



**Meeting Centres
Support Programme UK:**
Training and Support Programme for
Staff and Volunteers



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Module 1

Day 1 morning (3 hours): August 11th

Title

The emotional experience of the person with dementia

Tutors

Nicola Jacobson, Dementia Practice Development Coach

Andy Burley, Expert by Experience (Living with Dementia)

Overview

The Adaptation-Coping/Adjusting to Change model will be introduced and contextualised in relation to person-centred approaches such as Kitwood's enriched model and psychological needs and Brooker's VIPS framework. Factors influencing adapting and adjusting to change will be explored through these models. The experience of people with dementia will be explored through their own words. The model will be worked through to explain and practice carrying out an Adjusting to Change assessment.

Learning Outcomes

- An understanding of the theory of the Adjusting to Change model and recognition of how this model relates to a person-centred approach.
- Ability to carry out an Adjusting to Change assessment.

Methods

Presentations, film, case studies and discussion with 'experts by experience'

Further Resources and Reading

Alzheimer's Society films on youtube: www.youtube.com/user/AlzheimersSociety

Brooker, D. (2007) *Person centred care. Making services better*. London, Jessica Kingsley Publishers

Bryden, C (2005) *Dancing with Dementia: My Story of Living Positively with Dementia*. London, Jessica Kingsley Publishers

Bryden, C (2012) *Who will I be when I die?* London, Jessica Kingsley Publishers

Care fit for VIPS website: www.carefitforvips.co.uk

Kitwood, T. (1997) *Dementia Reconsidered: The person comes first*. Buckingham: Open University Press.

Module 2

Day 1 afternoon (3 hours): August 11th

Title

The emotional experience of informal/family carers of people with dementia

Tutors

Nicola Jacobson, Dementia Practice Development Coach

Margaret Burley, Expert by Experience (Family Carer)

Overview

Understanding the perspective of the family carer. How the Adjusting to Change model relates to family carers within the context of person-centred and relationship-centred approaches. The experience of family carers will be explored through their own words. The model will be worked through to explain and practice carrying out an Adjusting to Change assessment for carers.

Learning Outcomes

- Gain insight into the experience of family carers and how this can be viewed using the Adjusting to Change model.
- Ability to carry out an Adjusting to Change assessment for carers.

Methods

Presentation, film, case studies and discussion with 'experts by experience'

Further Resources and Reading

Magnusson, S. (2015) *Where Memories Go: Why dementia changes everything*. London, Two Roads.

Day 1: Take home tasks

Using a person with dementia and family member you have known in a previous context, work through the adjusting to change model. Think about how you would support this couple during an assessment and what you think the outcomes of the assessment would be. Make a note of your thoughts – we will use this again on future training days.

Module 3

Day 2 morning (3 hours): August 25th

Title

Care and welfare support options for people with dementia and carers

Tutors

Nicola Jacobson, Dementia Practice Development Coach

Panel of Experts representing services/ organisations such as Alzheimer's Society, Age UK, Worcestershire Association of Carers, Admiral Nurses, local GPs, Early Intervention in Dementia Service (EIDS), Social Services etc.

Overview

Local and national care and welfare support available. The type of support organisations and individual professionals can provide, eligibility and referral processes. Opportunity to ask professionals questions and have open discussion.

Learning Outcomes

- Knowledge about the local (and national) support and services network for people with dementia and carers.
- Being equipped to refer the person with dementia and/or carer to adequate care and welfare services attuned to their specific needs or wishes.

Methods

Presentations and discussions with panel of professionals. Case studies to highlight how services provide support.

Further Resources and Reading

Local and national service information booklets and leaflets (provided on the day).

Module 4

Day 2 afternoon (3 hours): August 25th

Title

The Meeting Centre Support Programme (MCSP): model, background, structures and activities

Tutors

Nicola Jacobson, Dementia Practice Development Coach

Sam Arnold, Meeting Centre Manager

Overview

An detailed explanation of the MCSP model: theoretical background of MCSP; structure of the MCSP, such as monthly centre meeting, informative meetings for carers, discussion groups, individual consultation for members, social activities including exercise and movement for wellbeing. Paperwork and forms to be used within the centre. Information materials for public, other organisations and referrers.

Learning Outcomes

- Gain insight in the background and theoretical underpinning of the MCSP.
- Understand the structure and content of the MCSP.
- Ability to explain the model of the MCSP to professionals, members of the public, people with dementia and family.

Methods

Presentations, film, discussion and opportunity to practice explaining the MCSP model.

Further Resources and Reading

Meeting Centre Manual

Forms and paperwork for Meeting Centre

Day 2: Take home tasks

- Together with your colleagues, create a 'map' of professionals and services locally including relevant contact information, eligibility and referral procedures.
- Think about how we can use the skills of these professionals to support the Meeting Centre.

Module 5

Day 3 morning (3 hours): Sept 1st

Title

Personalised support plans for Meeting Centre members

Tutors

Nicola Jacobson, Dementia Practice Development Coach

Overview

The Adjusting to Change model and assessment form the basis for the development of a personalised support plan, which consists of: an overview support strategy and a tailored selection of specific interventions. The three support strategies: understanding and enabling; improving emotional wellbeing and (re)building social opportunities will be explored and the ways in which different approaches and activities link with these. This might include consideration of exercise and movement for wellbeing; music and creative activities; cognitive stimulation therapy; reminiscence and other meaningful occupation. How this relates to enriched care/ support planning will also be discussed, linking to the individual's life history etc.

Learning Outcomes

- Gain insight in to how the Adjusting to Change assessment leads to a support plan and how this process might work with different individuals
- Being able to identify appropriate psychosocial approaches/interventions, with the aim of increasing understanding and empowerment, improving emotional wellbeing and (re)building social opportunities
- Being able to create a personalised support plan based on an Adjustment to Change assessment and attuned to the needs, preferences and abilities of the individual person with dementia.

Methods

Presentations, case studies and exercises in developing personalised support plans.

Further Resources and Reading

Aguirre, E. et al (2012) Making a Difference 2: an evidence-based group programme to offer maintenance cognitive stimulation therapy (CST) to people with dementia. The manual for group leaders volume two. London, Hawker Publications.

Spector, A. et al (2006) Making a Difference: an evidence-based group programme to offer cognitive stimulation therapy (CST) to people with dementia. The manual for group leaders. London, Hawker Publications.

May, H., Edwards, P. and Brooker, D. (2009). Enriched Care Planning for People with Dementia: A Good Practice Guide to Delivering Person-Centred Care. London, Jessica Kingsley Publications.

Module 6

Day 3 afternoon (3 hours): Sept 1st

Title

Recognising the emotional impact for professionals supporting people with dementia and carers

Tutors

Nicola Jacobson, Dementia Practice Development Coach

Psychologist/ Mental Health Nurse (TBC)

Overview

The complex interaction and relationship with people with dementia and family carers, to include exploration of personal/ professional boundaries, transference and counter-transference, psychological projection and coping with stressful situations. The emotional impact of working in this context including our own personal history and how this impacts on our work. Developing stress management and communication skills.

Learning Outcomes

- Awareness of own emotions and how this might impact on our relationship with people we are supporting.
- Gaining skills in dealing with emotionally stressful circumstances.
- Gaining skills in communication with people with dementia and family carers.
- Knowing our colleagues and how to support each other.

Methods

Presentations and discussions with colleagues. Podcast – guided relaxation.

Further Resources and Reading

Mental Health Foundation Podcasts: <http://www.mentalhealth.org.uk/help-information/podcasts>

MIND website: <http://www.mind.org.uk/information-support/tips-for-everyday-living/wellbeing>

Thomas, J. (2006) *Understanding and Supporting Professional Carers*. Oxford, Radcliffe

Day 3: Take home tasks

Refer back to take home task from Day 1. Using the Adjusting to Change assessment you made, make suggestions for appropriate support strategies and specific interventions to create a support plan.

Make a note for yourself of how to recognise when your emotions may be impacting on your work and what you need to do to look after yourself and gain support.

Module 7

Day 4 morning (3 hours): Sept 7th

Title

The theory of using exercise and movement for wellbeing for people with dementia

Tutors

Nicola Jacobson, Dementia Practice Development Coach (and registered Dance Movement Psychotherapist)

Content

Theory and evidence-base for movement for wellbeing in dementia. Basic principles of Dance Movement Psychotherapy in this context. Exploration of the different functions of movement: physical, cognitive, emotional and social and how this links to the Adjusting to Change model. Examples of movement activities for people with dementia such as sports, dance, walking and gardening.

Learning Outcomes

- Gain knowledge of the theory and evidence base for using movement for wellbeing.
- Understand the different functions of movement activities.
- Gain skills to suggest ways of using movement activities as part of a support plan in keeping with the Adjusting to Change model.

Methods

Presentation and discussion, films and case study examples.

Further Resources and Reading

Alzheimer's Society factsheet 529, 'Exercise and Physical Activity':

www.alzheimers.org.uk/factsheet/529

Dementia Adventure Reports and Films: www.dementiaadventure.co.uk

Sporting Memories Network: www.sportingmemoriesnetwork.com

Vergheze, J. et al (2003) Leisure Activities and the Risk of Dementia in the Elderly, The New England Journal of Medicine, 348:2508-2516

Module 8

Day 4 afternoon (3 hours): Sept 7th

Title

The practice of using exercise and movement for wellbeing for people with dementia

Tutors

Nicola Jacobson, Dementia Practice Development Coach (and registered Dance Movement Psychotherapist)

Overview

Practical workshop to explore different ways of using movement for wellbeing.
Opportunity to have a go at joining in and facilitating different movement activities.

Learning Outcomes

- Gain skills and confidence to plan and facilitate movement for wellbeing.
- Gain skills in knowing how to adapt movement activities to different individual preferences and needs.

Methods

Practical workshop with discussion and reflection opportunities.

Further resources and reading

Alzheimer's Society publications: 'Promoting mobility for people with dementia: A problem-solving approach' and 'Taking part: activities for people with dementia'

Hill, H. (2009) *Invitation to the Dance*. University of Stirling.

Day 4: Take home tasks

Refer back to the case study you used for take home tasks on day 1 and 3. Think about and note down how you could use exercise and movement for wellbeing as part of this person's support plan.

Plan a movement activity that you could facilitate in the Meeting Centre and explain how this might meet different Adjustment to Change needs.

Support Meetings: 5 monthly meetings following training

Facilitators

Nicola Jacobson, Dementia Practice Development Coach

Nicky Bradbury, Honorary Senior Lecturer

First support meeting

Clarify purpose and aims of support meetings. Introduce reflective cycle as a model for the meetings and ongoing reflective practice to be facilitated by Meeting Centre Manager. Establish ground rules including confidentiality.

Meeting Agenda

All meetings will cover the following topics:

- Announcements/news.
- Update on number of Meeting Centre members, new referrals, members leaving and any issues around publicity for the Meeting Centre and referral pathways.
- Staff/volunteer experience with carrying out different aspects of the MCSP structure, ie. informative meetings, discussion groups, consultation hour, social club, monthly centre meeting.
- Reflections on carrying out Adjusting to Change assessments and creating support plans.
- Reflections on relationships within the Meeting Centre staff and volunteer team and with external professionals.
- Case reports: opportunity for staff and volunteers to bring cases they would like to discuss. These cases will be brought to the team as a whole and everyone in the group will take a role in contributing by listening and providing support and advice.

In addition to these topics an additional theme, such as life story work will be discussed. These themes will be set in discussion with the staff/ volunteers attending.

Final Support Meeting

The above agenda will be followed as previously, however time will be made at the end of the meeting to show appreciation for each member of the group and to think about the transition from these support meetings to an ongoing peer support model.



MEETINGDEM (2014-17) was led by the department of Psychiatry of VU University Medical Center Amsterdam and focused on establishing Meeting Centres in the UK, Italy and Poland and evaluating the impact of these Centres after 12-18 months of operation: Many people and organisations have contributed. Within the UK the Association for Dementia Studies at the University of Worcester led this research funded by the ESRC Grant reference: ES/L00920X/1. The Alzheimer's Society funded the implementation of the demonstrator pilot Meeting Centres.

