

## S15: New perspectives on undergraduate dementia education: Time for Dementia

**Authors:** Dr Stephanie Daley (Symposium chair), Dr Molly Hebditch, Ms Yvonne Feeney

Centre for Dementia Studies, Brighton and Sussex Medical School, UK.

**Abstract:** Outcomes and care experiences for people with dementia are worse than for those without the condition and the workforce is in crisis. High quality care requires adequate training that includes an understanding of those living with the condition.

Time for Dementia is an educational programme in which healthcare students visit a person with dementia and their family carer over a two-year period (Banerjee et al., 2017). People with dementia and their carers are our 'experts' and teach students about life with dementia, healthcare experiences and what helps them to live well with dementia. The aim of the programme is to improve student attitudes, knowledge, and empathy towards dementia.

Since 2014, 6500 healthcare students, including medical, nursing and allied health professions, have undertaken the programme in the UK at 7 different universities. Research indicates that there are higher levels of knowledge and positive attitudes in students undertaking the programme, compared to those who did not. This symposium will present several sub-studies outlining what has been learned so far from the mixed methods evaluation of Time for Dementia. The symposium will include 3 speakers on 3 key themes:

1. The development and delivery of Time for Dementia programme and educational outcomes for students.
2. The factors influencing career preferences for working with people with dementia.
3. The development of empathy towards people with dementia in undergraduate healthcare students

### Key take-aways

- How to deliver a lived experience programme at scale.
- The value of a lived experience education programme.
- How undergraduate education can shape empathy and career preferences.

### Reference

Banerjee, S., Farina, N., Daley, S., Grosvenor, W., Hughes, L., Hebditch, M., Mackrell, S., Nilforooshan, R., Wyatt, C., de Vries, K., Haq, I., Wright, J., 2017. How do we enhance undergraduate healthcare education in dementia? A review of the role of innovative approaches and development of the Time for Dementia Programme. *International Journal of Geriatric Psychiatry* 32 (1), 68-75

### Time for Dementia: innovation in dementia education

**Author:** Dr Stephanie Daley

**Background:** The future healthcare workforce needs the skills, attitudes, and empathy to better meet the needs of those with dementia. Time for Dementia is an educational programme in which healthcare students from a range of professional groups visit a person with dementia and their family carer over a two-year period. The first phase of

research demonstrated positive outcomes for students (Banerjee et al., 2021; Daley et al., 2020). Here we discuss the most recent findings from the second phase.

**Objectives:** to evaluate the impact of Time for Dementia on student attitudes, knowledge and empathy towards dementia, and satisfaction of students and families.

**Methods:** A mixed methods longitudinal cohort study was conducted between 2014- 2021. Measures of dementia knowledge, attitudes and empathy were administered to healthcare students at five universities in the south of England before and after (24 months) they completed the Time for Dementia programme. Data were also collected at equivalent time points for a control group of students who had not taken part in the programme. Outcomes were modelled using multilevel linear regression models. Satisfaction surveys were completed by students and families at the end of the programme.

**Results:** 2,700 intervention group students, 562 control group students and 803 families consented to participate in the research. Students undertaking the Time for Dementia programme had higher levels of knowledge and positive attitudes at follow-up compared to equivalent students who did not undertake the programme. Satisfaction was high for both students and families, with both perceiving benefits of taking part.

**Conclusions:** The results suggest the Time for Dementia programme is effective in improving the knowledge and attitudes of healthcare students across different professional groups and universities. It also demonstrates that dementia education that meaningfully involves people with dementia and their carers can be delivered at scale for healthcare professionals.

## References

- Banerjee, S., Jones, C., Wright, J., Grosvenor, W., Hebditch, M., Hughes, L., . . . Daley, S. (2021). A comparative study of the effect of the Time for Dementia programme on medical students. *International Journal of Geriatric Psychiatry, 36*(7), 1011-1019.
- Daley, S., Feeney, Y., Grosvenor, W., Hebditch, M., Morley, L., Sleater, G., . . . Banerjee, S. (2020). A qualitative evaluation of the effect of a longitudinal dementia education programme on healthcare student knowledge and attitudes. *Age and Ageing, 46*(6), 1080-1086. doi:10.1093/ageing/afaa182

## How do we increase interest in working with people with dementia? Career preferences of undergraduate healthcare professionals in dementia

**Author:** Dr Molly Hebditch

**Background:** With population ageing, an emergent issue in workforce planning is how to ensure that future healthcare professionals are both competent and willing to work with older adults with complex needs. This includes dementia care; which is widely recognised as a policy and practice priority. Yet research suggests that working with older people is unattractive to undergraduate healthcare students. However, how students view a career working with people with dementia is not well understood, in either related specialities (such as geriatrics or old age mental health) or as a general clinical interest.

**Objective and Methods:** This sequential mixed methods study aimed to identify the factors that contribute to preferences for working with people with dementia. A summary of three papers will be presented: