, when chickens were their livelihood. It is dark, she is scared and she believes it is 1972. Why should you be believed if you say it is 2016 and you are in a different place?!

Present events – the thunderstorm in this case

How we respond is key – there is never any point when somebody is very upset in telling them they have the reality all wrong.

Think with the group about what could work to help this person:

Change the environment – turn the light on, put on music (might mask the rain)

Reassure – “you are so good to be that worried. Everything is safe, I promise.”

Distract – “do you remember how the children hated rain storms?”

Move to something else – “shall we go and have a cuddle on the sofa and have a drink?”

## Video clip two

### Talking about my dementia

Again play the video clip. At the end ask learners in small groups or the large group:  
What problems do Barry, Olive, Judy and Bob identify?  
What additional impact of dementia did you observe?

## Activity

- Think of three memories that are important to you
- Write each one on a post-it
- These are private – nobody will read them
- Fold all three of them up and place in front of you



Ask the group to follow the instructions on the slide.

Once everyone has all 3 post-its folded in front of them, you go around and pick one memory and take it away.

Ask how people feel losing a memory?

The next step is to let them open the two that are left, discuss how they feel about the memories they are left with.

You could suggest another round (don't do it, but observe the response)

The debriefing is about how painful it can be to lose a part of you, and in some cases (if it was a negative memory) how liberating.

The next question is – when you will need care, will the person who is organising the care for you be aware of these three memories? This leads to a discussion about relationships, privacy etc.

$$D=NI + H + B + P + SP$$

All these effect how a person with dementia behaves, feels and thinks.....

By understanding NI, B & P and optimising H & SP we can help people live well with dementia

NI Neurological Impairment

H Health

B Biography - life history

P Personality

SP Social Psychology

This is known as the Enriched model of dementia care, and is at the heart of person centred care. It is a good tool to try and understand what is happening to a person.

Kitwood suggested that by understanding a person's neurological impairment, biography and personality, and by optimising their health and social psychology – we can help people to live well with dementia.

Going back to the lady in the thunderstorm:

NI – because of the impact of dementia she might think she is living in a different place and time

Health – is she hard of seeing/hearing which is making this harder to understand? Might she have a UTI which could make her more confused and disorientated?

Life History – the past experiences of the impact of the weather on their farm

Personality – How does she respond to danger? Spring into action? Become anxious? Independent?

Social Psychology – How does her relationship support her in times of trouble?



## Case Studies

How has the dementia changed this person's life?

Try to apply the enriched model of care.

Think of five actions you could do to support this person which have the potential to achieve a positive outcome.

You might want to give the group the 5 elements:

Neurological Impairment (Dementia)

Health

Biography – life history

Personality

Social Psychology

## What did we cover?

- Basic facts about dementia
  - Understanding the impact of dementia on the individual
  - Thinking of practical and emotional ways to support a person living with dementia
- Thank you for listening and taking part.

Thank you for listening and  
taking part.