



Lesson plan

Technical Day, Dementia	
Made by	Summa College
Starting point, why do we do this? <i>Learning goals/targets</i>	Targets: Alzheimer's disease and related dementia (ADRD) The student knows that: - Sleep disturbances are one of the more common symptoms of Alzheimer's disease and related dementia (ADRD) and include a tendency to fall asleep during the daytime as well as increased waking during the night, - ADRD patients spend as much as 40% of the night awake, creating increased risk through falls and injury if they get out of bed and extra worry and tiredness for family carers.
Learning environment (school, work placement, company)	School and the living environment of elderly people
Who is involved (students/teachers/clients...)	Practical nursing students / Registered nursing students in groups of 2 or 3 Teachers 2 (VET)
Preparations, instructions to the students	Preface Clinical research has shown that light can help correct the rest/activity cycles of ADRD patients (there's also some evidence it can help with agitation and aggression as well as depression in this group). so here are some ideas for improving the lighting either at home or in a care setting The target Getting ideas for improving the lighting either at home or in a care setting.
Duration/schedule	The assignment Dementia is elaborated by groups of 2 or 3 students. Composition of groups is done by the teacher. Introduction (2 h): - Getting to know the task and properties of light and dementia care. - Information about Properties of Light and dementia care and movies (Philips). - Getting to use Toolkit Dementia friendly Design. Home visit (max 1 h): Meeting the clients at their own homes. Evaluate (1 h): The home visit and find methods to improve lighting situations and Dementia friendly Design. Make an improvement plan (1 h)



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	Presentation of your points for improvement (15 min)
Description of the learning process, what kind of welfare technology is involved	This depends on the ideas developed by the students.
Evaluation plan of the module, how do we evaluate the module	Reflective, multiprofessional discussions
Anticipated benefit to the client, student, working life	Evaluation of the presentations, reflective discussion with the groups and with groups separately. - Client: Clients are going to have professional advices while welfare technology is needed. - Student: Knowledge, skills and self confidence about welfare technology - Working life: As future working force the students are change agents: telling about welfare technologies, about new service processes etc.
Teaching materials	- Properties of Light and dementia care - Movies (Philips) - Toolkit Dementia friendly Design