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978-1-107-67845-3 - Care of the Person with Dementia: Interprofessional Practice and Education

Edited By Dawn Forman and Dimity Pond

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Care of the Person with Dementia

Interprofessional practice and education

With rising life expectancies, the prevalence of dementia has increased to such an extent that it is now recognised as a National Health Priority Area. *Care of the Person with Dementia* responds to the urgent need for health practitioners to take an innovative approach to this challenge. The first Australian text of its kind, this book combines evidence-based resources with interprofessional education and practice. It explores the ethical, social and environmental repercussions of dementia to provide a comprehensive overview of dementia care in an Australian context.

Care of the Person with Dementia is structured around a model of interprofessional education and practice (IPE) tailored to dementia care. This model incorporates the context of care, an important element missing from other recognised models of IPE. Throughout the book, the principles of IPE are explained within the context of dementia, drawing on exemplars from a body of current, well-researched and evaluated dementia practice.

Written by experienced academics, and providing national and international perspectives, this is a unique and crucial resource for students, health educators and health professionals wanting to develop collaborative skills and professional knowledge in the management of dementia.

Dawn Forman is Visiting Professor of Interprofessional Education at the University of Derby, and Adjunct Professor at Curtin University.

Dimity Pond is Professor of General Practice at the University of Newcastle.

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Foreword

Over the past decade there has been a significant movement towards interprofessional practice (IPP) and education within health care, as a key strategy to increase the effectiveness of health care delivery. Recent studies and systematic reviews have shown that IPP is well received by clinicians, can change their perceptions and attitudes, and is related to improvements in knowledge, skills and collaborative practice. There is a growing body of research showing the positive impact of IPP approaches on healthcare processes, patient satisfaction and clinical outcomes.

For people living with dementia and their carers, there will be many critical points across the trajectory of disease when they will seek – or be offered – advice, treatment, care and support. The organisation, delivery and quality of the health care they receive, and the important relationships that are formed in the process, can make the difference between a seamless healthcare journey that enhances overall quality of daily life or a fragmented, stressful series of encounters that makes the journey more difficult. Recent international and Australian initiatives in interprofessional dementia care have illustrated the potential benefits of this type of approach to the complex range of needs and issues that occur for people living with dementia and their carers.

This book is a response to the learning needs of healthcare professionals who are engaged with people living with dementia and those who care for and support them. Across 10 chapters the reader is introduced to core concepts in interprofessional dementia education and practice, interprofessional dementia care leadership, the journey of dementia, predominant philosophies of care, the evidence base in dementia care, international perspectives, collaborative skill development, ethical issues in dementia care and the intersection of interprofessional practice and care environments. The authors are predominantly Australian, come from many different disciplines, have strong histories of involvement in dementia education, treatment and care and are committed to making a difference to the healthcare experiences and daily lives of people living with dementia and their carers. The book is strengthened with input from realistic scenarios discussed through an interprofessional lens.

For any person interested in developing a greater understanding of the interprofessional approach to dementia care and support put forward by the author team, this book is a comprehensive, easy introduction. For those involved in educating and training for dementia care and support it offers a model for organising content and learning experiences and can be used alongside other

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theories and models. The examples used in the book to help readers think about their practice are helpful and realistic.

I confidently recommend it as a useful adjunct to dementia education and commend the authors on bringing it to the community of people dedicated to improving the daily lives of people living with dementia and their carers.

Elizabeth Beattie

Professor, Aged and Dementia Care

Director, Dementia Collaborative Research Centre: Carers and Consumers

Director, Queensland Dementia Training Study Centre School of Nursing,

Queensland University of Technology

Brisbane, 28 April 2015.

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Richard Fleming (BTech (Hons), Dip Clin Psy, PhD) is a professorial fellow and Director of the New South Wales and Australian Capital Territory Dementia Training Study Centre at the University of Wollongong. Richard is a psychologist, and was the Regional Coordinator of Mental Health Services in the SE Region of New South Wales for six years, and Director of the Hammond Care Dementia Services Development Centre for 16 years. He has provided consultancy services on the care of elderly people, particularly those with dementia, in Japan, Singapore, Hong Kong, India, Canada, Norway, the UK and across Australia.

Dawn Forman (PhD, MBA, PG Dip Research, PG Dip Executive Coaching, TDCR MDCRI) is Visiting Professor at the University of Derby (UK) and the University of Chichester (UK), and Adjunct Professor at Auckland University of Technology (New Zealand) and Curtin University (Australia). Dawn was a Dean of Faculty for Education Health and Science disciplines for 13 years, and over the last seven years she has worked as a consultant with universities and health services internationally. She is an associate for the Higher Education Academy and the Leadership Foundation for Higher Education, and a senior associate of Ranmore Consulting.

Heather Freegard (MSocSc (Human Services), BAppSc (OT), Churchill Fellow) was, until her recent retirement, the Project Coordinator with the WA Dementia Training Study Centre (WA DTSC), based at Curtin University. WA DTSC is one of five federally funded centres across Australia as part of the Australian government’s Dementia Initiative to increase the knowledge and skills base of health professionals who are, or seeking to be, qualified at a tertiary level across primary, residential, acute and community care sectors, and working with people with dementia. The DTSCs are primarily involved in dementia-specific education and knowledge transfer for the health and aged care sector. Heather’s clinical and academic career focused on the areas of gerontology and ethics, especially how people with dementia and their families are affected by health policy and the delivery of human services.

Sue Fyfe has held senior leadership and management roles at Curtin University as inaugural Dean of Teaching and Learning in the Faculty of Health Sciences, Head of School of Public Health and Professor of Medical Education for the proposed School of Medicine. She is Deputy Chair of the WA Peel Development Commission, a board member of the Maureen

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Lyn Phillipson (BAppSc, MPH, PhD) is a senior lecturer in the School of Health and Society at the University of Wollongong. She was responsible for the development of a Knowledge Translation (KT) Framework for use within the National Dementia Training and Study Centres in Australia (2011–13) and is currently involved in the development of an evaluation tool to assess their KT outcomes. Prior to her academic career, she worked as a physiotherapist in aged care and rehabilitation and as a health education officer.

Dimity Pond (MBBS, FRACGP, PhD) is Professor and Head of the Discipline of General Practice at the University of Newcastle. She is a GP with a background in high school and university teaching, and with teaching qualifications. She was part of a research team that developed Australian GP Dementia Guidelines. Professor Pond was chief investigator (CIA) on an NHMRC-funded randomised control trial of an educational intervention for dementia in general practice. She runs the primary care section of the Dementia Collaborative Research Centre and is also part of the Cognitive Decline Partnership Centre.

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It is estimated that the number of Australians with dementia will reach 400 000 by 2020. So, if we do not have dementia ourselves, we will have cared for someone with dementia, either as a family member or as a health care worker. How we as a population cope with this impact needs careful consideration and planning.

The authors of this book were passionate about the need to address this issue when they started writing, and are all the more passionate as this book is completed.

The authors' resolve to make a difference is in no small part due to their personal experiences during the course of writing. Heather Freegard, along with Dawn Forman, created the vision for this book and designed the Model of Interprofessional Practice and Education – Dementia (MIPPE-D). Sadly Heather herself started with cognitive difficulties and, whilst her contributions to the book have been included, she was not able to continue with authoring the full book. In addition, Dawn's mother, Iris Forman, who had been diagnosed with dementia at the start of the book, died on 8 November 2014.

As a professor of general practice, Dimity Pond addresses the needs of individuals with dementia and their families on a daily basis. She feels equally passionate about the interprofessional team learning and working together in addressing these needs. Dimity was therefore able to smoothly step in as Heather withdrew from authoring this book.

Dawn and Dimity are very grateful for the inspiration and courage of both Heather and Iris, and to everyone who has contributed in making this book possible. They would also like to thank Jeanne Clark, for her patient editing and administrative assistance, Nina Sharpe, for all her guidance through the publishing process and Lisa Fraley, for her patience through the editing process.