



# National Dementia Education and Training Standards Framework



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## Acknowledgements

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The development of the NDETSF involved a significant number of contributors and we are extremely grateful to the 70-plus subject matter experts from practice, academia and a wide range of other backgrounds who have helped create this framework.

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For ensuring that the framework is relevant to industry and offers a practical and applicable resource, we would like to thank the organisations involved in the sector reference group for their support.

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**DTA would like to show our respect and acknowledge the traditional custodians of these lands. We extend this respect to elders past, present and emerging, and to all Aboriginal and Torres Strait Islander peoples. We also pay respect to Aboriginal and Torres Strait Islander peoples living with dementia and their carers.**

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# National Dementia Education and Training Standards Framework (NDETSF)



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## Foreword

*By Cathy Roth OAM, who is the care partner for her husband John, a former surgeon diagnosed with Alzheimer's disease 11 years ago. Cathy looks after John at their home in Victoria and together in 2017 they set up a support network for professionals with Alzheimer's called PALZ. The pair are also members of the Living Experience Reference Group which has contributed to the development of this training framework for Dementia Training Australia.*



I believe that every person deserves to be treated with the same respect as every other human being.

What I love about the framework is that it ensures that the person living with dementia is the focus. It acknowledges the importance of placing them at the centre of the care picture.

The framework aims to empower organisations so they can be confident in hiring staff who are skilled to deal with all those in their care living with dementia. These standards should ensure there is a seamless transition between the home and care environment. It should also reassure families that care will be consistent whatever the circumstance so the person living with dementia lives as normal a life as possible. It offers the potential to arm care staff with tools so they have insight into the situation of the person living with dementia and that they are trained to support and de-escalate possible situations.

With the framework being underpinned by caring and competency it aligns those two seeming opposite ends of the caring role. So then if something happens to me, I can trust that John will be looked after in the same way I would. I want him to be cared for to the very maximum, and consistency is so important.

This framework champions the needs of those who may not be able speak for themselves. Having this consistent national approach to dementia training is a significant step forward and the single best of its kind I've come across. I hope that the framework is widely adopted and I believe if it is then it can lead to major improvements in the care and support of those living with dementia.

Giving a voice to John – and others in the same situation – gives me great joy.

**Cathy Roth OAM**

Living Experience Reference Group

## Foreword

The need for a skilled, competent and compassionate workforce to support people living with dementia and their families and carers has never been greater. The increasing number of people living with dementia, alongside an ongoing and much-needed focus on delivering care and support that is person-centred, supports human rights, and delivers on expectations of people living with dementia is driving workforce development and an organisational learning culture approach across the aged and health care sectors.



A lack of consistency and clear outcome-focused goals for planning dementia training needs have limited the outcomes of improving our workforce skills and knowledge development in the area of dementia care and support. The National Dementia Education and Training Standards Framework brings, for the first time in Australia, a comprehensive framework that will guide the development and delivery of quality dementia education and training. It will assist organisations and individuals to identify gaps in skills and knowledge, and thereby guide them in planning the best ways to plan their learning journey. For the first time, the skills and knowledge needed to support optimum care for people living with dementia has been mapped so that those committed to providing great care can have something to aim for.

The culmination of significant co-development processes involving academics, practitioners and most importantly people living with dementia, the framework brings contemporary thinking to what people need to know and be able to do to support people living with dementia and their carers. By utilising the framework to design training courses, identify training needs and develop training plans it is my hope that we will see a significant shift in the quality of care and support we provide, and change the lived experience of dementia through improved quality dementia care for Australians into the future. I hope we will also see greater recognition of dementia care as an area of specialty that is valued as part of career progression.

I believe the Australian Government has demonstrated great vision in supporting this landmark framework and I encourage all organisations and individuals supporting people living with dementia to use this essential tool.

**Dr Isabelle Meyer**

Executive Director

Dementia Training Australia





# Introduction

## Background

Living with dementia can present significant challenges, but also many opportunities. How we support a person living with dementia can have a dramatic impact on their lived experience.

To be informed, skilled and compassionate in supporting people living with dementia and their carers presents an opportunity for Australia to take a different approach as we face the growing prevalence of dementia in the years ahead.

Dementia is one of the leading health concerns facing the Australian community. It is the second leading cause of death overall and the leading cause of death in Australian women. The prevalence of people living with dementia requiring support from disability, aged and health care services is rising significantly, and dementia care is now widely regarded as mainstream in the aged care service sector. Improving the support and care for people living with dementia and their families and carers is now critical. Having a consistently knowledgeable and skilled workforce to provide this support is essential.

The National Dementia Education and Training Standards Framework (NDETSF) was commissioned and funded by the Department of Health and Aged Care and developed by Dementia Training Australia.

The Royal Commission into Aged Care Quality and Safety (2021) identified, across several recommendations, the need for improved workforce education and training. Recommendation 80 specified: *‘as a condition of approval of aged care providers, that all workers engaged by providers who are involved in direct contact with people seeking or receiving services in the aged care system undertake regular training about dementia care and palliative care.’*<sup>1</sup>



<sup>1</sup> <https://www.royalcommission.gov.au/system/files/2024-03/aged-care-rc-final-report-volume-1.pdf> Page 262

In its response, the Australian Government noted its support for strengthening and growing a high-quality aged care workforce through the development of a dementia training standards framework: *‘the Government is also supporting a Dementia Training and Education Standards Framework. This may help inform dementia education requirements in undergraduate and postgraduate healthcare courses.’*<sup>2</sup>

This framework has been developed to support these recommendations and delivers Australia’s first national dementia education and training standards framework.



## Purpose

The NDETSF has been developed to support a more consistent and comprehensive approach to knowledge and skill development for supporting people living with dementia and their families and carers.

The framework sets out the recommended standards for knowledge and skills across a core range of dementia learning domains and learning tiers. This provides a pathway approach to the development of dementia knowledge and skills.

Key consideration in the development of the domains and tiers was given to the wide range of professional and non-professional roles that support, interact and care for people living with dementia across a wide range of environments.

<sup>2</sup> <https://www.health.gov.au/sites/default/files/documents/2021/05/australian-government-response-to-the-final-report-of-the-royal-commission-into-aged-care-quality-and-safety.pdf>  
Page 55



The NDETSF supports the implementation of the strengthened *Aged Care Quality Standards*<sup>3</sup>, particularly in meeting the following outcomes:

**Outcome 1.1:** Person-centred care outcome statement: The provider understands that the safety, health, wellbeing and quality of life of older people is the primary consideration in the delivery of care and services. The provider understands and values the older person, including their identity, culture, ability, diversity, beliefs and life experiences. Care and services are developed with, and tailored to, the older person, taking into account their needs, goals and preferences.

**Outcome 2.9.6:** Regular competency-based training in: a) the delivery of person-centred, rights-based care b) culturally safe, trauma-aware and healing informed care; c) caring for people living with dementia.

**Outcome 5.6:** Cognitive impairment: Older people who experience cognitive impairment whether acute, chronic or transitory receive comprehensive care that optimises clinical outcomes and is aligned with their needs, goals and preferences.

The NDETSF is not a training program nor a curriculum. It provides a flexible framework that can be utilised in several ways. These include:

- Supporting the development of dementia-inclusive communities.
- Provide scope for family and carer education.
- Developing higher skilled and knowledgeable aged and health care workforce in supporting people living with dementia and their families and carers.
- Provide clear expectations of the levels of skill and knowledge required to improve practitioners' dementia practice and support career progression.
- Offer standards levels that can be used to develop dementia training plans, prioritise training needs for staff and develop competency-based frameworks for job roles.
- Deliver a reference point to assist in the development of new dementia-specific training and review of existing curricula.
- Identify Australian standards that ensure quality and consistency of education and training across the national dementia workforce and community.

<sup>3</sup> <https://www.agedcarequality.gov.au/providers/quality-standards/strengthened-quality-standards>

## Framework Development

The NDETSF was developed over three years through a series of literature searches, evidence reviews, consultations, subject matter and living experience expert co-creation and review, and relevant sector engagement. Best practice guidelines, recent research evidence and benchmarking against relevant, existing national and international frameworks were undertaken as part of the development process.

The NDETSF has been co-developed with three key reference groups.



### ***People with living experience:***

The NDETSF has been developed with substantial input from people diagnosed with dementia and carers from across Australia. Their valuable insights, priorities, experiences and hopes for the future have played a significant part in the development of the framework from its inception through to its final publication. The group were engaged via on-line virtual meetings, electronic reviews and face-to-face consultations. The living experience reference group challenged conventional thinking and language, guided outcomes they hope to see from implementation of the framework and provided significant insights into future priorities for quality care and support from their living experience perspective.

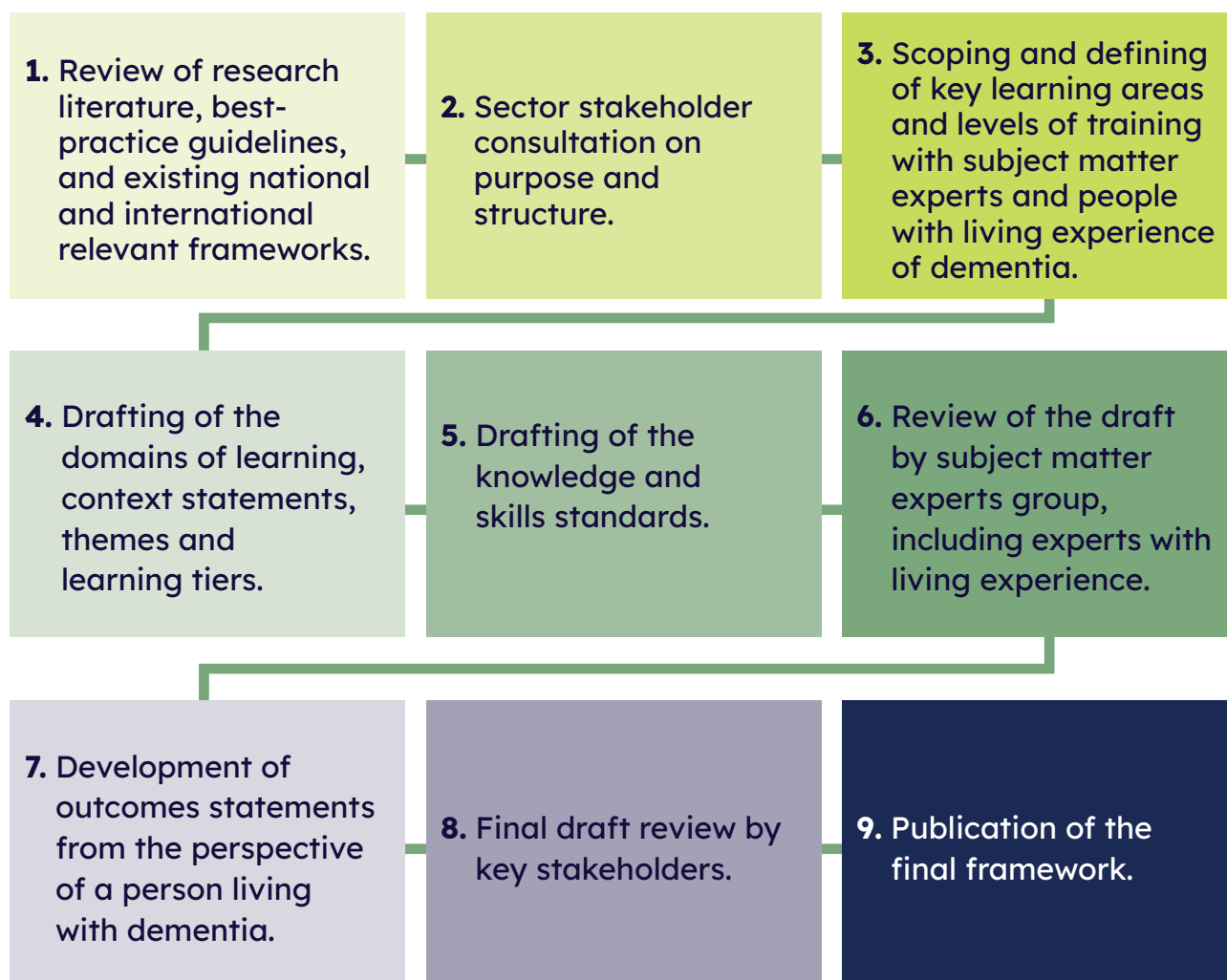
### ***Subject matter experts:***

Over 70 subject matter experts from across Australia and internationally provided significant input into the development of the NDETSF. This included prioritising the 14 domains of learning and themes within, mapping the four tiers of learning to be as widely relevant as possible, and creation and review of the knowledge and skills outcomes. The subject matter experts were from a wide range of professions, services, academia, and practice areas.

### ***Sector stakeholders:***

A range of Australian health, aged care and educational sector peak bodies and relevant groups were involved in the development of the NDETSF. These peak bodies brought valuable insights into the framework's content creation and end-use relevance, ensuring strong adoption outcomes.

## The framework was developed through the following phases:



## Scope of the Framework

The framework has been designed to be relevant to anyone supporting or caring for a person living with dementia and their families and carers regardless of role, profession or setting. The Introductory-level tier is particularly relevant to families, people diagnosed with dementia, the community and workforce seeking entry-level roles supporting people living with dementia. The Foundation to Advanced Practice tiers provide a knowledge and skills pathway for the workforce to develop their expertise in dementia, progress their career, and provide optimum support and care.

It is recognised that the framework is not fully exhaustive of all possible topic areas, themes, and knowledge and skills standards relating to supporting a person living with dementia and their family and carers. The 14 domains and subsequent themes and standards are areas prioritised in the development process and do provide a comprehensive and broad framework for skills and knowledge attainment.

The NDETSF is not intended to replace existing educational structures and is designed to provide guidance and opportunity for prioritising of training curriculum, course content and learning outcomes for existing and new dementia education and training.

# Values and Goals Guiding the Framework

The NDETSF has been created using the expressed values and goals of people living with dementia that have guided and contributed to the framework's creation. Their expectations about standards of how they are supported and cared for, and desired outcomes for a more informed, skilled, compassionate, person-centred approach to care and support has provided the foundations for the framework and the priority areas given to increased skills and knowledge outcomes in each Domain. Running throughout the framework is a focus on human rights, informed choices, being an equal partner in care, dignity and respect, and being responded to as a unique human being with needs, goals and aspirations. A desire to see a more informed and skilled workforce competent in delivering person-centred care in a way that is led, where possible, by the person and their family or carers, and that delivers outcomes they wish to see is the underpinning goal of the NDETSF.

## Using the Standards

### **Practical application**

- The NDETSF has been designed to be widely applicable to many different environments and people. From a family, carer or person living with dementia through to community services such as transport or café staff, as well as a key focus on aged care, health professionals and students, the framework can be practically used to identify training needs, plan training programs, and develop dementia-related training courses. Identifying key areas of skills and knowledge needs across the 14 domains and within the applicable tier the NDETSF provides a practical resource for different applications.

### **Organisation usage – developing training plans**

- The NDETSF can provide a useful resource for identifying and planning workforce development. The framework can be utilised to identify staff skills and knowledge development needs, prioritise training accordingly and develop a dementia training plan in order to identify and deliver training to meet these needs.

### **Individual usage – identifying training needs**

- Utilising the NDETSF an individual can identify areas of dementia skills and knowledge they would like to develop further. Using the tiered approach a learning pathway for an individual can be developed and used to undertake training opportunities to meet the standards the individual has identified as their priorities.

### **Course design usage**

- The NDETSF can provide guidance in course development through helping identify learning outcomes to base curriculum development on. Using the tier appropriate for intended learners the framework offers a guide for dementia-related course creation.

# Framework Structure

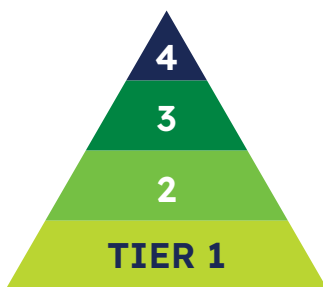
## Each Domain area of the framework consists of:

- Domain title and relevant themes covered
- Outcome statement by people living with dementia
- Context statement
- Knowledge and skills standards by tier
- Recommended resources relevant to that Domain.



### Domains of Learning

Fourteen Domains have been identified as essential to the support of people living with dementia and their carers and family. The Domains are not placed in any importance hierarchy in the framework and should be viewed in their entirety as providing a comprehensive and holistic approach to supporting a person living with dementia and their carers and family. Within each Domain are a number of identified themes that are covered by the skills and knowledge standards.



### Tiers of Learning

Four tiers within the framework have been created to support an individual plan and measure their dementia learning at the place appropriate to them. The first tier provides a basic introductory level access point to understanding dementia and having basic skills to support a person. Moving through the tiers each level offers a deeper and more skilled set of standards. A learning pathway supports a person to move through each tier and continue to develop skills and knowledge, and offers ongoing growth and practice development.













### Knowledge and Skills Outcomes

The knowledge and skills standards identify the key areas that people should know and be able to do to support and care for a person living with dementia and their carers or family. By achieving the standards in each domain and the tier appropriate to them, a person will develop a comprehensive knowledge base and set of skills to deliver high-quality, person-centred care.



# National Dementia Education and Training Standards Framework **Domains of Learning**

 <p><b>Domain 1</b> Dementia Awareness and Understanding</p>	 <p><b>Domain 2</b> Dementia Diagnosis and Support</p>	 <p><b>Domain 3</b> Human Rights, Ethics and Supporting Autonomy</p>	 <p><b>Domain 4</b> Person-Centred Care</p>
 <p><b>Domain 5</b> Working in Partnership with Families and Carers</p>	 <p><b>Domain 6</b> Independence and Enablement</p>	 <p><b>Domain 7</b> Communication and Connection</p>	 <p><b>Domain 8</b> Emotional Wellbeing and Mental Health</p>
 <p><b>Domain 9</b> Physical Wellbeing</p>	 <p><b>Domain 10</b> Enabling Environments</p>	 <p><b>Domain 11</b> Behaviour</p>	 <p><b>Domain 12</b> Diversity</p>
 <p><b>Domain 13</b> Aboriginal and Torres Strait Islander people</p>	 <p><b>Domain 14</b> End of Life</p>		

# National Dementia Education and Training Standards Framework **Tiers of Learning**

## **TIER 1 Introductory**

The starting tier of the framework provides basic dementia knowledge and information relevant to all health and care workers as well as the wider public, retail services, those living with dementia, and family and friends that are supporting a person.

This tier would provide education in raising awareness and understanding, reducing stigma through dementia friendly community education initiatives as well as risk reduction education. It provides the base minimum education standard for all people working with or supporting a person living with dementia.

## **TIER 2 Foundational**

The foundational tier of the framework builds on the introductory level and provides the knowledge and education that should be required of all health and aged care staff working with a person living with dementia. It provides understanding of the lived experience of dementia and the multi-faceted influences of the impact of dementia on a person.

The foundation skills that should be considered mandatory for all staff are included in this tier. Family, friends and the person living with dementia may also find this tier of education beneficial.

## **TIER 3 Enhanced Practice**

Building on tier 1 and tier 2, the enhanced practice tier is aimed at practitioners who wish to develop a deeper knowledge and skill base for working with people living with dementia and their carers across a range of care settings, comorbidities, levels of impairments and cognitive disabilities and complexities.

It is expected that practice leaders such as care managers, service coordinators, staff working in memory care neighbourhoods and dementia specialist services, medical practitioners who have regular contact with people living with dementia and their carers, aged care architects, and people progressing to become dementia specialist practitioners, would attain the standards identified in this tier.

## **TIER 4 Advanced Practice/Expertise**

Targeting specialists in the field of dementia, this tier focuses on advanced knowledge and skills enhancing the likes of dementia specialist researchers and, thought and practice leaders, in the care and support of people living with dementia and their carers.

Building on the previous three tiers, it provides the additional standards of learning for the development of expert positions in dementia, which will play key leadership roles in the advancement of understanding and evidence, innovation, support and treatment of people living with dementia and their carers.





# Domain 1

## Dementia Awareness and Understanding

**“ Although I have dementia, I am still an individual living a unique experience. I feel safe, valued, respected, understood and treated the same as others in the community. ”**

### Context statement

Dementia is a growing health issue in Australia, with an estimated 459,000 adults and over 2,000 children living with the condition. As the population increases and ages, this number is expected to rise, which suggests that dementia will continue to significantly impact individuals, families and the healthcare system. Dementia is a life-affecting condition and a leading cause of disability and need for support among Australians due to its profound effects on a person’s cognitive, functional and social abilities. Dementia may occur in children, younger adults or at an older age. Domain 1 focuses on improving understanding about dementia to help reduce stigma, improve awareness of risk reduction, promote timely diagnosis and intervention, and to enhance support for people living with dementia, their families and carers.

Individuals at all tiers should be able to recognise the common signs of dementia, understand that there are many different types of dementia and that dementia can be diagnosed at any age including in childhood. At more advanced levels, people should demonstrate deeper knowledge of dementia symptoms, causes, risk-reduction strategies, impacts on the person living with dementia, their family and carers, and be able to share information sensitively and with empathy.

### Themes

- Types of dementia
- Prevalence and incidence
- Recognising signs and symptoms
- Impact of neurological changes
- Accessing diagnosis, support and services
- Reducing stigma and supporting inclusion
- Young-onset and childhood dementia
- Dementia risk reduction

### Tier 1. Introductory Knowledge

- Understand the term dementia and be aware that there are many different types of dementia.
- Be aware of growing prevalence of dementia in the Australian community and basic understanding of why it is increasing.
- Be aware of basic symptoms of dementia and understand its progressive nature.
- Be aware that services exist to help people living with dementia, their families and carers.
- Understand that people living with dementia may experience stigma.
- Be aware that dementia can affect people at any age including in childhood.
- Understand that the risk of developing dementia can be reduced.

### Tier 1. Introductory Skill

- Be able to identify possible signs of dementia.
- Have the ability to share information about relevant services in a supportive way.
- Display empathy to individuals living with dementia, their families and carers.
- Be confident to initiate positive communication with individuals living with dementia.
- Support inclusive and dementia-friendly communities that help to reduce stigma.
- Promote basic lifestyle changes to reduce the risk of dementia.



### Tier 2. Foundational Knowledge

- Understand the main different types of dementia and how these can affect individuals in different ways.
- Understand the prevalence and incidence of dementia within Australian society and reasons for a rising number of cases.
- Be aware of the impact that cognitive changes can have to a person living with dementia and their family.
- Have knowledge of available support services and how to access them.
- Understand the uniqueness of each individual and their family's experience with dementia.
- Recognise that dementia can affect children and younger adults and be aware of the unique impacts it can have on them.
- Know the risk-reduction practices that can help to reduce the risk of developing dementia.

### Tier 2. Foundational Skill

- Be able to be flexible in interacting and communicating with people, based on the different types of dementia and how it affects them.
- Identify the impact of dementia on the individual at that moment in time.
- Support a person and their family to understand changes that they are experiencing.
- Identify the need for support and initiate intervention by directing to appropriate services and information.
- Identify opportunities to reduce stigma and promote inclusion and choice for the person living with dementia and their family.
- Be aware of the differences between childhood, young-onset dementia and dementia in later life, and be able to provide support and care based on this knowledge.

### Tier 3. Enhanced Practice Knowledge

- Be aware of different types of dementia including less common neurological conditions and the types of dementia that affect children.
- Understanding of how frequently different types of dementia occur in different genders, different age groups and diverse populations.
- Know the neurological changes that may occur with different types of dementia and the impact they have on the person's abilities and emotions and their capability to make independent decisions.
- Have a strong awareness of stigma and other negative or harmful social attitudes or actions that can create malignant social psychology for people living with dementia and the different strategies to address this.
- Understand the impacts dementia can have on younger age groups, including children, and their families, and the unique experiences these may create.
- Have an understanding of the research supporting risk-reduction strategies and how adopting a public health approach can benefit the community.

### Tier 3. Enhanced Practice Skill

- Be able to identify and share detailed information of different types of dementia and their impacts.
- Be able to identify the signs, symptoms and cognitive changes with the unique experience of the individual.
- Assess individual neurological and functional changes post diagnosis and develop appropriate support plans with the person living with dementia.
- Be able to share sensitive service information in an empathic, culturally appropriate and supportive way.
- Contribute to reduced stigma of dementia in society through community inclusion, practice change and/or community initiatives.
- Adapt information, care approaches and service support to be appropriate for a younger person living with dementia and their family.

#### Tier 4. Advanced Practice/Expertise Knowledge

- Extensive knowledge of different types of dementia and unique clinical indicators, including rare types of dementia and childhood dementia.
- Detailed knowledge of the evidence base in relation to population health and dementia demographics.
- Strong awareness and contribution to best-practice guidelines and innovative initiatives on supporting people living with dementia and their carers across all age groups.
- Have a deep understanding of social impact on the lived experience of dementia for the individual, their families and communities.
- High level knowledge of government policy and community initiatives in creating a dementia-inclusive community.
- Extensive knowledge of the latest dementia risk-reduction research and application in public health models.
- Understand the broader social determinants of health which contribute to dementia risk and socioeconomic barriers to dementia risk-reduction.

#### Tier 4. Advanced Practice/Expertise Skill

- Ability to share detailed and sensitive information appropriate to the individual's situation and diagnosis in a confidential and compassionate way and in the context of their unique situations.
- Collaborate to develop quality practice guidelines in line with living experience expectations, research evidence and industry standards.
- Lead community inclusion and stigma reduction through policy, practice, education and community initiatives.
- Develop new evidence for innovative practice development in risk reduction.
- Develop dementia risk-reduction programs that adequately address identified barriers to behaviour change and existing health inequities.
- Advocate for population level risk-reduction which enables more inclusive and accessible dementia-prevention initiatives.

## Recommended Resources

<b>Alzheimer’s Disease and Healthy Aging Program – Reducing Risk for Dementia. U.S. Centers for Disease Control and Prevention</b>	<a href="https://www.cdc.gov/alzheimers-dementia/prevention/?CDC_AAref_Val=https://www.cdc.gov/aging/publications/features/dementia-risk-reduction-june-2022/index.html">https://www.cdc.gov/alzheimers-dementia/prevention/?CDC_AAref_Val=https://www.cdc.gov/aging/publications/features/dementia-risk-reduction-june-2022/index.html</a>
<b>Brain Health Information. Dementia Australia</b>	<a href="https://www.dementia.org.au/brain-health">https://www.dementia.org.au/brain-health</a>
<b>Caring for someone living with dementia. My Aged Care, Commonwealth of Australia</b>	<a href="https://www.myagedcare.gov.au/caring-someone-living-dementia">https://www.myagedcare.gov.au/caring-someone-living-dementia</a>
<b>Childhood dementia information and resources. Childhood Dementia Initiative</b>	<a href="https://www.childhooddementia.org/">https://www.childhooddementia.org/</a>
<b>Childhood Dementia White paper. Childhood Dementia Initiative</b>	<a href="https://d1iap1m2kaw9nt.cloudfront.net/8c8d53b3f3f629c530cad2df51ef1f74.pdf">https://d1iap1m2kaw9nt.cloudfront.net/8c8d53b3f3f629c530cad2df51ef1f74.pdf</a>
<b>Dementia-Friendly Communities Guidelines. Alzheimer’s WA</b>	<a href="https://www.alzheimerswa.org.au/wp-content/uploads/2018/05/Webready-DFC-guidelines-rebrand-July-2017_V2.pdf">https://www.alzheimerswa.org.au/wp-content/uploads/2018/05/Webready-DFC-guidelines-rebrand-July-2017_V2.pdf</a>
<b>Dementia-Friendly Communities. Dementia Australia</b>	<a href="https://www.dementiafriendly.org.au/find-resources/dementia-friendly-communities-white-paper">https://www.dementiafriendly.org.au/find-resources/dementia-friendly-communities-white-paper</a>
<b>Dementia Friendly Community Resources. Alzheimer’s Disease International</b>	<a href="https://www.alzint.org/resource/dementia-friendly-community-resources/">https://www.alzint.org/resource/dementia-friendly-community-resources/</a>
<b>Dementia language guidelines. Dementia Australia</b>	<a href="https://www.dementia.org.au/about-dementia/how-talk-about-dementia">https://www.dementia.org.au/about-dementia/how-talk-about-dementia</a>
<b>Risk reduction of cognitive decline and dementia: World Health Organization guidelines</b>	<a href="https://www.who.int/publications/i/item/9789241550543">https://www.who.int/publications/i/item/9789241550543</a>
<b>The Dementia Australia Library. Dementia Australia</b>	<a href="https://dementia-org.libguides.com/home">https://dementia-org.libguides.com/home</a>
<b>Working with dementia in aged care, Department of Health and Aged Care. Commonwealth of Australia</b>	<a href="https://www.health.gov.au/topics/aged-care/providing-aged-care-services/training-and-guidance/working-with-dementia">https://www.health.gov.au/topics/aged-care/providing-aged-care-services/training-and-guidance/working-with-dementia</a>
<b>Younger onset dementia hub. Dementia Australia</b>	<a href="https://yod.dementia.org.au/">https://yod.dementia.org.au/</a>



## Domain 2

# Dementia Diagnosis and Support

**“ I receive an accurate diagnosis in a timely and respectful manner by an appropriately qualified and experienced clinician. My family, care partners and I are involved in all decisions, and I am referred for the ongoing support and assistance I need. ”**

### Context statement

A timely diagnosis of dementia for all age groups, including dementia in childhood or younger adult life, can allow for access to appropriate treatments, lifestyle adjustments and support services to better manage the condition and maintain quality of life. Domain 2 focuses on understanding the process of identifying and diagnosing dementia, and the importance of providing appropriate support and connection to services for individuals, their families and carers, no matter the age group or where the person may live. Early access to treatment and support can alleviate symptoms, slow disease progression, including slowing functional decline, help with planning for the future (including legal and financial matters), and assist a person living with dementia to remain in their own home longer. Access to adequate support services, including health and social care, can help a person living with dementia to maintain their independence, social connections, reduce the impact on caregivers and promote better outcomes for all involved.

Individuals across all tiers should understand the main impacts of a timely and accurate diagnosis on a person’s quality of life and future care needs, while people at higher tiers may be skilled in identification of symptoms, assessment and diagnosis, and collaborate with multidisciplinary support teams, the person and their family or carers, to develop holistic care plans post-diagnosis.

### Themes

- Early signs and Identification
- Assessment
- Diagnosis of dementia in different age groups
- Advance care planning
- Immediate post diagnostic support
- Ongoing support and connection to services



### Tier 1. Introductory Knowledge

- Understand that individuals may be living with dementia at any age without having received a diagnosis.
- Understand how dementia is diagnosed and by what types of healthcare professionals and the possible benefits of timely diagnosis.
- Awareness of avenues for diagnosis for concerned individuals and carers using a culturally responsive approach.
- Understand the use of an advance care plan or health directive in making health decisions regarding medical care preferences and treatment options.
- Understand the main support opportunities available pre- and post- diagnosis.
- Understand about living well with dementia.

### Tier 1. Introductory Skill

- Promote the importance of timely diagnosis and sources of dementia information and support for concerned individuals, and how to raise the topic with those who are reluctant to discuss changes.
- Be able to recognise possible signs of dementia in a person and explain sensitively the potential benefits of a timely diagnosis.
- Respond sensitively to a disclosure of concerns or a dementia diagnosis.
- Promote support opportunities to an individual and their family.
- Be able to identify availability (or not) of services in remote or rural areas, and for populations such as culturally and linguistically diverse (CALD) communities and Aboriginal and Torres Strait Islander people.
- Provide support throughout the diagnostic process and help connect with services as appropriate.

### Tier 2. Foundational Knowledge

- Know the signs and symptoms of the most common types of dementia.
- Understand the importance of a timely diagnosis and post-diagnostic support plan.
- Be aware of the potential benefits of advanced health care planning.
- Know the appropriate referral process to access support and specialist services.
- Understand how a diagnosis of dementia may affect mental health (in particular depression, anxiety, loneliness and social isolation).
- Understand diverse cultural understandings of dementia and the importance of inclusive, culturally responsive care.

### Tier 2. Foundational Skill

- Identify signs and symptoms that indicate need for investigation.
- Be able to answer questions and provide information during the post-diagnostic period as the person adjusts to the diagnosis.
- Recognise pre-existing health conditions and consider their impact on people living with dementia, including the impact of dementia on self-management of health.
- Be able to sensitively and positively communicate the importance of timely diagnosis, including engaging families and supporting GP access.
- Be confident to sensitively discuss advanced planning options.
- Develop a supportive relationship with the person and family to assist them to better understand living with dementia by exploring their understanding of dementia, informing of support services and supporting their questions.

### Tier 3. Enhanced Practice Knowledge

- Thoroughly understand different types of mild cognitive impairment and dementia (both common and rare) according to their presentation, age of person, prevalence and symptoms.
- Understand the relationship between other health conditions/comorbidities and the impact of dementia.
- Understand the specific criteria and assessment process undertaken to gain a diagnosis of dementia, including the difference between mild cognitive impairment and dementia.
- Understand the needs and impact of a dementia diagnosis on individuals with an intellectual disability.
- Understand the psychological impact on the person recently diagnosed and their families.
- Thorough understanding of the process of accessing specialist health and support services.
- Knowledge of the concepts of human-rights based dementia care, strengths-based approaches, reablement and person-centred care.
- Understand the expertise and roles of different health care professionals in contributing to a diagnosis of dementia (e.g. geriatrician, neurologist, neuropsychologist, OT, social worker and so on).

### Tier 3. Enhanced Practice Skill

- Identify the specific symptoms of a particular dementia type in different age groups.
- Ability to communicate the need for assessment sensitively to the person and family.
- Ability to undertake cognitive and functional testing.
- Support the future wishes of the person through development of an advanced care plan.
- Refer and integrate post-diagnosis service and support access into the care of the person, including being open to ongoing explanation and ongoing assessment of dementia-related needs over time.
- Collaborate with a multidisciplinary support team to develop a holistic care plan post-diagnosis.
- Identify, inform and organise referral to appropriate support services for younger people diagnosed with dementia and their families.
- Ability to utilise evidence-based practice to sensitively communicate a diagnosis of dementia to people with dementia, their families and carers.

#### Tier 4. Advanced Practice/Expertise Knowledge

- Thorough knowledge of latest brain health research, mild cognitive impairment, and other brain-related conditions.
- Thorough understanding of service support pathways and systems and post-diagnostic treatment for people at different ages diagnosed with dementia, including children and younger adults.
- Thorough understanding of current research and practice in diagnosis, post-diagnosis support and public health measures.
- Understand legislation, ethics and human rights frameworks relating to diagnosis, care planning, consent and patient confidentiality.
- Understand the complexities and challenges of accurate early dementia diagnosis, particularly in unusual populations (i.e. childhood, young onset, intellectual disability, mental health or other unusual syndromes).

#### Tier 4. Advanced Practice/Expertise Skill

- Undertake a comprehensive assessment for dementia using appropriate methodology, adjusted to the patient's presentation (e.g. cultural background or disability) according to role, and collaborate with multidisciplinary colleagues.
- Document assessment and diagnosis processes and decisions.
- Lead and inform current evidence-based diagnostic techniques, standards and models.
- Evaluate and participate in research and scientific and clinical trials, public policy, education, health service and public health initiatives as appropriate to role.
- Lead by practicing the requirements of relevant current legislation and best practice evidence-based guidelines.
- Lead, influence, inform and support others to follow ethical standards in diagnosing and supporting people living with dementia.

## Recommended Resources

<b>A Better way to care - Safe and high-quality care for patients with cognitive impairment or at risk of delirium in acute health services: Actions for clinicians. Australian Commission on Safety and Quality in Health Care (ACSQHC)</b>	<a href="https://www.safetyandquality.gov.au/publications-and-resources/resource-library/better-way-care-second-edition">https://www.safetyandquality.gov.au/publications-and-resources/resource-library/better-way-care-second-edition</a>
<b>ADNeT Memory and Cognition Clinic Guidelines. Australian Dementia Network</b>	<a href="https://www.australiandementianetwork.org.au/initiatives/memory-clinics-network/adnet-memory-and-cognition-clinic-guidelines/">https://www.australiandementianetwork.org.au/initiatives/memory-clinics-network/adnet-memory-and-cognition-clinic-guidelines/</a>
<b>Advance Care planning resources. Advance Care Planning Australia</b>	<a href="https://www.advancecareplanning.org.au/">https://www.advancecareplanning.org.au/</a>
<b>Assessment and diagnosis of dementia, Diagnostic criteria, assessment and screening tools, and guidance on disclosing diagnosis. Dementia Australia</b>	<a href="https://www.dementia.org.au/professionals/assessment-and-diagnosis-dementia">https://www.dementia.org.au/professionals/assessment-and-diagnosis-dementia</a>
<b>Caring for someone living with dementia. My Aged Care, Commonwealth of Australia</b>	<a href="https://www.myagedcare.gov.au/caring-someone-living-dementia">https://www.myagedcare.gov.au/caring-someone-living-dementia</a>
<b>Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR). American Psychiatric Association</b>	<a href="https://www.psychiatry.org/dsm">https://www.psychiatry.org/dsm</a>
<b>Forward with dementia: Resources for post diagnosis care</b>	<a href="https://forwardwithdementia.au">https://forwardwithdementia.au</a>
<b>Living with Dementia How Allied Health and Dementia Rehabilitation can help. National Centre for Healthy Ageing, Monash University and Peninsula Health</b>	<a href="https://www.monash.edu/_data/assets/pdf_file/0010/3583963/Living-with-Dementia-Brochure-2024-web-.pdf">https://www.monash.edu/_data/assets/pdf_file/0010/3583963/Living-with-Dementia-Brochure-2024-web-.pdf</a>
<b>Memory and Cognition Clinic Guidelines: National service guidelines for specialised dementia and cognitive decline assessment services in Australia. Australian Dementia Network</b>	<a href="https://memoryandcognitionclinic.com.au/wp-content/uploads/2021/11/ADNeT-Memory-and-Cognition-Clinic-Guidelines.pdf">https://memoryandcognitionclinic.com.au/wp-content/uploads/2021/11/ADNeT-Memory-and-Cognition-Clinic-Guidelines.pdf</a>
<b>The Dementia Guide. Dementia Australia</b>	<a href="https://www.dementia.org.au/resources/the-dementia-guide">https://www.dementia.org.au/resources/the-dementia-guide</a>
<b>The ICD-10 Classification of Mental and Behavioural Disorders: Clinical descriptions and diagnostic guidelines. World Health Organization</b>	<a href="https://cdn.who.int/media/docs/default-source/classification/other-classifications/9241544228_eng.pdf?sfvrsn=933a13d3_1&amp;download=true">https://cdn.who.int/media/docs/default-source/classification/other-classifications/9241544228_eng.pdf?sfvrsn=933a13d3_1&amp;download=true</a>



# Domain 3

## Human Rights, Ethics and Supporting Autonomy

**“ I have the right to make informed decisions that affect me and have those decisions respected. I am supported to make decisions if needed. I have the right to make informed choices that may have risks and have those choices honoured. ”**

### Context statement

Domain 3 recognises the importance of respecting the rights, responsibilities, dignity and wellbeing of individuals living with dementia. It reinforces a rights-based approach to care and supports the right of a person living with dementia to make informed choices. This domain focuses on human rights, ethics and supports self-determination, and lays the foundation for ethical and person-centred care and support. It promotes the autonomy, privacy and confidentiality of individuals living with dementia and their right not to be abused or neglected.

Individuals at all tiers should demonstrate understanding of ethical, person-centred care and support for a person living with dementia. People at lower tiers should work in a person-led and rights-based approach while people at higher tiers are expected to demonstrate a deeper understanding of relevant legal and policy frameworks and lead ethical practice informed by international law.

### Themes

- Capacity, informed consent and supported decision-making
- Disability, equality and non-discrimination
- Right to risk and right to take that risk
- Right and dignity of choice
- Privacy and confidentiality
- Legal and policy frameworks
- Abuse and neglect
- Equal access to treatment and services
- Restrictive practices

### Tier 1. Introductory Knowledge

- Understand everyone has a right to privacy and confidentiality, dignity, self-determination, and choice.
- Understand that everyone has the right to determine appropriate risk.
- Be aware of the potential for violence, abuse and neglect of people living with dementia.
- Be aware everyone has the right to equity of access to treatment and services, and people living with dementia should not be discriminated against due to their condition.

### Tier 1. Introductory Skill

- Show respect to a person's boundaries and choices.
- Communicate in a way that offers the person living with dementia an opportunity to make an informed choice.
- Respect a person's privacy and confidentiality.
- Promote the right for the person to take self-determined risks while supporting the person's safety and wellbeing.
- Provide the person with information explaining treatment and consequences of not receiving treatment.



### Tier 2. Foundational Knowledge

- Understand the need for consent and the importance of supported decision-making, including the role of substitute decision-making.
- Be aware that legal and policy frameworks protect a range of human rights for a person living with dementia.
- Know a person's right to decision-making, including the role of supported decision-making and proxy consent.
- Know when the role of substitute decision maker is appropriate and necessary.

### Tier 2. Foundational Skill

- Demonstrate supported decision-making for a person living with dementia.
- Acknowledge the person's right to risk and support this in practice.
- Practice according to relevant policy, codes and standards.
- Identify when a person's rights may have been impeded and know how to support an individual to make a complaint, report to police or seek legal advice.
- Provide support based on respect, equality and inclusivity.

### Tier 3. Enhanced Practice Knowledge

- Understand the response options, including legal responsibilities, when informed consent is neglected, or a person's rights are taken away.
- Be aware of relevant privacy and confidentiality legislation and practice.
- Be familiar with the UN Convention on the Rights of Persons with Disabilities.
- Understand legislation relating to restrictive practices and understand that some practices are contrary to international human rights, even if legal under Australian law.
- Understand what capacity in decision means and an understanding that all people are presumed to have capacity unless otherwise stated, that capacity is decision-specific and that capacity can fluctuate.
- Know the agencies and referral processes involved in the reporting and investigation into exploitation, abuse, violence and/or neglect and the appropriate reporting procedures.
- Know the correct laws/regulations relating to a report of exploitation, abuse, or neglect in a timely manner.

### Tier 3. Enhanced Practice Skill

- Embed individual right to take risk in care practice and care culture.
- Recognise factors which may indicate or expose the person to exploitation, neglect, violence or abusive treatment.
- Follow correct procedures to report exploitation, abuse, violence or neglect in a timely manner.
- Support individuals to access legal advice, justice systems and victim support.
- Provide leadership in supported decision-making.
- Practice according to legislation and best-practice methodology towards eliminating the inappropriate use of restrictive practices.

#### Tier 4. Advanced Practice/Expertise Knowledge

- Thorough understanding of relevant privacy and confidentiality legislation and practice.
- Know current legislation and obligatory requirements for reporting abuse and neglect at an organisational level.
- Thorough understanding of legislation relating to restrictive practices.
- Develop a deep understanding of national and international policy, guidelines and conventions on maintaining the rights of people living with dementia and their application into practice.

#### Tier 4. Advanced Practice/Expertise Skill

- Inform and lead privacy and confidentiality practice at an organisational level.
- Implement policy and procedures to align a workplace with the UN Convention on the Rights of People with Disabilities.
- Develop and lead practice change that eliminates the inappropriate use of restrictive practice and safeguards people's rights.
- Advocate for improving human rights of people living with dementia at a community, policy and sector level.
- Facilitate the leadership and participation of people living with dementia in the design and delivery of services, policy and practice guidelines.

## Recommended Resources

<b>Aged Care Act 1997 (version 1 January 2024), Commonwealth of Australia</b>	<a href="https://www.legislation.gov.au/C2004A05206/latest/text">https://www.legislation.gov.au/C2004A05206/latest/text</a>
<b>Australian Human Rights Commission Act 1986, Federal Register of Legislation. Commonwealth of Australia</b>	<a href="https://www.legislation.gov.au/C2004A03366/latest/text">https://www.legislation.gov.au/C2004A03366/latest/text</a>
<b>Broadening the dementia debate: Towards social citizenship (Bartlett &amp; O’Conner, 2010, Bristol University Press)</b>	<a href="https://policy.bristoluniversitypress.co.uk/broadening-the-dementia-debate">https://policy.bristoluniversitypress.co.uk/broadening-the-dementia-debate</a>
<b>Charter of Aged Care Rights. Aged Care Quality and Safety Commission</b>	<a href="https://www.agedcarequality.gov.au/older-australians/your-rights/charter-aged-care-rights">https://www.agedcarequality.gov.au/older-australians/your-rights/charter-aged-care-rights</a>
<b>Dementia Alliance International</b>	<a href="https://dementiaallianceinternational.org/">https://dementiaallianceinternational.org/</a>
<b>Minimising restrictive practices, Aged Care Quality and Safety Commission. Commonwealth of Australia</b>	<a href="https://www.agedcarequality.gov.au/older-australians/safety-care/minimising-restrictive-practices">https://www.agedcarequality.gov.au/older-australians/safety-care/minimising-restrictive-practices</a>
<b>Quality Standards. Aged Care Quality and Safety Commission</b>	<a href="https://www.agedcarequality.gov.au/providers/quality-standards">https://www.agedcarequality.gov.au/providers/quality-standards</a>
<b>Restrictive practices in aged care - a last resort. Department of Health and Aged Care, Commonwealth of Australia</b>	<a href="https://www.health.gov.au/topics/aged-care/providing-aged-care-services/training-and-guidance/restrictive-practices-in-aged-care-a-last-resort">https://www.health.gov.au/topics/aged-care/providing-aged-care-services/training-and-guidance/restrictive-practices-in-aged-care-a-last-resort</a>
<b>Restrictive practices scenarios. Aged Care Quality and Safety Commission, Commonwealth of Australia</b>	<a href="https://www.agedcarequality.gov.au/resources/restrictive-practices-scenarios">https://www.agedcarequality.gov.au/resources/restrictive-practices-scenarios</a>
<b>Restrictive practices substitute decision maker – Decision tree. Department of Health and Aged Care, Commonwealth of Australia</b>	<a href="https://www.health.gov.au/resources/publications/restrictive-practices-substitute-decision-maker-decision-tree?language=en">https://www.health.gov.au/resources/publications/restrictive-practices-substitute-decision-maker-decision-tree?language=en</a>
<b>Supported Decision-Making. Cognitive Partnership Centre</b>	<a href="https://cdpc.sydney.edu.au/wp-content/uploads/2019/06/SDM_Handbook_Online_Consumers-ReducedSize.pdf">https://cdpc.sydney.edu.au/wp-content/uploads/2019/06/SDM_Handbook_Online_Consumers-ReducedSize.pdf</a>
<b>Understanding behaviour support and restrictive practices - for providers. NDIS Quality and Safeguards Commission</b>	<a href="https://www.ndiscommission.gov.au/providers/understanding-behaviour-support-and-restrictive-practices-providers">https://www.ndiscommission.gov.au/providers/understanding-behaviour-support-and-restrictive-practices-providers</a>
<b>United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). United Nations</b>	<a href="https://social.desa.un.org/issues/disability/crpd/convention-on-the-rights-of-persons-with-disabilities-crpd">https://social.desa.un.org/issues/disability/crpd/convention-on-the-rights-of-persons-with-disabilities-crpd</a>
<b>What’s age got to do with it? Australian Human Rights Commission</b>	<a href="https://humanrights.gov.au/our-work/age-discrimination/publications/whats-age-got-do-it-2021">https://humanrights.gov.au/our-work/age-discrimination/publications/whats-age-got-do-it-2021</a>
<b>Your aged care rights. Older Persons Advocacy Network (OPAN)</b>	<a href="https://opan.org.au/support/support-for-older-people/your-aged-care-rights/">https://opan.org.au/support/support-for-older-people/your-aged-care-rights/</a>



# Domain 4

## Person-Centred Care

**“ Others know who I am, my life history, my choices and expectations. I am supported to continue to live my best life possible, making and maintaining relationships, and enjoying meaning and purpose in what I do. ”**

### Context statement

Standards within Domain 4 focus on understanding the individuality of the lived experience of dementia and providing holistic care and person-led support for people living with dementia according to modern, evidence-based models of care. This domain highlights the importance of moving beyond a medical-only focused one-size-fits-all approach to care and support to instead considering the unique needs, experiences and preferences of each person, and utilising these insights to provide the highest standard of care and support. The themes covered in Domain 4 create a framework for developing a relationship-focused, person-centred approach to practice, as well as leading culture change, organisational practice development and the implementation of person-centred care models.

People at all tier levels should understand that dementia is a unique, individual experience for each person and that the quality of the caring relationship is central to person-centred care approaches and wellbeing outcomes for people living with dementia. At the higher levels, people should understand more advanced concepts such as personhood and malignant social psychology and their impacts on the wellbeing of people living with dementia, be able to lead person-centred care practice and skilfully implement culture change in any care environment.

### Themes

- Dementia paradigms
- Models of care
- Individuality and identity
- Human needs
- Implementing culture change
- Life history and personhood
- Relationship-focused and person-directed care
- Impact of malignant social psychology and stigma

### Tier 1. Introductory Knowledge

- Recognise that dementia is a unique, individual experience for each person.
- Understand that a person's life history is important in the lived experience of dementia.
- Be aware of the importance of developing and maintaining relationships.
- Understand that dementia can cause a person to socially withdraw.
- Understand that being isolated from a familiar environment can cause stress, anxiety and impact wellbeing.

### Tier 1. Introductory Skill

- Be able to communicate effectively in order to get to know, understand and support the person.
- Support the development of inclusive environments and settings that are important to the person.
- Support the continuation of community connections for a person living with dementia and their carers and support network.
- Support the person accessing environments and settings that are familiar to them.

### Tier 2. Foundational Knowledge

- Understand the principles of person-centred care.
- Understand the role of self (practitioner) in providing person-centred care and how our behaviour can influence the lived experience for the person.
- Understand that each person's needs will change as the disease progresses in an individual way.
- Understand the basic concept of personhood, how it applies to a person living with dementia and its importance for psychological wellbeing.
- Have awareness of the individuality of people living with dementia and how life history, personal beliefs and daily routines can influence the experience of dementia and quality of life.
- Understand the important role of family, friends and/or carers in the care and support of a person living with dementia.

### Tier 2. Foundational Skill

- Apply the principles of person-centred care in practice and service delivery.
- Be self-aware in interactions with the person and share with the care team practice approaches that support the person.
- Support expression of a person's individuality and self-determination through their routines, choices, ethnicity, culture, language, needs and preferences for intimacy and sexuality.
- Utilise family and/or friends to learn about a person's life history and important personal information, routines and habits, and how these can be utilised in care and support.
- Use appropriate communication techniques, including active listening and knowledge of the person, to connect with the person and develop meaningful, reciprocal relationships.



### Tier 3. Enhanced Practice Knowledge

- Understand effective communication and engagement techniques for developing and fostering the person's sense of self, and help meet the need for meaningful relationships.
- Understand how to support a person to maintain and express their individuality in the context of language, culture, spirituality, intimacy and sexuality.
- Be aware of the causes and signs of cultural stigma and malignant social psychology and how this can impact a person's sense of wellbeing.
- Understand best-practice principles and ethics of care in the adoption and use of person-centred language in relation to interactions, reporting and documentation.
- Understand how a person's evolving life story can be utilised to develop their person-centred support plan.
- Understand that person-centred care includes a key focus on deeper relationships, meaning and purpose, and should be led by the person.

### Tier 3. Enhanced Practice Skill

- Facilitate and support the incorporation of person-centred approaches in the delivery and evaluation of services.
- Adapt interactions with the person, their family, friends and/or carers in a way which recognises their wishes and priorities and values their individuality.
- Model the use of person-centred care philosophies and use respectful person-centred language in documentation and practice.
- Communicate and collaborate with the person, their family and/or carers to compile a life story, identify current interests and develop their person-centred support plan using this information.
- Be able to holistically assess a person's wellbeing and/or emotional distress and develop a support plan that will improve their quality of life and emotional wellbeing with the person and their support network.

#### Tier 4. Advanced Practice/Expertise Knowledge

- Thorough understanding of current evidence-based practice related to person-centred care in service delivery.
- Understand the different models that can be used to operationalise person-centred care for people living with dementia, and the ways in which they can be utilised in decision-making, planning and service delivery.
- Have a thorough knowledge of new and emerging psycho-social-spiritual approaches that can be used to enhance the wellbeing of the person.
- Have a deep understanding of how cultural stigma, malignant social psychology and disregard for personhood impacts on the person's lived experience of dementia.
- Understand the fundamental role an organisational approach and care culture can have in developing person-centred practice.

#### Tier 4. Advanced Practice/Expertise Skill

- Facilitate the incorporation of person-centred approaches and practice in the planning, management and delivery of services.
- Analyse and synthesise evidence for the efficacy of different psycho-social-spiritual approaches for individuals.
- Develop and lead organisational/service-wide person-centred frameworks and models for service delivery.
- Advocate for policy and practice changes that lead to stronger person-centred practices and outcomes and increased research/evidence base for person-centred practice outcomes.
- Be responsible for the development and facilitation of relevant professional development opportunities for all staff to understand and engage in the principles and practice of person-centred care.
- Regularly evaluate person-centredness within care practices and program delivery and adapt practices based on evidence.
- Create and maintain a supportive person-centred culture of care for people living with dementia, their families and the workforce.

## Recommended Resources

<b>Care Fit for VIPS. University of Worcester, UK</b>	<a href="https://carefitforvips.co.uk">https://carefitforvips.co.uk</a>
<b>Dancing with Dementia (2005). Christine Bryden (Author)</b>	<a href="https://christinebryden.com/books/book-dancing-with-dementia/">https://christinebryden.com/books/book-dancing-with-dementia/</a>
<b>Dementia beyond drugs: Changing the culture of care (Second edition, 2017). G. Allen Power, MD (Author)</b>	<a href="https://www.healthpropress.com/product/dementia-beyond-drugs-second-edition">https://www.healthpropress.com/product/dementia-beyond-drugs-second-edition</a>
<b>Dignity in Care. SA Health, Government of South Australia</b>	<a href="https://www.sahealth.sa.gov.au/wps/wcm/connect/public+content/sa+health+internet/clinical+resources/clinical+programs+and+practice+guidelines/safety+and+wellbeing/dignity+in+care/dignity+in+care">https://www.sahealth.sa.gov.au/wps/wcm/connect/public+content/sa+health+internet/clinical+resources/clinical+programs+and+practice+guidelines/safety+and+wellbeing/dignity+in+care/dignity+in+care</a>
<b>Domains of Wellbeing. Eden Alternative</b>	<a href="https://windsorelms.com/wp-content/uploads/2020/10/EDEN-WELL-BEING-WHITE-PAPER.pdf">https://windsorelms.com/wp-content/uploads/2020/10/EDEN-WELL-BEING-WHITE-PAPER.pdf</a>
<b>Person centred care, Clinical Excellence Commission. NSW government</b>	<a href="https://www.cec.health.nsw.gov.au/improve-quality/teamwork-culture-pcc/person-centred-care">https://www.cec.health.nsw.gov.au/improve-quality/teamwork-culture-pcc/person-centred-care</a>
<b>Person-centred care for people with dementia: Kitwood reconsidered (2015), Mitchell G, Agnelli J</b>	<a href="https://www.researchgate.net/profile/Gary-Mitchell-2/publication/283244999_Person-centred_care_for_people_with_dementia_Kitwood_reconsidered/links/5666aa2508ae192bbf928b58/Person-centred-care-for-people-with-dementia-Kitwood-reconsidered.pdf">https://www.researchgate.net/profile/Gary-Mitchell-2/publication/283244999_Person-centred_care_for_people_with_dementia_Kitwood_reconsidered/links/5666aa2508ae192bbf928b58/Person-centred-care-for-people-with-dementia-Kitwood-reconsidered.pdf</a>
<b>Person-centred care. Australian Commission on Safety and Quality in Health Care (ACSQHC), Commonwealth of Australia</b>	<a href="https://www.safetyandquality.gov.au/our-work/partnering-consumers/person-centred-care">https://www.safetyandquality.gov.au/our-work/partnering-consumers/person-centred-care</a>
<b>Providing Trauma-Informed Care. Phoenix Australia</b>	<a href="https://phoenixaustralia.org/aged-care/aged-care-workforce/#traumaDementia">https://phoenixaustralia.org/aged-care/aged-care-workforce/#traumaDementia</a>
<b>Review of key attributes of high-performing person-centred healthcare organisations. Australian Commission on Safety and Quality in Health Care (ACSQHC)</b>	<a href="https://www.safetyandquality.gov.au/publications-and-resources/resource-library/review-key-attributes-high-performing-person-centred-healthcare-organisations">https://www.safetyandquality.gov.au/publications-and-resources/resource-library/review-key-attributes-high-performing-person-centred-healthcare-organisations</a>
<b>Three simple checks to support your residents – for personal care workers in residential aged care fact sheets. Department of Health and Aged Care, Commonwealth of Australia</b>	<a href="https://www.health.gov.au/resources/publications/three-simple-checks-to-support-your-residents-for-personal-care-workers-in-residential-aged-care">https://www.health.gov.au/resources/publications/three-simple-checks-to-support-your-residents-for-personal-care-workers-in-residential-aged-care</a>
<b>Wandering the Wards, Featherstone &amp; Northcott (2021)</b>	<a href="https://www.taylorfrancis.com/books/oa-mono/10.4324/9781003087335/wandering-wards-andy-northcott-katie-featherstone">https://www.taylorfrancis.com/books/oa-mono/10.4324/9781003087335/wandering-wards-andy-northcott-katie-featherstone</a>
<b>What is Person Centred Care? Alzheimer's WA</b>	<a href="https://www.youtube.com/watch?v=N1kEQFLzi2A">https://www.youtube.com/watch?v=N1kEQFLzi2A</a>



# Domain 5

## Working in Partnership with Families and Carers

“ My family and care partners are included in my person-led support and care planning, and they receive the support they need. ”

### Context statement

Working in partnership with families and carers can provide insights and connections to support and enhance the care of a person living with dementia. Family and carers have needs and expectations of service delivery that require individualised and specific responses. Caring for a family member living with dementia can be challenging and emotionally and physically impacting. This domain recognises the needs of families and carers within their own right.

The themes covered in Domain 5 include valuing families and carers as partners in decision-making, assessing the needs of carers, and providing access to support and information for families and carers. Other key themes include understanding the role of culture and beliefs in the caring role, identifying and addressing possible conflicts of interest in care decisions and balancing needs and choices, and supporting young carers and family members.

Individuals at all tier levels may engage with this domain to promote effective and supportive partnerships with families and carers, while those at higher level tiers, may demonstrate a deeper understanding and application of these concepts in practice. For example, individuals at the introductory level may be expected to understand the basic principles of working in partnership and the importance of involving families and carers in the care of individuals living with dementia, whereas advanced practitioners may be expected to lead and facilitate partnerships with families and carers.

### Themes

- Carers and families as care partners in decision-making
- Drawing on carer and families' knowledge and relationship to support personhood
- Working with carers to assess needs and supports
- Access to support and information for families and carers
- Conflict of interest between needs and choices
- Diversity, culture and beliefs in the caring role
- Supporting young carers and family members

### Tier 1. Introductory Knowledge

- Be aware of the importance of social network in the life of a person living with dementia including families, carers and broader social ties.
- Be aware of the impact dementia can have on families and friends.
- Understand that families and carers have needs individually relating to their caring role.
- Basic understanding of services that are available to support carers.

### Tier 1. Introductory Skill

- Communicate sensitively with families, carers, and broader social connections.
- Recognise when a carer may need additional support.
- Display empathy to carers and family members.

### Tier 2. Foundational Knowledge

- Be aware that families and carers have an important role throughout the dementia care journey.
- Understand the importance of developing a care partnership approach with family members and carers to develop goal-centred care planning.
- Understand the potential health and psychological impact of caregiving on carers and family, including impact on siblings in childhood dementia.
- Understand that families and carers are likely to have specialist knowledge about the person that will help provide person-centred quality of care.

### Tier 2. Foundational Skill

- Demonstrate respect and understanding to families and carers when providing care to the person.
- With agreement of the person living with dementia involve carer in care decisions, care planning and care practice.
- Support families to maintain connections and relationships in their wider social and community networks, and to build connections with support services.
- Communicate with sensitivity and compassion with families and carers throughout the person's care and support journey.

### Tier 3. Enhanced Practice Knowledge

- Understand the significance of family, carers and social networks in planning and providing care.
- Understand the care partnership approach in planning care and services and practical applications.
- Understand the importance of recognising and assessing a carer’s own needs, including respite and emotional support.
- Have knowledge of available support and services pathways for carers and family members.
- Understand the potential for issues arising where differing needs exist between the person and their families or carers.
- Understand the impacts on young people who care for a person including the potential for social exclusion and discrimination.
- Know the legislation and guidance relevant to carers and their rights.

### Tier 3. Enhanced Practice Skill

- Lead a culture of involving families and carers in decision-making where appropriate.
- Collaborate with families and carers to gather detailed information about a person’s life history, routines and preferences, as well as the person living with dementia.
- Display empathic communication when interacting with carers and family members.
- Assess a family member’s psychological and support needs and refer to suitable services.
- Contribute to the development and delivery of education and support services to meet the needs of carers and families.
- Identify and support the addressing of possible conflict between the person and their family or carers if it arises.
- Connect and support young carers, including siblings of children living with dementia, to navigate age-appropriate services and networks of support.



#### **Tier 4. Advanced Practice/Expertise Knowledge**

- Thorough understanding of international initiatives and best-practice guidelines in empowering and involving families and carers.
- Have a deep understanding of psychological, financial and practical impacts on families and carers, including young carers.
- Extensive knowledge of legislation and policy regarding families and carers and their needs and the intersection with other domain areas, including Domain 3 (human rights, ethics and supporting autonomy) and Domain 4 (person-centred care).
- Knowledge of care partnership models and their application at an organisational culture level.

#### **Tier 4. Advanced Practice/Expertise Skill**

- The ability to develop and implement care partnership initiatives at an organisational/policy level.
- Lead the development and delivery of support and education for younger carers.
- Undertake carer's needs analysis and utilise research to develop evidence-based family and carer support services.
- Lead the development of education programs and supports for families and carers, including from diverse communities.
- Provide mediation for conflicts of interest or divergent care decisions between the person living with dementia and family or between service provider and family.

## Recommended Resources

<b>Caring for others and yourself: The 2021 Carer Wellbeing Survey, Centre for Change Governance and NATSEM. University of Canberra</b>	<a href="https://www.carersaustralia.com.au/wp-content/uploads/2021/10/211011_Carer-Wellbeing-Survey-Executive-Summary_FINAL.pdf">https://www.carersaustralia.com.au/wp-content/uploads/2021/10/211011_Carer-Wellbeing-Survey-Executive-Summary_FINAL.pdf</a>
<b>Dementia Behaviour Management Advisory Service (DBMAS), Department of Health and Aged Care, Commonwealth of Australia</b>	<a href="https://www.health.gov.au/our-work/dementia-behaviour-management-advisory-service-dbmas">https://www.health.gov.au/our-work/dementia-behaviour-management-advisory-service-dbmas</a>
<b>Emotional and practical services and support for carers. Carer Gateway, Department of Social Services, Commonwealth of Australia</b>	<a href="https://www.carergateway.gov.au/">https://www.carergateway.gov.au/</a>
<b>Help sheets for family and friends. Dementia Australia</b>	<a href="https://www.dementia.org.au/living-dementia/family-friends-and-carers">https://www.dementia.org.au/living-dementia/family-friends-and-carers</a>
<b>Legal information. My Aged Care</b>	<a href="https://www.myagedcare.gov.au/legal-information">https://www.myagedcare.gov.au/legal-information</a>
<b>Mind's approach to working with families and carers. Mind Australia</b>	<a href="https://www.mindaustralia.org.au/support-carers">https://www.mindaustralia.org.au/support-carers</a>
<b>Silver Rainbow factsheets: LGBT Older People and Families of Choice. LGBTIQ+ Health Australia</b>	<a href="https://www.lgbtiqhealth.org.au/silver_rainbow">https://www.lgbtiqhealth.org.au/silver_rainbow</a>
<b>Working together with families and carers. Department of Health, Victorian Government</b>	<a href="https://www.health.vic.gov.au/chief-psychiatrist/working-together-with-families-and-carers">https://www.health.vic.gov.au/chief-psychiatrist/working-together-with-families-and-carers</a>



# Domain 6

## Independence and Enablement

**“ I am supported to achieve what I choose to achieve. I am enabled to access the appropriate support and equipment I may need. ”**

### Context statement

Domain 6 focuses on empowering individuals living with dementia to maximise their independence and quality of life, giving them opportunities to function at an optimal level, compensate for functional changes and retain or regain as much independence as possible. The themes covered in Domain 6 include supporting the promotion of choice and autonomy through maximising independence and function, encourage utilisation of a multidisciplinary approach to holistic care, and support access to rehabilitation services.

Individuals in all tiers, from introductory to advanced practice, should engage with Domain 6 to empower individuals living with dementia and their support networks, with higher level tiers expected to demonstrate a deeper understanding and application of these concepts in practice. For example, those in introductory levels may be expected to understand the basic principles of independence and enablement, and the importance of supporting choice and autonomy for individuals living with dementia. Those individuals in advanced practice may be expected to lead and facilitate rehabilitation and enablement programs.

### Themes

- Supporting choice, autonomy and supported decision-making
- Supporting independence and function
- Multidisciplinary approach to holistic care
- Access to rehabilitation services
- Enablement and reablement approaches
- Driving

### Tier 1. Introductory Knowledge

- Be aware of the positive outcomes of promoting independence for people living with dementia.
- Be aware of relevant community inclusion initiatives such as dementia friendly communities.
- Understand how the physical environment can enable or disable a person living with dementia.
- Be aware that people living with dementia can lead positive and fulfilling lives post-diagnosis.
- Be aware of the different health professionals involved in delivering reablement/rehabilitation services.

### Tier 1. Introductory Skill

- Communicate in a way that supports the person to make choices.
- Initiate or participate in the development and implementation of relevant dementia-friendly communities or dementia-inclusive services.
- Become a 'dementia friend' and encourage others to participate in dementia-friendly community initiatives.

### Tier 2. Foundational Knowledge

- Understand the principles of choice, supported decision-making and risk and intersections with other domains, such as Domain 3 (human rights, ethics and supporting autonomy) and Domain 4 (person-centred care).
- Be aware of available physical, cognitive and communication interventions and strategies, environmental adaptations and assistive technologies that support independence and function from both a physical and cognitive perspective.
- Understand the importance of physical and cognitive activities in the promotion of independence and abilities and how activities can be adapted to suit an individual's changing needs.
- Understand the principle of 'dignity of risk' and be self-aware of your own attitude to risk and the influence this can have in the care relationship.
- Be aware of the importance of involving, training and supporting the care partner in reablement and rehabilitation interventions.
- Understand the role of different professions in promoting independence and reablement.

### Tier 2. Foundational Skill

- Use supported decision-making practices to facilitate the person themselves making informed choices and maintaining dignity of risk.
- Work as part of a multidisciplinary team to support the person to achieve their goals, including reviewing and updating chosen goals.
- Implement strategies appropriate to the person's abilities to support their independence, function and engagement.
- Incorporate adaptations to the physical environment to promote independence, orientation, privacy and safety.
- Apply flexible and responsive approaches to addressing dignity of risk.
- Support individuals in continuing community, social and interest-based activities.

### Tier 3. Enhanced Practice Knowledge

- Understand the principles, processes and options for self-directed care and support.
- Understand the contribution to mental health and wellbeing of independence, choice, autonomy and dignity of risk.
- Understand the barriers at a person, community and funding level that affect access to rehabilitation.
- Understand the role of reablement approaches to maintain skills and abilities to optimise quality of life.
- Have an understanding of practical, legal and ethical issues of the right to hold a driver's licence.
- Have an understanding of legal frameworks for decision-making, including capacity to make informed choices, driving requirements and proxy decision making.

### Tier 3. Enhanced Practice Skill

- Use a strengths-based approach to conducting regular assessments that identify opportunities to promote and optimise independence.
- Manage, support and promote dignity of risk.
- Use a person-led goal-oriented approach to facilitate the optimum support and chosen outcomes for the person living with dementia.
- Connect the person, their family and carers to multidisciplinary health-care teams to support reablement and independence.
- Empathically communicate with and support a person who is having their driving licence withdrawn and explore alternative transport needs and options.

#### **Tier 4. Advanced Practice/Expertise Knowledge**

- Have a deep understanding of the legal and ethical frameworks that support a person living with dementia's rights to choice, risk and medical treatment.
- Understand and contribute to the latest research on both physical and cognitive rehabilitation approaches for people living with dementia.
- Understand the latest legal and ethical frameworks on the right to drive including impacts on assessment, removal of licence and emotional responses.
- Have extensive knowledge of enablement approaches for people living with dementia and how service models can be adapted to reflect this approach.

#### **Tier 4. Advanced Practice/Expertise Skill**

- Develop and lead service models and practices that reflect the right to choice and dignity of risk.
- Integrate an enablement philosophy and practice into service delivery.
- Integrate latest research evidence on independence approaches into service delivery and lead implementation of service models.



## Recommended Resources

<b>Assessing Fitness to Drive. Austroads</b>	<a href="https://austroads.com.au/publications/assessing-fitness-to-drive/ap-g56/neurological-conditions/dementia">https://austroads.com.au/publications/assessing-fitness-to-drive/ap-g56/neurological-conditions/dementia</a>
<b>Dementia and communication. Speech Pathology Australia and AGOSCI</b>	<a href="https://www.communicationhub.com.au/Communication_Hub/Resources/Fact_Sheets/Dementia_and_Communication.aspx">https://www.communicationhub.com.au/Communication_Hub/Resources/Fact_Sheets/Dementia_and_Communication.aspx</a>
<b>Dementia and Driving, an Approach for general practice. Australian Family Physician</b>	<a href="https://www.racgp.org.au/afp/2012/april/dementia-and-driving">https://www.racgp.org.au/afp/2012/april/dementia-and-driving</a>
<b>Dementia and Driving. Alzheimer's Association</b>	<a href="https://www.alz.org/help-support/caregiving/safety/dementia-driving">https://www.alz.org/help-support/caregiving/safety/dementia-driving</a>
<b>Dementia Rehabilitation - Evidence-Based Interventions and Clinical Recommendations (2020). Lee-Fay Low and Kate Laver</b>	<a href="https://www.sciencedirect.com/book/9780128186855/dementia-rehabilitation">https://www.sciencedirect.com/book/9780128186855/dementia-rehabilitation</a>
<b>Designing and delivering reablement programs, HammondCare</b>	<a href="https://www.hammond.com.au/resource-hub/designing-and-delivering-reablement-programs">https://www.hammond.com.au/resource-hub/designing-and-delivering-reablement-programs</a>
<b>Evaluating reablement programs. HammondCare</b>	<a href="https://www.hammond.com.au/resource-hub/evaluating-reablement-programs">https://www.hammond.com.au/resource-hub/evaluating-reablement-programs</a>
<b>GREAT Cognitive Rehabilitation, University of Exeter, UK</b>	<a href="https://sites.google.com/exeter.ac.uk/great-cr/cognitive-rehabilitation">https://sites.google.com/exeter.ac.uk/great-cr/cognitive-rehabilitation</a>
<b>Living with Dementia How Allied Health and Dementia Rehabilitation can help. National Centre for Healthy Ageing, Monash University and Peninsula Health</b>	<a href="https://www.monash.edu/__data/assets/pdf_file/0010/3583963/Living-with-Dementia-Brochure-2024-web-.pdf">https://www.monash.edu/__data/assets/pdf_file/0010/3583963/Living-with-Dementia-Brochure-2024-web-.pdf</a>
<b>Package of interventions for rehabilitation: module 3: neurological conditions. World Health Organization (WHO)</b>	<a href="https://www.who.int/publications/i/item/9789240071131">https://www.who.int/publications/i/item/9789240071131</a>



# Domain 7

## Communication and Connection

**“ People accept me for who I am, listen to me, and empathetically communicate with me. I am supported to maintain trusted relationships and make or maintain connections. ”**

### Context statement

Communication and connection through social engagement and meaningful relationships are vital to human wellbeing, yet may be particularly challenging for people living with dementia. The themes covered in Domain 7 include key areas that may impact communication, connection, meaningful relationships and social engagement. Developing an understanding of the impact of cognitive changes on communication and how to provide tailored communication support is essential for anyone working with people living with dementia.

At the introductory level, a basic understanding of the importance of communication in supporting relationships with people living with dementia is expected, while those in advanced practice aim for expertise in utilising communication skills and techniques to enhance connections and relationships, and may lead the translation of person-centred communication into care interactions and models of care. By prioritising and supporting communication and connection in every interaction, we can help create an environment that enhances the wellbeing and quality of life of people living with dementia and promote relationship-focused care.

### Themes

- Cognitive impact on communication
- Emotional intelligence
- Communication skills and techniques
- Enabling communication
- Culture and language
- Loneliness and isolation
- Connectedness

### **Tier 1. Introductory Knowledge**

- Understand the factors that enable or act as barriers to effective and compassionate communication with people living with dementia.
- Understand the importance of positive body language and how this contributes to communication.
- Be aware of the impact of culture and language on communication.

### **Tier 1. Introductory Skill**

- Demonstrate appropriate verbal and nonverbal communication skills when interacting with a person living with dementia.
- Identify and enable inclusive environments, supports or aids to foster communication and connection.
- Acknowledge and accept diversity and support inclusive communication practices.

### Tier 2. Foundational Knowledge

- Know the impact cognitive changes can have on verbal and nonverbal communication including expression and comprehension.
- Understand that self-awareness and active listening will aid in validation of a person who is living with dementia.
- Understand the importance of nonverbal communication and the appropriate use of touch.
- Know how the physical environment impacts communication.
- Understand the influence of culture and beliefs on communication style and relationship development.
- Understand loneliness and how companionship can support a person's need for meaningful social contact and relationships.

### Tier 2. Foundational Skill

- Practice self-awareness and active listening in the use of verbal and nonverbal communication.
- Demonstrate effective use of nonverbal communication techniques including appropriate use of touch.
- Be able to connect with a person at a social and emotional level, moving beyond task-focused interactions.
- Adapt the environment to support communication.
- Adapt communication style and techniques to reflect a person's history, culture or beliefs including formal or informal ways to address a person living with dementia.
- Establish a relationship with people living with dementia through connection and person-centred practices.

### Tier 3. Enhanced Practice Knowledge

- Thorough understanding of the impact of neurological changes on verbal and nonverbal communication.
- Understanding of the different types of dementia and the impacts they may have on communication abilities.
- Knowledge of how person-centred and relationship-focused models can promote personhood, social inclusion, connection and sense of belonging.
- Understand the role and attributes of the care staff in what they bring to a relationship-based model of care.
- Extensive knowledge of the role of validation and its uses in supporting well-being in a person living with dementia.

### Tier 3. Enhanced Practice Skill

- Lead care practice that focuses on genuine relationships and positive communication and connection.
- Build supportive and tailored constructive communication practices and education opportunities with colleagues that support positive interactions.
- Adapt own interpersonal and communication style to connect with a person living with dementia, drawing on self-awareness and emotional intelligence.
- Demonstrate and model behaviour which respects and integrates culturally sensitive practice in communication and relationship forming with people living with dementia from diverse backgrounds.
- Develop and implement tailored communication support plans to promote positive communication and social inclusion according to a person's wishes.

#### Tier 4. Advanced Practice/Expertise Knowledge

- Extensive knowledge of types of dementia and the neurological changes these cause that lead to communication difficulties.
- Have a deep understanding of psycho-social models of care and implementation to establish relationship-based services.
- Thorough understanding of the role of self and how emotional intelligence impacts on care relationships.

#### Tier 4. Advanced Practice/Expertise Skill

- Identify and evaluate an individual's cognitive impacts on connection and communication to support care planning and practice change.
- Lead the development of person-centred care models that place compassionate and supportive communication at the centre of care.
- Evaluate current practices and lead change to reflect positive relationship-focused care models.

## Recommended Resources

<b>Communication in Dementia. University of Queensland.</b>	<a href="https://www.youtube.com/user/UQDementiaCare">https://www.youtube.com/user/UQDementiaCare</a>
<b>Dementia – communication. Better Health Channel, managed by Department of Health, Victorian Government</b>	<a href="https://www.betterhealth.vic.gov.au/health/conditionsandtreatments/dementia-communication">https://www.betterhealth.vic.gov.au/health/conditionsandtreatments/dementia-communication</a>
<b>Dementia and communication, The Communication Hub, Speech Pathology Australia and AGOSCI</b>	<a href="https://www.communicationhub.com.au/Communication_Hub/Resources/Fact_Sheets/Dementia_and_Communication.aspx">https://www.communicationhub.com.au/Communication_Hub/Resources/Fact_Sheets/Dementia_and_Communication.aspx</a>
<b>Person centred care: Safety fundamentals for person centred communication. Clinical Excellence Commission, NSW government</b>	<a href="https://www.cec.health.nsw.gov.au/improve-quality/teamwork-culture-pcc/person-centred-care/safety-fundamentals-for-person-centred-communication">https://www.cec.health.nsw.gov.au/improve-quality/teamwork-culture-pcc/person-centred-care/safety-fundamentals-for-person-centred-communication</a>
<b>Silver Rainbow factsheets: LGBT Older People and Social Isolation. LGBTIQ+ Health Australia</b>	<a href="https://www.lgbtiqhealth.org.au/silver_rainbow">https://www.lgbtiqhealth.org.au/silver_rainbow</a>
<b>Strategies for combatting ageism through age-positive language. National Ageing Research Institute (NARI)</b>	<a href="https://www.nari.net.au/age-positive-language-guide">https://www.nari.net.au/age-positive-language-guide</a>
<b>The Challenges of Dementia Communication. Cardiff University</b>	<a href="https://www.youtube.com/watch?v=u6ccchefGn2M&amp;t=39s">https://www.youtube.com/watch?v=u6ccchefGn2M&amp;t=39s</a> <a href="https://www.youtube.com/watch?v=6uu63PqWGaU">https://www.youtube.com/watch?v=6uu63PqWGaU</a>
<b>The Little Things. Meaningful Ageing Australia</b>	<a href="https://meaningfulageing.org.au/the-little-things/">https://meaningfulageing.org.au/the-little-things/</a>
<b>Use of Verbal Judo in Dementia Care, Cumbria, Northumberland, Tyne and Wear NHS Foundation Trust (UK)</b>	<a href="https://www.youtube.com/watch?v=ReUU4R83xUg&amp;t=117s">https://www.youtube.com/watch?v=ReUU4R83xUg&amp;t=117s</a>
<b>Validation Therapy Resources. Validation Training Institute</b>	<a href="https://vfvalidation.org/resources/types/general-information/">https://vfvalidation.org/resources/types/general-information/</a>
<b>Ways to communicate and connect with people living with dementia, Homage.</b>	<a href="https://www.homage.com.au/resources/communicating-with-dementia-patients/">https://www.homage.com.au/resources/communicating-with-dementia-patients/</a>



# Domain 8

## Emotional Wellbeing and Mental Health

**“ I am supported to remain connected to the things that matter to me such as my physical environment, community, hobbies, loved ones and friends. I am appreciated as a person with my own individual thoughts and ideas. ”**

### Context statement

Holistic wellbeing for people living with dementia requires attention to mental health and emotional wellbeing, which may be impacted by the diagnosis of dementia and the multitude of life challenges arising from cognitive changes, including comorbidities and/or environmental and social factors. Overall, the themes in Domain 8 take a positive or wellness approach to mental health and emotional wellbeing. This approach, which supports the person with dementia to live a meaningful life, sits alongside other domains that support them during diagnosis (Domains 1 and 2), through person-centred care (Domain 4), maintenance of their human rights (Domain 3), physical wellbeing (Domain 9) and enabling environments (Domain 10). The themes include the expression of spirituality, meaning and purpose; personal growth; a sense of emotional security; experiencing joy; addressing mental health comorbidity; and meaningful engagement.

At the introductory level, an understanding of the importance of emotional wellbeing and mental health may be expected, while those at advanced practice levels may be expected to demonstrate expertise in assessing needs and developing strategies and activities to promote engagement for emotional wellbeing and mental health.

### Themes

- Expression of spirituality
- Meaning and finding purpose
- Personal growth
- Sense of emotional security
- Experiencing joy
- Mental health comorbidities
- Engagement and socialisation



### Tier 1. Introductory Knowledge

- Understand that wellbeing encompasses a range of factors and that a person living with dementia can be supported to experience improved emotional wellbeing and mental health.
- Awareness of the potential impact a diagnosis of dementia or self-identified cognitive changes can have on a person's mental health.
- Understand that a diagnosis of dementia does not mean a person's ability or desire to enjoy a good life is diminished.
- Recognise that cognitive changes due to dementia can change a person's ability to manage previous mental health conditions.

### Tier 1. Introductory Skill

- Promote emotional wellbeing and mental health of a person through positive communication and engagement.
- Listen to and empathise with the person's own emotional experience of living with dementia.
- Support a person to continue to participate in enjoyable and meaningful activities.
- Recognise and respond to a person's spiritual needs and preferences.

### Tier 2. Foundational Knowledge

- Describe the importance of spirituality including meaning, purpose, connectedness and hope.
- Recognise the importance of a sense of emotional security to wellbeing and the emotional impact a lack of security can create.
- Recognise the importance of experiencing optimism and joy in emotional wellbeing.
- Understand the potential impacts of depression, delirium and other mental health conditions on a person.
- Explain the role of psycho-social-spiritual engagement, including validation, reminiscence, arts and music, complementary therapies and sensory stimulation, on supporting wellbeing and mental health.
- Be aware of the different elements contributing to emotional wellbeing in relation to physical, mental, spiritual, social and emotional health.
- Understand how services (and staff) can support a person to live well with dementia.

### Tier 2. Foundational Skill

- Support a person to meet their spiritual needs based on the person's beliefs, values, choices and preferences.
- Provide opportunities to engage in meaningful activities and support the person to achieve what is most important to them.
- Provide a social environment that supports a sense of emotional security, connection and belonging.
- Identify, plan and support a person to engage in activities that bring that person joy and fulfilment.
- Identify when a person may be experiencing mental health difficulties or spiritual distress and seek appropriate support.
- Support the person to share their life stories and current interests and use these in communication and forming relationships.
- Identify signs of wellbeing and of illbeing/distress in a person and respond appropriately.

### Tier 3. Enhanced Practice Knowledge

- Maintain knowledge of evidence-based person-centred care models that support person-centred care and promote emotional wellbeing and mental health in a person living with dementia.
- Understand the evidence for effective psycho-social-spiritual interventions to support and enhance individual wellbeing and emotional expression.
- Maintain awareness of new and emerging approaches to support the emotional wellbeing and mental health of a person living with dementia.
- Explain the inter-relationship of emotional wellbeing and mental health with other domains, including Domain 6 (independence and enablement), Domain 4 (person-centred care), Domain 11 (behaviour) and Domain 10 (enabling environments).
- Thorough knowledge of the signs of depression and delirium in a person living with dementia and the use of pharmacological and psycho-social-spiritual interventions to address.
- Thorough understanding of assessment, implementation and review of individualised care planning and practice application which support domains of wellbeing.

### Tier 3. Enhanced Practice Skill

- Practice, role model and encourage evidence-based person-centred care approaches and strategies to aid emotional wellbeing and mental health.
- Integrate effective psycho-social-spiritual interventions into individualised care for a person.
- Assess levels of wellbeing/illbeing in an individual and generate care/activity/engagement plans that are individualised to the person's cognitive and functional abilities and minimise distress and support wellbeing.
- Collaborate with a multidisciplinary team regarding the use and review of pharmacological interventions to eliminate the inappropriate use of restrictive practices.
- Respect and validate the uniqueness of each person and demonstrate/advocate/role model care and approaches that support the importance of an individual's wellbeing and mental health.
- Assess for the presence of mental health comorbidities and refer to specialist services.

#### **Tier 4. Advanced Practice/Expertise Knowledge**

- Have a deep understanding of the importance of the implementation of current research and evidence-based person-centred care to support emotional wellbeing and mental health.
- Understand and be able to translate current research literature into models of care, policy or guidelines to reflect person-centred care with consideration to holistic wellbeing.
- Outline sources and access to evidence-based care models and approaches that maximise wellbeing and mental health for people living with dementia.
- Have an extensive knowledge of wellbeing approaches, assessment tools and practice-implementation models that support emotional wellbeing and mental health for a person living with dementia.

#### **Tier 4. Advanced Practice/Expertise Skill**

- Lead workplace practice to adopt person-centred care approaches that proactively support the emotional wellbeing of people living with dementia.
- Assess wellbeing and mental health using recognised assessment tools and integrate findings into care practice approaches for the individual and care environment.
- Train and mentor colleagues in the recognition of an individual's needs to maintain emotional wellbeing including spiritual, cultural and trauma-related care.
- Create a care culture that prioritises and supports emotional wellbeing, expression of spirituality and mental health for people living with dementia.

## Recommended Resources

<b>Dementia Beyond Disease: Enhancing Well-Being (Revised Edition, 2017). G. Allen Power, MD (Author)</b>	<a href="https://www.healthpropress.com/product/dementia-beyond-disease-revised-edition">https://www.healthpropress.com/product/dementia-beyond-disease-revised-edition</a>
<b>Global Dementia Charter. Alzheimer’s Disease International &amp; BUPA</b>	<a href="https://www.alzint.org/resource/global-dementia-charter/">https://www.alzint.org/resource/global-dementia-charter/</a>
<b>Loss of motivation in dementia: A guide for aged care workers. Dementia Support Australia</b>	<a href="https://www.dementia.com.au/resource-hub/loss-of-motivation-in-dementia-a-guide-for-aged-care-workers">https://www.dementia.com.au/resource-hub/loss-of-motivation-in-dementia-a-guide-for-aged-care-workers</a>
<b>Meaningful engagement of people living with dementia. Alzheimer Society Canada</b>	<a href="https://alzheimer.ca/en/take-action/become-dementia-friendly/meaningful-engagement-people-living-dementia">https://alzheimer.ca/en/take-action/become-dementia-friendly/meaningful-engagement-people-living-dementia</a>
<b>Mental health of older adults Fact sheet. World Health Organization (WHO)</b>	<a href="https://www.who.int/news-room/fact-sheets/detail/mental-health-of-older-adults">https://www.who.int/news-room/fact-sheets/detail/mental-health-of-older-adults</a>
<b>Music and the Brain</b>	<a href="https://musicandmemory.org/resources">https://musicandmemory.org/resources</a>
<b>National Guidelines for Spiritual Care in Aged Care. Meaningful Ageing Australia</b>	<a href="https://meaningfulageing.org.au/product/action-planning-national-guidelines-for-spiritual-care-in-aged-care/">https://meaningfulageing.org.au/product/action-planning-national-guidelines-for-spiritual-care-in-aged-care/</a>
<b>Psychological therapy for people with dementia, Australian Psychology Society (APS) InPsych (Dec 2020/Jan 2021) issue 06, Dr Monica Cations, Associate Professor Lee-Fay Low, Annalise Blair MAPS, Dr Deborah Koder</b>	<a href="https://psychology.org.au/for-members/publications/inpsych/2020/dec-jan-issue-6/psychological-therapy-for-people-with-dementia">https://psychology.org.au/for-members/publications/inpsych/2020/dec-jan-issue-6/psychological-therapy-for-people-with-dementia</a>
<b>Purposeful Activities for Dementia: A Montessori-based resource for healthcare professionals. Dementia Australia</b>	<a href="https://dementia-org.libguides.com/Montessori-approach-to-activities">https://dementia-org.libguides.com/Montessori-approach-to-activities</a>
<b>Social interaction reduces dementia risk and increases longevity: study (2023), Maddie Massey-Westropp, University of NSW Sydney, Medicine &amp; Health</b>	<a href="https://www.unsw.edu.au/newsroom/news/2023/04/social-interaction-reduces-dementia-risk-and-increases-longevity">https://www.unsw.edu.au/newsroom/news/2023/04/social-interaction-reduces-dementia-risk-and-increases-longevity</a>



# Domain 9

## Physical Wellbeing

**“ I am involved in decisions about my health, supported to achieve physical wellbeing and to access the outdoors to maximise my mood, mobility and fitness. I am enabled to do what I enjoy to stay physically and mentally healthy, and supported to access health services that I may need. ”**

### Context statement

Optimum physical health is essential to overall wellbeing and quality of life, and it is important to understand the factors that impact physical wellbeing for people living with dementia. The themes covered in Domain 9 include a range of areas that may impact on a person living with dementia's health and physical wellbeing.

At introductory levels, individuals may be expected to have a basic understanding of the importance of physical wellbeing, while those at advanced practice levels may be expected to demonstrate expertise in identifying and addressing factors that impact physical wellbeing, and in using strategies to promote physical health and wellbeing for people living with dementia. Understanding the importance of physical wellbeing is crucial at all levels of learning and can greatly improve quality of life for people living with dementia.

### Themes

- Delirium
- Polypharmacy
- Pain, sensory impairment and other comorbidities
- Mobility and physical activity
- Nutrition and hydration
- Continence
- Sleep

### Tier 1. Introductory Knowledge

- Understand that other physical health conditions can exist alongside dementia and can affect a person's lived experience of dementia.
- Know how dementia can impair the person's ability to self-care, maintain hygiene needs and contribute to functional decline including impact on mobility.
- Be aware that pain may not be communicated verbally by a person living with dementia and may be communicated through expressions of behaviour.
- Know the signs and symptoms of deterioration in physical, mental and cognitive health.
- Understand how a person living with dementia can maintain good physical, nutritional and functional health through health improvement activities.

### Tier 1. Introductory Skill

- Recognise when a person living with dementia may need assistance and provide support sensitively and compassionately.
- Support a person living with dementia to enjoy and access adequate food and fluids.
- Take appropriate action to reduce and respond to fatigue and falls.
- Warning signs of deterioration in health are identified and quickly reported to a health professional.
- Support the person with dementia to engage with health improvement activities, e.g., exercise, improved diet, medication review.

### Tier 2. Foundational Knowledge

- Be aware of issues around multiple medication usage for people with dementia.
- Understand the importance of recording and reporting side effects and/or adverse reactions to medication.
- Understand the complexity of ageing and comorbidity of physical conditions in dementia.
- Understand the impact pain can have on distress and behaviour.
- Be aware of the effects of physical health stressors such as malnutrition, dehydration, inadequate sleep/rest, sensory loss, continence, oral hygiene and poor mobility can have on the lived experience of dementia.
- Knowledge of availability of a range of aids, adaptations and strategies to assist with issues such as eating, drinking, mobility, and continence.
- Know the importance of supporting a person's physical care requirements while supporting independence and enablement.

### Tier 2. Foundational Skill

- Identify possible side-effects of medication and report appropriately.
- Provide assistance to a person to maintain continence in a respectful and dignified manner.
- Support mobility and dexterity to maintain maximum independence and reduce falls risk.
- Provide direct support in eating and drinking, when appropriate to role, to ensure the person maintains good nutrition and hydration and enjoys the dining experience.
- Recognise possible symptoms of delirium and report appropriately.
- Identify signs of pain and report immediately.
- Skilfully and respectfully anticipate, maintain and support individual care needs and preferences.



### Tier 3. Enhanced Practice Knowledge

- Understand the importance of regular reviews of a person's physical health and prescribed medication.
- Understand the verbal and nonverbal expressions of pain, along with assessment, treatment and review processes.
- Know how to access assessments, treatments and services to maintain or improve the physical health of a person, including awareness of the benefit of exercise on mobility, cognition, mood and sleep.
- Know the most common medications prescribed to people living with dementia, their contraindications and impact on cognitive, emotional and physical health and abilities.
- Be aware of the risk, causes and symptoms of delirium, and strategies to minimise risk of delirium on a person living with dementia.
- Know where and how to access evidence-based resources and information on physical wellbeing for the person living with dementia and when to refer for specialist support and advice.

### Tier 3. Enhanced Practice Skill

- Assess and develop a person-centred individualised care plan to effectively manage pain for a person living with dementia.
- Collaborate with a person living with dementia, their family and carers to formulate interventions to support physical health based on a comprehensive assessment, observation, medical history and other health practitioner reports.
- Guide a person living with dementia, their family and carers to support services for appropriate physical and mental health services, including rehabilitation and enablement services and supports for safe community mobility.
- Administer and review medication safely and appropriately in consultation with the person living with dementia and their carer.
- Communicate and network effectively with multidisciplinary teams following an assessment of physical needs.
- Monitor and respond to impact of prescribed pharmacological interventions on the person living with dementia.

#### Tier 4. Advanced Practice/Expertise Knowledge

- Understand the range of medications commonly used in the care of people living with dementia, their uses, contraindications, risks and measurable outcomes.
- Be aware of developing rehabilitation and psycho-social-spiritual engagement interventions that benefit the physical health of a person living with dementia.
- Have a deep understanding of the legal protections, rights-based policy and views of people living with dementia in regard to equal access to medical and rehabilitation services.
- Understand the ethical issues around pharmacological treatments in the care of people living with dementia.

#### Tier 4. Advanced Practice/Expertise Skill

- Appraise and implement care strategies and policies aligning with current practices for improving physical health outcomes for a person living with dementia.
- Evaluate the development of health improvement initiatives.
- Interpret the research and evidence-base which support different forms of intervention, including pharmacological and psycho-social-spiritual engagement, and develop practice and implementation models reflecting the evidence-base.

## Recommended Resources

<b>Abbey Pain Scale. Dementia Support Australia</b>	<a href="https://www.dementia.com.au/resource-hub/abbey-pain-scale">https://www.dementia.com.au/resource-hub/abbey-pain-scale</a>
<b>Delirium Care what you need to know. University of Wollongong, NSW Health – Illawarra Shoalhaven Local Health District and South Eastern Sydney Local Health District</b>	<a href="https://documents.uow.edu.au/content/groups/public/@web/@smah/@nmih/documents/doc/uow165273.pdf">https://documents.uow.edu.au/content/groups/public/@web/@smah/@nmih/documents/doc/uow165273.pdf</a>
<b>Dining in Aged Care. Essence</b>	<a href="https://maggiebeerfoundation.org.au/resource-publications/">https://maggiebeerfoundation.org.au/resource-publications/</a>
<b>Dining with Dementia. La Trobe University</b>	<a href="https://www.speech-therapy.com.au/assets/uploads/2016/02/Dining-with-Dementia-relating-to-dysphagia.pdf">https://www.speech-therapy.com.au/assets/uploads/2016/02/Dining-with-Dementia-relating-to-dysphagia.pdf</a>
<b>Eating well with dementia: Healthy Ageing - Appetite for Life Manual. Department of Health, Tasmanian Government</b>	<a href="https://www.health.tas.gov.au/publications/eating-well-dementia">https://www.health.tas.gov.au/publications/eating-well-dementia</a>
<b>Medication Use by People Living with Dementia. Dementia Australia</b>	<a href="https://www.dementia.org.au/sites/default/files/2024-02/Medication-use-by-people-living-with-dementia-October-2019.pdf">https://www.dementia.org.au/sites/default/files/2024-02/Medication-use-by-people-living-with-dementia-October-2019.pdf</a>
<b>Standardised Care Processes (SCPs) for residential aged care. Victorian Department of Health and the Australian Centre for Evidence Based Care (ACEBAC)</b>	<a href="https://www.health.vic.gov.au/residential-aged-care/standardised-care-processes">https://www.health.vic.gov.au/residential-aged-care/standardised-care-processes</a>
<b>Pain Management Guide (PMG): Toolkit for aged care. National Ageing Research Institute (NARI)</b>	<a href="https://www.nari.net.au/pmg-toolkit-for-aged-care-2nd-edition?Title=pmg-toolkit-for-aged-care-2nd-edition">https://www.nari.net.au/pmg-toolkit-for-aged-care-2nd-edition?Title=pmg-toolkit-for-aged-care-2nd-edition</a>
<b>Safer walking for people with dementia - approaches and technologies. Dementia Australia</b>	<a href="https://www.dementia.org.au/living-dementia/home-life/walking-safely">https://www.dementia.org.au/living-dementia/home-life/walking-safely</a>
<b>The Physical Comorbidities of Dementia. Northern Sydney Local Health District, NSW Government</b>	<a href="https://www.nslhd.health.nsw.gov.au/carers/Documents/The%20Physical%20Comorbidities%20of%20Dementia%20Handbook.pdf">https://www.nslhd.health.nsw.gov.au/carers/Documents/The%20Physical%20Comorbidities%20of%20Dementia%20Handbook.pdf</a>
<b>Urinary tract infections and dementia. Alzheimer’s Society (UK)</b>	<a href="https://www.alzheimers.org.uk/get-support/daily-living/urinary-tract-infections-utis-dementia#:~:text=Urinary%20tract%20infections%20(UTIs)%20are,confusion%20known%20as%20'delirium'">https://www.alzheimers.org.uk/get-support/daily-living/urinary-tract-infections-utis-dementia#:~:text=Urinary%20tract%20infections%20(UTIs)%20are,confusion%20known%20as%20'delirium'</a>
<b>World guidelines for falls prevention and management for older adults</b>	<a href="https://academic.oup.com/ageing/article/51/9/afac205/6730755">https://academic.oup.com/ageing/article/51/9/afac205/6730755</a>



# Domain 10

## Enabling Environments

**“ Physical spaces and living environments support my changing needs. I am asked about what I would like changed, if anything, and given the opportunity to contribute to the changes. I am afforded the ‘dignity of risk’ by being informed of risks and have the right to choose, even if my choice involves some risk. ”**

### Context statement

Physical spaces and living environments should enhance the abilities of people with dementia and contribute to their autonomy and quality of life. This enabling environments domain encompasses understanding the physical environment’s effects on people living with dementia, and assessing, auditing and making improvements or systemic changes based on the latest evidence. The goal is to support people living with dementia to thrive in their surroundings, which can ultimately enhance their overall wellbeing and quality of life.

At an introductory level basic knowledge of key design principles and simple changes that can be made to the environment may be expected. At more advanced levels the ability to undertake ongoing assessment of the environment’s strengths and weaknesses and develop implementation strategies for action and change may be expected.

### Themes

- Knowledge and application of relevant design principles and guidelines
- Assessing the environment
- Implementing environmental change
- Assistive technology
- Access to outdoors and the natural world
- Developing meaningful engaging spaces
- Supporting community access and connection

### Tier 1. Introductory Knowledge

- Understand how external and internal physical environments can support or hinder a person living with dementia.
- Be aware of the benefits of engaging in community and being outdoors for people living with dementia.
- Be aware of hazards and risks that may put a person in danger.

### Tier 1. Introductory Skill

- Promote basic changes to the environment to support a person living with dementia.
- Support people living with dementia to access their community and the outdoors.
- Identify simple changes to the environment to reduce risks and support abilities.

### Tier 2. Foundational Knowledge

- Understand the principles of an enabling environment for a person living with dementia.
- Understand the importance of a sense of home, including the environment reflecting the individual and their life history, choices, and cultural beliefs.
- Recognise that a change in environment and routine can be disruptive to a person living with dementia.
- Understand how the creation of a supportive environment that promotes meaningful engagement should be based on an individual's experiences, strengths and abilities.
- Awareness of relevant assistive technologies that may support the person living with dementia and their families or carers.

### Tier 2. Foundational Skill

- Apply simple changes, in collaboration with the person and family, in the environment that builds on a person's strengths and supports abilities.
- Adapt the environment so a person will find familiarity that reinforces a sense of personhood and provides for meaningful engagement.
- Identify and address any risks in the environment in discussion with the person living with dementia and their wishes.
- Encourage engagement with the outdoors and community for a person living with dementia.
- Recognise and refer to appropriate services if there is a need for assistive technology.

### Tier 3. Enhanced Practice Knowledge

- Understand relevant design principles, guidelines and policy.
- Understand environment assessment tools and their applications and be aware of evidence base for dementia design recommendations.
- Understand evidence base for use of assistive technologies in supporting a person living with dementia and practical application models.
- Understand the importance of community connection and access to outdoors for health and wellbeing.
- Understand dementia-related cognitive changes and how environmental adaptations can meet changing needs over time.

### Tier 3. Enhanced Practice Skill

- Be able to communicate design principles in detail with another, and how they may apply in a particular situation.
- Be able to assess the environment and recommend changes that support a person living with dementia.
- Train and support the person to use appropriate assistive technology when required and prescribe as necessary.
- Provide ongoing assessment, support and opportunities to successfully engage in the community and outdoors.
- Support staff to implement and maintain changes to the environment and advocate for supportive design policy and practice at an organisational level.
- Create environments that encourage and support access to meaningful engagement opportunities.

#### Tier 4. Advanced Practice/Expertise Knowledge

- Have a deep understanding of the relationship between physical-enabling design principles and care philosophy and models.
- Be aware of legal and policy requirements for buildings and environments.
- Have a deep understanding of current research, guidelines and legislation regarding enabling and accessible design
- Understand design of public spaces and buildings that promote community inclusion for people living with dementia.

#### Tier 4. Advanced Practice/Expertise Skill

- Develop person-focused environmental design policies and procedures and be able to communicate in detail the design principles and best practice in different situations to a variety of audiences.
- Advocate for supportive design for people living with dementia at organisational, government and systems levels.
- Lead systemic changes to the care-environment model and design using evidence base and ongoing audit outcomes.
- Contribute to the design of leading accessible environments for people living with dementia, including community spaces, health and care environments, and domestic residences.
- Be able to assess complex or difficult environments and make sophisticated design recommendations which take into account the needs of individuals, organisation, cost and disruption.



## Recommended Resources

<b>Acoustics in Aged Care: Optimising environments for older people and people with dementia.</b> Richard Pollock. HammondCare	<a href="https://nla.gov.au/nla.obj-3048971528/view">https://nla.gov.au/nla.obj-3048971528/view</a>
<b>Dementia Enabling Environments.</b> Alzheimer's WA	<a href="https://www.enablingenvironments.com.au">https://www.enablingenvironments.com.au</a>
<b>Dementia-friendly environments.</b> Department of Health, Victorian Government	<a href="https://www.health.vic.gov.au/ageing-and-aged-care/dementia-friendly-environments">https://www.health.vic.gov.au/ageing-and-aged-care/dementia-friendly-environments</a>
<b>Environment Activity Cards.</b> Dementia Training Australia	<a href="https://dta.com.au/resources/environment-activity-cards-ideas-to-spark-conversation-at-work-for-life/">https://dta.com.au/resources/environment-activity-cards-ideas-to-spark-conversation-at-work-for-life/</a>
<b>Environmental Assessment Tool – Acute Care (EAT-AC Handbook).</b> Dementia Training Australia	<a href="https://dta.com.au/resources/assessment-tools/">https://dta.com.au/resources/assessment-tools/</a>
<b>National Aged Care Design Principles and Guidelines.</b> Department of Health and Aged Care, Commonwealth of Australia	<a href="https://www.health.gov.au/resources/publications/draft-national-aged-care-design-principles-and-guidelines?language=en">https://www.health.gov.au/resources/publications/draft-national-aged-care-design-principles-and-guidelines?language=en</a>
<b>Seniors Housing Design Guide (November 2023),</b> Department of Planning and Environment, NSW Government	<a href="https://www.planning.nsw.gov.au/sites/default/files/2023-07/seniors-housing-design-guide.pdf">https://www.planning.nsw.gov.au/sites/default/files/2023-07/seniors-housing-design-guide.pdf</a>
<b>Supporting comfort and belonging for people living with dementia. A guide for team members to enhance the environment in senior living (2020),</b> Schlegel-UW Research Institute for Aging	<a href="https://the-ria.ca/wp-content/uploads/2021/11/Supporting-comfort-and-belonging-for-people-living-with-dementia-RIA-Resource-FNL-2.pdf">https://the-ria.ca/wp-content/uploads/2021/11/Supporting-comfort-and-belonging-for-people-living-with-dementia-RIA-Resource-FNL-2.pdf</a>
<b>The Dementia-Friendly Home App.</b> Dementia Australia	<a href="https://dementialearning.org.au/technology/the-dementia-friendly-home-app/">https://dementialearning.org.au/technology/the-dementia-friendly-home-app/</a>



# Domain 11

## Behaviour

**“ I am not labelled or defined by my dementia diagnosis, and the causes of my actions are carefully understood. My need for support is acknowledged and my changes in expression of needs are positively responded to. ”**

### Context statement

The changes in the brain which occur in dementia affect people in different ways. These changes sometimes lead to a person living with dementia behaving differently to how they may have behaved in the past. Sometimes people living with dementia may have difficulty verbally communicating their needs, resulting in frustration, pain or distress, for example, being expressed through their behaviour.

Themes in the Domain 11 cover key areas of understanding behaviour in the context of the lived experience of dementia, interventions and engagement strategies, and the use and limitations of pharmacological interventions.

Effective dementia care requires a person-centred and multidisciplinary approach that eliminates the inappropriate use of restrictive practices. It is critical for healthcare professionals and caregivers to have a comprehensive understanding of these themes to support the wellbeing and quality of life of those living with dementia.

At introductory levels, an understanding of the range of behaviour experienced in the context of dementia and the impact it can have on the quality of life of those living with the condition is expected. Those at more advanced levels should be able to assess individual needs and respond effectively, using evidence-based practices to support the person and support others involved in the wider context of their care, such as family, carers or staff.

### Themes

- Behaviour as communication
- Causes of illbeing and distress leading to changed behaviour
- Positive practice to meet needs including psycho-social-spiritual engagement
- Access to information and support
- Use and limitations of pharmacological interventions
- Language and labelling
- Psychological symptoms

### Tier 1. Introductory Knowledge

- Understand that people living with dementia have the right to feel emotions and display these feelings.
- Be aware that many factors may influence a person's behaviour and these may be able to be supported or positively influenced.
- Understand that behaviour labelling is negative and unhelpful and have an awareness of more appropriate language.
- Be aware that carers and family may find a change in a person's behaviour very stressful or difficult to respond to.
- Be aware of the need to view behaviour within the context of an individual's cultural and community norms.

### Tier 1. Introductory Skill

- Display empathy and compassion in responding to a person living with dementia who may be displaying changed behaviours.
- Use simple communication skills to identify why a person may be displaying their emotions through their behaviour.
- Use respectful language that does not stigmatise or label the person or their behaviour.
- Identify how the social, cultural and built environment can influence behaviour.
- Explore individual, cultural and community norms through discussion with the person and the family in order to understand behaviour.
- Demonstrate basic skills in remaining calm and supportive to help de-escalate and support the person as an initial response.

### Tier 2. Foundational Knowledge

- Understand how a person’s life history, occupation, beliefs, trauma history and routines can affect behaviour.
- Be aware that changed behaviours may be multifactorial and can often be prevented or positively influenced.
- Understand that family and carers can have insight and an understanding of unusual or changed behaviours of a person and can provide useful information in understanding what is happening.
- Understand that the person, their family and carers require timely access to a range of support services and information relevant to their needs and where they can receive this support.
- Be aware that as the brain changes a person may experience the world in a different way and may experience mood or psychotic symptoms and react accordingly.
- Understand that behaviour includes nonverbal communication and may be a sign of unmet needs, frustration, pain or distress.
- Be aware of how our attitudes, interaction and communication style can impact on the wellbeing of a person living with dementia and may cause changed behaviour.

### Tier 2. Foundational Skill

- Be able to recognise when a person may be becoming distressed and provide a range of supportive responses including a de-escalation approach.
- Be confident to approach a person in distress and display empathy and use communication skills to validate the person’s emotions.
- Recognise and work with families to understand and respond effectively to changed behaviours.
- Demonstrate a calm and sensitive approach with the person, their family and carers to de-escalate a situation and refer to support services when needed.
- Observe, accurately describe, share information or follow a behaviour support plan that will assist in preventing distress, promote understanding and positively respond to the changed behaviour in a person living with dementia.
- Be able to explore life history, experiences of trauma, routines and normal behaviour responses in discussion with the person and their family, and identify and implement psycho-social-spiritual engagement opportunities that can assist
- Reflect on whether interactions with others may contribute to changed behaviour, such as interactions with staff or family members or the environment.

### Tier 3. Enhanced Practice Knowledge

- Understand the evidence base, models and value of individualised psycho-social-spiritual approaches in relation to changed behaviour for a person living with dementia.
- Understand the range of appropriate assessment tools for identifying and positively responding to behaviour, including behaviour support planning and preventative wellbeing and engagement strategies.
- Thorough understanding of best practice in eliminating inappropriate use of restrictive interventions, and strong awareness of appropriate legislation and reporting responsibilities.
- Understand the appropriate use of psychotropic interventions, their limitations, their relationship to restrictive practices and impact on physical and cognitive functioning.
- Understand the psychological symptoms that the person living with dementia may be experiencing and how these can impact the person, their mood and their behaviour.
- Knowledge of behaviour models and frameworks that provide guidance and structure for a comprehensive assessment and selection of interventions.

### Tier 3. Enhanced Practice Skill

- Critically analyse situations to proactively assess and identify triggers, stressors or deficiencies in wellbeing that may lead to changed behaviour and plan a proactive approach to minimise occurrences.
- Interpret the results of an assessment, feedback results, create person-led support plans and refer to relevant support services where appropriate.
- Engage in a multidisciplinary approach (inclusive of the person living with dementia and their family or carer) to understand possible behavioural, psychological and communication factors relating to the behaviour.
- Be confident in informing the person or their substitute decision-maker of potential risks, adverse effects and usage of psychotropic medications to help inform their decision-making.
- Establish and implement a plan to monitor and evaluate the effectiveness of interventions and outcomes on the person's changed behaviour and adjust strategies as required.
- Advocate for the rights of the person living with dementia in relation to expressing their needs or communicating through their behaviour when appropriate.

### Tier 4. Advanced Practice/Expertise Knowledge

- Thorough knowledge of, and contribute to, evidence-base on cognitive impactors, person-centred approaches and causes of changed behaviour.
- Have a deep understanding of person-centred behaviour models of care and psycho-social-spiritual engagement and their applications that support a person with changed behaviour.
- Thorough understanding of relevant legal and ethical frameworks relating to restrictive practices and responding to behaviour in a person living with dementia.
- Have a deep understanding of pharmacological interventions for changed behaviour including latest evidence base for usage, minimisation strategies, legal and ethical considerations, and informed consent requirements.

### Tier 4. Advanced Practice/Expertise Skill

- Generate policy and procedures that reflect current evidence-based practice in therapeutic relationships and positive interactions to changed behaviour.
- Evaluate current interventions and psycho-social-spiritual strategies to achieve best outcomes respecting dignity and human rights of all concerned.
- Lead practice, policy and organisational culture that supports wellbeing and eliminates the inappropriate use of restrictive practices in a person living with dementia.
- Lead the care culture to reduce changed behaviour related to distress while promoting person-led psycho-social-spiritual engagement and wellbeing.

## Recommended Resources

<b>A Clinician’s BPSD Field Guide. Centre for Healthy Brain Ageing (CHeBA), UNSW</b>	<a href="https://cheba.unsw.edu.au/clinicians-bpsd-field-guide-2023">https://cheba.unsw.edu.au/clinicians-bpsd-field-guide-2023</a>
<b>Behaviour Management: A Guide to Good Practice, Managing Behavioural and Psychological Symptoms of Dementia (BPSD). Dementia Centre for Research Collaboration</b>	<a href="https://dementiaresearch.org.au/resources/bpsdguide/">https://dementiaresearch.org.au/resources/bpsdguide/</a>
<b>Behaviour support plans – A fact sheet for residential aged care providers (2021), Aged Care Quality and Safety Commission</b>	<a href="https://www.agedcarequality.gov.au/resource-library/behaviour-support-plans-fact-sheet">https://www.agedcarequality.gov.au/resource-library/behaviour-support-plans-fact-sheet</a>
<b>Behaviour Support Plans: Your essential guide. Dementia Support Australia</b>	<a href="https://www.dementia.com.au/behaviour-support-plans">https://www.dementia.com.au/behaviour-support-plans</a>
<b>BPSD Textbook: Addressing behaviours and psychological symptoms of dementia (2022) Eds Cunningham et al</b>	<a href="https://shop.hammond.com.au/products/the-bpsd-textbook">https://shop.hammond.com.au/products/the-bpsd-textbook</a>
<b>Clinical Practice Guidelines for the appropriate use of psychotropic medications in people living with dementia and in residential aged care</b>	<a href="https://www.monash.edu/_data/assets/pdf_file/0005/3458417/Clinical-Practice-Guideline-for-the-Appropriate-Use-of-Psychotropic-Medications-in-People-Living-with-dementia-and-in-Residential-Aged-Care.pdf">https://www.monash.edu/_data/assets/pdf_file/0005/3458417/Clinical-Practice-Guideline-for-the-Appropriate-Use-of-Psychotropic-Medications-in-People-Living-with-dementia-and-in-Residential-Aged-Care.pdf</a>
<b>Dementia Beyond Disease: Enhancing Well-Being (Revised Edition, 2017). G. Allen Power, MD (Author)</b>	<a href="https://www.healthpropress.com/product/dementia-beyond-disease-revised-edition">https://www.healthpropress.com/product/dementia-beyond-disease-revised-edition</a>
<b>LGBTI and Dementia - Understanding Changes in Behaviour booklet. Dementia Support Australia</b>	<a href="https://www.dementia.com.au/resource-hub/lgbti-and-dementia-understanding-changes-in-behaviour">https://www.dementia.com.au/resource-hub/lgbti-and-dementia-understanding-changes-in-behaviour</a>
<b>Psychotropic Medicines in Cognitive Disability or Impairment Clinical Care Standard (2024). Australian Commission on Safety and Quality in Health Care</b>	<a href="https://www.safetyandquality.gov.au/standards/clinical-care-standards/psychotropic-medicines-cognitive-disability-or-impairment-clinical-care-standard#download-the-standard">https://www.safetyandquality.gov.au/standards/clinical-care-standards/psychotropic-medicines-cognitive-disability-or-impairment-clinical-care-standard#download-the-standard</a>
<b>Resource Hub. Dementia Support Australia</b>	<a href="https://www.dementia.com.au/resource-hub">https://www.dementia.com.au/resource-hub</a>
<b>The use of antipsychotic medication for people with dementia: Time for action. Sube Bannerjee (UK)</b>	<a href="https://psychrights.org/research/digest/nlps/banerjeereportongeriatricneurolepticuse.pdf">https://psychrights.org/research/digest/nlps/banerjeereportongeriatricneurolepticuse.pdf</a>
<b>Understanding behaviour support and restrictive practices - for providers. NDIS Quality and Safeguards Commission</b>	<a href="https://www.ndiscommission.gov.au/providers/understanding-behaviour-support-and-restrictive-practices-providers">https://www.ndiscommission.gov.au/providers/understanding-behaviour-support-and-restrictive-practices-providers</a>



# Domain 12

## Diversity

**“ I am known, respected and understood, and people are aware of my background, culture, values and beliefs. This is reflected in the care and support I receive. ”**

### Context statement

Respecting and addressing diversity is essential for promoting equitable access, and delivering appropriate and safe care and services for all individuals living with dementia. In Domain 12, the focus is on understanding the impact of diversity in all its forms to ensure that dementia care is inclusive and equal for all people living with dementia. Themes in this diversity domain include the identification of diverse backgrounds and cultures, developing cultural competence to provide culturally safe care, understanding the specific challenges faced by people from migrant and refugee backgrounds or people who are sexually and/or gender diverse, and recognising the impact of cultural perceptions and beliefs on the experience of dementia. Domain 12 also addresses the unique situation of Australians living with dementia in regional, rural and remote areas.

Individuals across all tiers should understand that by embracing diversity and promoting inclusion, equitable person-centred care that meets the unique needs and desires of each individual living with dementia can be achieved, while people at higher tiers may be skilled in delivering person-centred care to diverse groups and advocate and lead organisational culture that supports individual needs and respects diversity.

### Themes

- Respecting diversity
- Cultural competence
- Sexuality, gender and body diversity
- Regional, rural and remote challenges
- Perceptions and beliefs within different cultures



### Tier 1. Introductory Knowledge

- Understand the concept of diversity and the various ways in which individuals differ from one another, including diversity of culture, ethnicity, religion, sexual orientation, gender, bodies, disability, socioeconomic background and age.
- Be aware of cultural diversity and equality issues and how they may impact on people with dementia.
- Understand that people living with dementia may require support to maintain and express cultural beliefs, routines and lifestyle choices.

### Tier 1. Introductory Skill

- Identify and acknowledge own biases and beliefs related to diversity.
- Demonstrate the awareness and language to communicate effectively with individuals from diverse backgrounds in a culturally sensitive manner.
- Treat all people living with dementia, and the people who support them, with dignity and respect in relation to their cultural or spiritual beliefs, sexual orientation, gender, bodies, socioeconomic background or place of origin.
- Provide basic information and support to individuals and families from diverse backgrounds to help them access appropriate health and aged-care services.

### Tier 2. Foundational Knowledge

- Understand that people living with dementia may have diversely different beliefs in regards to sexuality, ethnicity, culture or gender.
- Be aware of the unique challenges and needs of LGBTIQ+ people living with dementia.
- Understand equality, diversity and inclusion in dementia care.
- Be aware of potential socio-cultural perceptions of the care-giving role, for example gender roles, and how these may impact on care provision and acceptance of care services, including individual care workers.
- Recognise that people from different cultures and family structures may have different approaches to living with dementia.
- Understand what our own biases or judgements may be and how this may lead to exclusion, neglect or disrespect of a person living with dementia from a diverse background.

### Tier 2. Foundational Skill

- Apply practices that positively engage with and respect the diversity of individuals.
- Assist a person and their families and carers in accessing culturally safe and appropriate services that support their needs.
- Appropriately apply care based on an individual's needs considering their background, culture and beliefs.
- Ensure that people from diverse backgrounds have the knowledge, capacity and support to exercise informed choices about their care and treatment.
- Provide information in appropriate formats and in a language the person understands.
- Demonstrate sensitivity to differences in family diversity and cultural variation.
- Recognise diversity in the workforce and support colleagues in a safe and sensitive way.

### Tier 3. Enhanced Practice Knowledge

- Understand the diversity of families and carers arrangements and possible conflicts of interest and opinion.
- Be aware of the importance of diversity throughout advanced care planning.
- Understand how the lived experience of dementia can impact relationships with culture, gender and/or sexuality.
- Understand the challenges of living with dementia and accessing suitable support and services in regional and remote Australia.
- Understand that people from diverse backgrounds may require additional assistance in accessing, navigating and interpreting information and support services.
- Understand discriminatory practices that can compromise a person's right to dignity, respect and safety, and appropriate responses if observed.

### Tier 3. Enhanced Practice Skill

- Educate staff on the sensitivity of personal information for LGBTIQ+ people and build staff skills in safe and appropriate information gathering from LGBTIQ+ clients.
- Lead the implementation of specialist assessments and practices that respect and support the individual's diversity living with dementia.
- Implement a care culture that respects and celebrates diversity including traditions, celebrations, spiritual routines and family connection.
- Advocate for equity of access to services and support in regional and remote areas for people living with dementia and their families.
- Develop and implement diversely appropriate care and support plans for groups and individuals requiring services.
- Ensure that the person, their families and carers have access to information and services that reflect their language and culturally diverse needs.

### Tier 4. Advanced Practice/Expertise Knowledge

- Strong understanding of sexual orientation/gender identity including an understanding of the diverse experiences and perspectives of people living with dementia who are LGBTIQ+.
- Strong understanding of the varying perceptions and beliefs within different cultures, including an understanding of how culture influences attitudes, values and behaviours towards health, care and support.
- Have a deep knowledge of tools, assessments and care planning resources for identification and assessment of diverse groups, including understanding the unique challenges, needs and experiences of different communities and individuals.
- Understand legislation relevant to equality, diversity and human rights and their intersection with the experience of living with dementia.
- Strong understanding of specific dementia-related assessment tools and resources for people from a diverse background.

### Tier 4. Advanced Practice/Expertise Skill

- Collaborate with diverse communities to design and deliver dementia education and awareness tools about sexuality, gender and body diversity, cultural diversity and the importance of cultural competence within the workplace and wider community.
- Lead service standards and practice that meet the cultural and linguistic needs of people living with dementia, their families and support networks.
- Regularly review and improve how policies are implemented and how care and services are delivered for people living with dementia from diverse backgrounds.
- Research and translate research into better practice to support the development of appropriate services and care models to people living with dementia, their families and carers of all diverse backgrounds.
- Actively challenge discriminatory practices that can compromise a person's right to dignity, respect and safety.
- Lead implementation and monitoring of organisational systems against quality standards in relation to equity and care for diverse clients.
- Lead organisational culture that supports staff diversity and creates a safe workplace.
- Collaborate with diverse communities to collaboratively design and deliver culturally safe and appropriate dementia-support services.

## Recommended Resources

<b>Aged Care Diversity Framework initiative, Department of Health and Aged Care. Commonwealth of Australia</b>	<a href="https://www.health.gov.au/our-work/aged-care-diversity-framework-initiative">https://www.health.gov.au/our-work/aged-care-diversity-framework-initiative</a>
<b>Ageing Fabulously podcast. LGBTIQ+ Health Australia</b>	<a href="https://www.lgbtiqhealth.org.au/ageing_fabulously">https://www.lgbtiqhealth.org.au/ageing_fabulously</a>
<b>Culturally Appropriate Dementia Care Practice guide. Centre for Cultural Diversity in Ageing</b>	<a href="https://www.culturaldiversity.com.au/documents/practice-guides/1797-culturally-appropriate-dementia-care/file">https://www.culturaldiversity.com.au/documents/practice-guides/1797-culturally-appropriate-dementia-care/file</a>
<b>Culturally inclusive aged care practice guides. Centre for Cultural Diversity in Ageing</b>	<a href="https://www.culturaldiversity.com.au/resources/practice-guides">https://www.culturaldiversity.com.au/resources/practice-guides</a>
<b>Dementia in Australia report - Dementia among people from culturally and linguistically diverse backgrounds. Australian Institute of Health and Welfare (AIHW), Commonwealth of Australia</b>	<a href="https://www.aihw.gov.au/reports/dementia/dementia-in-aus/contents/dementia-in-priority-groups/dementia-cald-backgrounds">https://www.aihw.gov.au/reports/dementia/dementia-in-aus/contents/dementia-in-priority-groups/dementia-cald-backgrounds</a>
<b>Geographical variation in health service use by people living with dementia. Australian Institute of Health and Welfare (AIHW), Commonwealth of Australia</b>	<a href="https://www.aihw.gov.au/reports/dementia/geographical-variation-health-service-use-dementia/contents/summary">https://www.aihw.gov.au/reports/dementia/geographical-variation-health-service-use-dementia/contents/summary</a>
<b>Remote and rural dementia care: policy, research and practice (2020), Anthea Innes, Debra Morgan, Jane Farmer</b>	<a href="https://policy.bristoluniversitypress.co.uk/remote-and-rural-dementia-care">https://policy.bristoluniversitypress.co.uk/remote-and-rural-dementia-care</a>
<b>Sexualities and dementia education resource. Dementia Training Australia</b>	<a href="https://dta.com.au/resources/sexualities-and-dementia-education-resource/">https://dta.com.au/resources/sexualities-and-dementia-education-resource/</a>
<b>Silver Rainbow factsheets. LGBTIQ+ Health Australia</b>	<a href="https://www.lgbtiqhealth.org.au/silver_rainbow">https://www.lgbtiqhealth.org.au/silver_rainbow</a>
<b>Support for lesbian, gay, bisexual, transgender and intersex people. My Aged Care, Department of Health and Aged Care, Commonwealth of Australia</b>	<a href="https://www.myagedcare.gov.au/support-lesbian-gay-bisexual-transgender-and-intersex-people">https://www.myagedcare.gov.au/support-lesbian-gay-bisexual-transgender-and-intersex-people</a>
<b>What's age got to do with it? Australian Human Rights Commission</b>	<a href="https://humanrights.gov.au/our-work/age-discrimination/publications/whats-age-got-to-do-it-2021">https://humanrights.gov.au/our-work/age-discrimination/publications/whats-age-got-to-do-it-2021</a>



## Domain 13

# Aboriginal and Torres Strait Islander people

**“ My First Nations culture is understood and respected, and my connection to family, country, language and history are valued and supported. ”**

### Context statement

Domain 13 recognises that understanding cultural identities and specific needs of Aboriginal and Torres Strait Islander people living with dementia is a critical aspect of providing person-centred care. This domain includes key themes of building cultural competence, increasing community awareness and understanding of dementia, and promoting access to culturally safe and appropriate services. Other themes explored include the prevalence and incidence of dementia in Indigenous communities, culturally responsive assessment and diagnosis practices, and the importance of community-based care for Aboriginal and Torres Strait Islander people. Fostering a deep respect for the unique, cultural identities of Aboriginal and Torres Strait Islander people living with dementia is crucial to providing equitable, respectful and culturally sensitive care.

At introductory levels, people may be expected to have a basic understanding of the importance of culturally appropriate care and the dementia lived experience in an Aboriginal and Torres Strait Islander people context, while those at advanced practice levels may be expected to demonstrate expertise in identifying and addressing cultural variations, connection to country and developing support pathways for Aboriginal and Torres Strait Islander people living with dementia.

### Themes

- Cultural understanding and application to practice
- Prevalence and incidence
- Assessment and diagnosis
- Access to culturally safe and appropriate services
- Community awareness and understanding
- Mob-based care

### **Tier 1. Introductory Knowledge**

- Have awareness of cultural beliefs, including at a local level, and relationship to dementia in Aboriginal and Torres Strait Islander communities.
- Understand the importance of being culturally aware and sensitive to the needs of people living with dementia from Aboriginal and Torres Strait Islander communities.

### **Tier 1. Introductory Skill**

- Respect the cultural diversity of others and acknowledge this in communications and interactions.
- Display empathy and understanding in supporting a person living with dementia from Aboriginal and Torres Strait Islander communities.

### Tier 2. Foundational Knowledge

- Understand the strength and importance of connection to country.
- Be aware of variances in First Nations' languages and nonverbal communication.
- Be aware of available support services accessible for Indigenous people living with dementia.
- Understand the culture of Men's and Women's Business, as well as shame in Aboriginal and Torres Strait Islander communities.

### Tier 2. Foundational Skill

- Acknowledge and actively support the meaning, importance and potential medical limitations of connection to country.
- Apply local, culturally appropriate practices when supporting a person living with dementia.
- Be able to provide connection to relevant culturally appropriate assessment and support services.
- Display strong awareness and empathy of beliefs when delivering care, particularly personal care.
- Deliver care that includes the support of the wider community when appropriate.



### Tier 3. Enhanced Practice Knowledge

- Knowledge and understanding of events significant to Aboriginal and Torres Strait Islander communities
- Understand methods and be aware of resources on how to create Aboriginal and Torres Strait Islander community awareness and understanding of dementia.
- Understand the family/kinship relationships and cultural beliefs.
- Understand the relationship that cultural awareness has on minimising risks, providing relevant services and for providing accurate care to an Indigenous person living with dementia.
- Understand and consider the strength of cultural and spiritual beliefs when discussing a dementia diagnosis.
- Understand the constraints that may impact an Indigenous person taking regular medication or accessing care/medical services.
- Understand the cultural variations relating to end-of-life care in Aboriginal and Torres Strait Islander communities.

### Tier 3. Enhanced Practice Skill

- Create a culturally safe environment for individuals and communities through collaboration, communication and co-design
- Communicate and work closely with liaison staff/support persons/broader kin group when providing care.
- Facilitate additional support if appropriate to enable strengthened community/family connections.
- Be able to acknowledge, respect and negotiate options to facilitate and accommodate wider community supports.
- Build rapport and trust by adopting culturally suitable communication techniques and work with the person and their community.
- Identify suitable settings and ways to assist an Indigenous person to take prescribed medication or follow health treatments.
- Respect and acknowledge the strength of cultural and spiritual beliefs when discussing diagnosis, dementia as a medical condition rather than spiritual issue, and in specific actions relating to relevant cultural practice in care and end-of-life planning.

#### Tier 4. Advanced Practice/Expertise Knowledge

- Have a research-based understanding and reflective interpretation of Aboriginal and Torres Strait Island cultures and their influence on the care of a person living with dementia.
- Have a deep understanding of cultural competence and sensitivity, including the ability to provide culturally safe and appropriate care and services, and to address and challenge any biases or prejudice.
- Have a deep understanding of designing and creating culturally safe and reinforcing care environments and practices.
- Understand the evidence base of dementia in Aboriginal and Torres Strait Islander communities, including causes, prevalence and social impactors.

#### Tier 4. Advanced Practice/Expertise Skill

- Develop culturally appropriate resources to support care for Aboriginal and Torres Strait Islander people living with dementia, their families and care staff.
- Implement organisational education strategies on Aboriginal and Torres Strait Islander people's cultural considerations and culturally safe care practices.
- Lead culturally appropriate policy creation, including reconciliation action planning and its interface with people living with dementia.
- Reference the evidence base as appropriate when communicating with families, carers and the broader community.

## Recommended Resources

<b>Aboriginal and Torres Strait Islander Patient care guideline. Queensland Health</b>	<a href="https://www.health.qld.gov.au/_data/assets/pdf_file/0022/157333/patient_care_guidelines.pdf">https://www.health.qld.gov.au/_data/assets/pdf_file/0022/157333/patient_care_guidelines.pdf</a>
<b>A new way to keep First Nations people with dementia connected to Country, community, family and culture. theconversation.com</b>	<a href="https://theconversation.com/a-new-way-to-keep-first-nations-people-with-dementia-connected-to-country-community-family-and-culture-171293">https://theconversation.com/a-new-way-to-keep-first-nations-people-with-dementia-connected-to-country-community-family-and-culture-171293</a>
<b>Caring for Spirit, Neuroscience Research Australia</b>	<a href="https://caringforspirit.neura.edu.au/about-us/">https://caringforspirit.neura.edu.au/about-us/</a>
<b>Communication Cards and Resources. Dementia Support Australia</b>	<a href="https://www.dementia.com.au/resource-hub/aboriginal-torres-strait-islander-communication-cards">https://www.dementia.com.au/resource-hub/aboriginal-torres-strait-islander-communication-cards</a> <a href="https://www.dementia.com.au/resource-hub">https://www.dementia.com.au/resource-hub</a>
<b>Kimberley Indigenous Cognitive Assessment (KICA) and associated resources. Western Australian Centre for Health and Ageing</b>	<a href="https://www.nari.net.au/indigenous-cognitive-assessment">https://www.nari.net.au/indigenous-cognitive-assessment</a>
<b>Let's Chat Dementia. University of Melbourne</b>	<a href="https://medicine.unimelb.edu.au/school-structure/medicine/research/lets-chat-dementia">https://medicine.unimelb.edu.au/school-structure/medicine/research/lets-chat-dementia</a>
<b>Living on country with dementia. Alzheimer's WA</b>	<a href="https://www.alzheimerswa.org.au/video/aboriginal-people-with-dementia-spend-their-twilight-years-on-traditional-country">https://www.alzheimerswa.org.au/video/aboriginal-people-with-dementia-spend-their-twilight-years-on-traditional-country</a>
<b>Perspectives, understandings of dementia and lived experiences from Australian Aboriginal people in Western Australia (2022), Australasian Journal on Ageing</b>	<a href="https://onlinelibrary.wiley.com/doi/10.1111/ajag.13045">https://onlinelibrary.wiley.com/doi/10.1111/ajag.13045</a>
<b>The Gwandalan Project: Supporting Palliative Care for Aboriginal and Torres Strait Islander Communities</b>	<a href="https://gwandalanpalliativecare.com.au/">https://gwandalanpalliativecare.com.au/</a>
<b>Understanding dementia among First Nations people. Australian Institute of Health and Welfare (AIHW), Commonwealth of Australia</b>	<a href="https://www.aihw.gov.au/reports/dementia/dementia-in-aus/contents/dementia-in-priority-groups/understanding-dementia-first-nations-people">https://www.aihw.gov.au/reports/dementia/dementia-in-aus/contents/dementia-in-priority-groups/understanding-dementia-first-nations-people</a>
<b>Working with the Stolen Generations: understanding trauma Fact sheet. Healing Foundation</b>	<a href="https://healingfoundation.org.au/app/uploads/2019/12/Working-with-Stolen-Generations-Aged-Care-fact-sheet.pdf">https://healingfoundation.org.au/app/uploads/2019/12/Working-with-Stolen-Generations-Aged-Care-fact-sheet.pdf</a>



# Domain 14

## End of Life

**“ I have access to specialist palliative care and my values and choices at the end of life are known, respected and honoured. My family and care partners are supported, and I can have the best death possible. ”**

### Context statement

Domain 14 addresses the complex and sensitive issues related to caring for people living with dementia who are approaching the end of their lives to ensure that individuals receive quality care that aligns with their physical, psychological, social, spiritual and cultural needs and preferences. The themes of this domain include the importance of providing relief from pain and suffering, addressing physical and psychological care needs, having respectful end-of-life conversations, and supporting individuals and their families to meet the individual’s physical, psychological, social, spiritual and cultural needs including through bereavement and grief. This may include ambiguous loss experienced while the person is still living, especially in parents of children diagnosed with dementia. This domain also considers the impact grief can have on staff.

Individuals at all tiers should demonstrate an approach to person-centred palliative and end-of-life care that upholds the highest standards of clinical practice and ethical considerations. People at higher tiers are expected to demonstrate a deeper understanding of evidence-based palliative approaches and lead a compassionate care culture that respects people’s end of life choices.

### Themes

- Reduce pain, distress and suffering as much as possible
- Physical care needs
- Respecting choices in end-of-life conversations and decisions
- Psychological, cultural and spiritual needs
- Maintain clinical and ethical standards
- Bereavement and grief support
- Palliative care

### Tier 1. Introductory Knowledge

- Understand that dementia is a life-limiting condition.
- Understand the value and importance of knowing a person's end-of-life care choices.
- Be aware that distress related to pain or other physical or psychological symptoms related to end-of-life may be demonstrated through behaviour by the person living with dementia.

### Tier 1. Introductory Skill

- Communicate compassionately and effectively during end-of-life decision-making discussions.
- Show respect for a person's personal choices around end-of-life care.
- Manage pain and other symptoms appropriately to reduce distress and suffering.

### Tier 2. Foundational Knowledge

- Understand the physical, psychological and social needs of a person at end-of-life.
- Be aware of the importance of discussing end-of-life decisions and respecting the choices and wishes of the person.
- Knowledge of how to meet cultural and spiritual needs of a person during end-of-life.
- Understand the importance of keeping carers and families informed and involved in end-of-life care.
- Be aware of palliative care and referral processes to available palliative-care services.

### Tier 2. Foundational Skill

- Support the physical, psychological and social care needs of a person at the end-of-life in a compassionate and dignified manner.
- Empathically initiate end-of-life care needs conversation with the person and/or their family and respect choices and wishes.
- Recognise changing care needs and when the person would benefit from a palliative approach to care.
- Maintain clinical and ethical standards while providing end-of-life care and in accordance with any end-of-life care plan that may have been prepared.
- Recognise own feelings and beliefs in relation to end-of-life and emotional impact of grief for self and seek support if required.

### Tier 3. Enhanced Practice Knowledge

- Knowledge of support services, referral processes and resources related to end-of-life care for a person living with dementia.
- Understand processes to ensure discussion of advanced health directives are initiated in a timely manner.
- Understand why there may be conflicts between the person, care partners and families about end-of-life choices.
- Thorough knowledge of palliative care and services, and application to care for a person living with dementia.
- Understand the implications of advance care planning, power of attorney, guardianship, and advance directives including refusal of treatment.
- Know the requirements of legislation, policy, and best-practice guidance regarding palliative care, end-of-life care, dying and death.
- Understand the needs of bereaved families and carers including ongoing support models for families.
- Understand staff's needs in relation to grieving for a person they have been supporting and emotional-support services available for staff.

### Tier 3. Enhanced Practice Skill

- Recognise and assess the multidimensional, subjective and complex aspects of experiencing pain, and address this and other end-of-life physical, psychological and social needs in a person with dementia.
- Work with families and care partners to ensure that the care needs of a person for palliative care and end-of-life are met.
- Develop and implement individualised care plans that meet the physical, psychological, social, emotional and spiritual needs of a person at end-of-life
- Meet cultural and spiritual needs of a person during end-of-life in a culturally sensitive manner.
- Support families and staff to celebrate a person's life in a way that is consistent with the wishes of the person and family.
- Provide referral to support and bereavement services for families and carers.
- Communicate awareness and understanding of terminal agitation and its impact to other staff, families and carers.
- Provide necessary support and resources for staff to combat vicarious trauma, distress, compassion fatigue and/or burnout.

#### Tier 4. Advanced Practice/Expertise Knowledge

- Extensive knowledge of current best practices for palliative care for people living with dementia including pain and symptom management and meeting psychological and social care needs.
- Have a deep understanding of the ethical considerations surrounding end-of-life decision-making for people living with dementia, and the importance of respecting individual choice.
- Have a deep understanding of the cultural and spiritual needs of the person and their families during the end-of-life process and how to utilise this knowledge to develop compassionate care practices.
- Extensive knowledge of evidence-based bereavement and grief-support models and developed resources available to staff, families and carers.

#### Tier 4. Advanced Practice/Expertise Skill

- Facilitate end-of-life discussions, advanced care planning, advanced health directives and decision-making with the person and their family and carers.
- Lead practice, policy and organisational culture that supports compassionate end-of-life care and a good death for a person living with dementia.
- Contribute to the advancement of understanding and evidence-based practices in palliative care for people living with dementia through research, collaboration and dissemination of findings.
- Develop organisational evidence-based strategies, approaches and systems to support staff who may be experiencing grief and loss.
- Collaborate and effectively communicate with a multidisciplinary health care team across care settings.



## Recommended Resources

<b>Caring for someone with dementia who is near the end of life. Marie Curie</b>	<a href="https://www.mariecurie.org.uk/professionals/palliative-care-knowledge-zone/condition-specific-short-guides/dementia">https://www.mariecurie.org.uk/professionals/palliative-care-knowledge-zone/condition-specific-short-guides/dementia</a>
<b>ELDAC End of Life Law Toolkit, End of Life Directions for Aged Care. Department of Health and Aged Care, Commonwealth of Australia</b>	<a href="https://www.eldac.com.au/tabid/4902/Default.aspx?utm_source=Australian+Ageing+Agenda&amp;utm_medium=ELL+Toolkit&amp;utm_campaign=AAA+eDM+VAD+Feb">https://www.eldac.com.au/tabid/4902/Default.aspx?utm_source=Australian+Ageing+Agenda&amp;utm_medium=ELL+Toolkit&amp;utm_campaign=AAA+eDM+VAD+Feb</a>
<b>End-of-Life and Palliative Care for People with Dementia Framework. Department of Health, Government of West Australia</b>	<a href="https://www.health.wa.gov.au/~/_media/Corp/Documents/Health-for/End-of-Life/End-of-Life-Care-for-People-with-Dementia-Framework.pdf">https://www.health.wa.gov.au/~/_media/Corp/Documents/Health-for/End-of-Life/End-of-Life-Care-for-People-with-Dementia-Framework.pdf</a>
<b>LGBTIQ+ Inclusive Palliative Care eLearning, LGBTIQ+ Health Australia</b>	<a href="https://www.lgbtiqhealth.org.au/palliative_care">https://www.lgbtiqhealth.org.au/palliative_care</a>
<b>Palliative care and dementia. Dementia Australia and Palliative Care Australia</b>	<a href="https://palliativecare.org.au/wp-content/uploads/dlm_uploads/2018/05/Dementia-Aus-Palliative-Care-Discussion-Paper-36pp-R5.pdf">https://palliativecare.org.au/wp-content/uploads/dlm_uploads/2018/05/Dementia-Aus-Palliative-Care-Discussion-Paper-36pp-R5.pdf</a>
<b>Palliative Care Australia Resources. Palliative Care Australia</b>	<a href="https://palliativecare.org.au/resources/">https://palliativecare.org.au/resources/</a>
<b>Palliative Care Curriculum for Undergraduates (PCC4U) Topic 4: Culture-centred care of people with life-limiting illnesses. QUT</b>	<a href="https://pcc4u.org.au/learning/topics/topic4/">https://pcc4u.org.au/learning/topics/topic4/</a>
<b>Palliative Care Training. Palliative Care Education and Training Collaborative.</b>	<a href="https://palliativecareeducation.com.au/course/view.php?id=82">https://palliativecareeducation.com.au/course/view.php?id=82</a>
<b>Person centred care, Clinical Excellence Commission. NSW government</b>	<a href="https://www.cec.health.nsw.gov.au/improve-quality/teamwork-culture-pcc/person-centred-care/end-of-life">https://www.cec.health.nsw.gov.au/improve-quality/teamwork-culture-pcc/person-centred-care/end-of-life</a>

# Appendices

- 1 References
- 2 Reference Groups and Contributors
- 3 Glossary of terms

## Appendix 1

### References

***Royal Commission into Aged Care Quality and Safety Final Report***, published 1 March 2021

<https://www.royalcommission.gov.au/aged-care/final-report>

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<https://www.health.gov.au/resources/publications/the-strengthened-aged-care-quality-standards-final-draft>

***National Dementia Action Plan Public Consultation Paper***, November 2022, Australian Government Department of Health and Aged Care

<https://consultations.health.gov.au/aged-care-division/ndap-public-consultation/>

## Appendix 2

### **Reference Groups and Contributors**

#### **Living Experience Reference Group members**

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#### **Sector Stakeholder Group organisations represented**

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Australian College of Nursing

Australian Commission on Safety and  
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Australian Council of Deans of Health Sciences

Australian Recreational Therapy Association

Council of Deans Nursing and Midwifery

Dementia Australia

Dementia Support Australia - HammondCare

Dementia Training Australia

Meaningful Ageing Australia

Occupational Therapy Australia

PICAC Alliance

Universities Australia

Wicking Dementia Research and  
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## Appendix 2 (Continued)

### Reference Groups and Contributors

#### Subject matter experts from the following organisations:

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Charles Darwin University  
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Constructive Dialogue Architects  
CQUniversity Australia  
Curtin University  
Deakin University  
Dementia Alliance International  
Dementia Australia  
Dementia Support Australia  
Dementia Training Australia  
Eden In Oz & NZ  
Group Homes Australia  
Improvement Matters  
LGBTIQ+ Health Australia  
Meaningful Ageing Australia  
Memory Bridge, USA  
Monash University  
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Cognitive Dementia and Memory Service  
Neuroscience Research Australia  
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Pathways Health Management  
PICAC Alliance  
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St Vincent's Health Melbourne and University Melbourne  
The Dementia Centre, HammondCare  
The University of New South Wales  
The University of Newcastle  
The University of Sydney  
The University of Western Australia,  
School of Indigenous Studies  
Uniting  
University of Tasmania  
University of Technology Sydney  
University of Wollongong

## Appendix 3

### Glossary of terms

<b>Term</b>	<b>Definition</b>
<b>Advance Care Planning</b>	Planning for future health care in order for preferences and choices to be known if seriously ill or unable to communicate.
<b>Care partnership approach</b>	A person-centred approach that recognises relationships between a person living with dementia and their family members or friends and involves all relevant parties in decision making and support planning.
<b>Changed behaviour</b>	Changes in behaviour and thinking caused by expression of emotion, damage to an area of the brain, or by the person trying to communicate a need that has not been met.
<b>Childhood dementia</b>	Dementia that effects children between the ages of 0-18.
<b>Connectedness</b>	A feeling of being socially, emotionally, spiritually, or physically linked with another person, with a place or with a group.
<b>Context statement</b>	A statement which defines the scope of the domain's subject area and expected outcomes of standard attainment.
<b>Cultural competence</b>	The ability of an individual to understand and respect values, attitudes and beliefs that differ across cultures, and to consider and respond appropriately to each individual.
<b>Delirium</b>	A serious short-term condition where the person experiences a disturbance in attention, perception, awareness, and cognition due to a medical condition.
<b>Dementia</b>	A range of neurological conditions that involve changes in the brain and a wide collection of possible cognitive symptoms.
<b>Dementia-inclusive community</b>	An inclusive community where people living with dementia are understood, respected and supported. Also called a dementia friendly community.
<b>Dementia paradigms</b>	A set of concepts, thoughts and beliefs or approaches to viewing an experience. Examples in dementia are the medical model, psycho-social model, person centred care and the human rights approach.
<b>Domain</b>	A subject or topic area.
<b>Enablement</b>	A process of empowering individuals to manage their own lives and create conditions that allow people to achieve their full potential.
<b>Incidence</b>	The number of individuals who develop a specific disease or experience a specific health-related event during a particular time period.

<b>Knowledge</b>	What the person knows or needs to know.
<b>Living experience outcome</b>	A statement developed by the living experience reference group on what meeting standards in that domain means for them.
<b>Malignant social psychology</b>	A diminishment of self-identity and self-worth often caused by negative interactions with others, stigma, and being treated as a lesser person. Attributed to the work of Thomas Kitwood.
<b>Palliative approach</b>	An approach that improves the quality of life of people and their families who are facing issues associated with life-threatening illness. Palliative approach supports a person's physical, psychosocial, or spiritual needs.
<b>Personhood</b>	A sense of self-identity, self-value, and individuality influenced by interpersonal relationships.
<b>Prevalence</b>	The proportion of a particular population found to be affected by a medical condition at a specific time.
<b>Psycho-social-spiritual engagement</b>	Holistic therapeutic interventions, activities and purposeful engagement that support wellbeing and maintain personhood. Also described as non-pharmacological interventions.
<b>Polypharmacy</b>	The use of several medications taken at the same time to treat a condition or conditions.
<b>Reablement</b>	An approach that supports individuals to maximise their independence and functionality as much as possible.
<b>Restrictive practices</b>	Any practice or intervention that has the effect of restricting the rights or freedom of movement of a person.
<b>Skill</b>	What the person can do or needs to know how to do.
<b>Supported decision making</b>	Assisting a person to make their own decisions, as much as possible, so they can develop and pursue their own goals and make choices about their life.
<b>Theme</b>	Sub-topic area that relates to a domain.
<b>Tier</b>	A tier defines a different level of knowledge and skill relevant to areas of dementia practice. This may be utilised by role or by progression of the person's knowledge and skill level.
<b>Validation</b>	A communication method that recognises the experiences a person is having and validates their emotions in the place, time, or situation where they are and helps the person work through their feelings. Attributed to the work of Naomi Feil.
<b>Young-onset dementia</b>	Dementia that affects people between the ages of 18-65.







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