

出國報告（出國類別：訪問）

受邀訪問澳洲失智教育中心
及國際失智協會主席
出國報告

服務機關：衛生福利部

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派赴國家：澳洲坎培拉、臥龍崗

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摘要

本次出國報告以（一）訪問國際失智協會主席及澳洲失智症協會；（二）訪問澳洲國家級失智教育中心；（三）交流世界衛生組織 2017-2025 年失智症全球行動計畫相關議題。

此次進行國際交流訪問，對於失智議題與人才培育制度的建立與政策推動有更進階的學習與觀察。此行與國際失智協會 Mr. Glenn Rees、澳洲失智教育中心 Prof. Richard Fleming 二位國際知名主席深度會談，參訪澳洲失智症協會、澳洲失智教育中心與臥龍崗大學護理學院三個機構，共與 16 位交流，不僅開啟了失智國際網絡的實質關係建立，更見識失智的翻轉教育模式及澳洲在失智議題的紮根與發展。臺灣長照 2.0 首次將失智照護納入國家計畫，是承諾也是責任。未來，我們盼望臺灣也是友善失智的典範國家。

目次

壹、目的.....	4
貳、名單.....	4
參、過程.....	4-17
肆、心得.....	17-18
伍、建議.....	18
陸、附件.....	19-43

壹、目的

- 一、訪問國際失智協會主席及澳洲失智症協會。
- 二、訪問澳洲國家級失智教育中心。
- 三、交流世界衛生組織「2017-2025年失智症全球行動計畫」之相關議題

貳、名單

序號	單位	姓名	職稱
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參、過程

一、國際失智協會

(一) 國際失智協會 (Alzheimer Disease International, ADI)

國際失智症協會（以下簡稱 ADI）為國際性失智症聯盟組織，成立於 1984 年，現任主席為格蘭瑞斯 (Glenn Rees)，會員皆來自各國的失智症協會，由最初的 4 個會員，發展至今全球已有 90 個阿茲海默症或失智症協會組織，臺灣失智協會也是該組織成員之一。ADI 主要目的在於提升失智症者與家屬生活品質，有關 ADI 5 大重點介紹如下：

1. ADI 是世界衛生組織 (World Health Organization, 以下簡稱 WHO) 正式認可與合作的夥伴，是 WHO 負責失智症相關行動及政策的最主要組織。
2. ADI 使世界各國認識與重視失智症患者及其照護者之權益。
3. 自 2009 年起，每年發佈一份世界阿茲海默症報告 (World Alzheimer Report)，該報告為全世界第一份最全面的失智症檢視報告，每年持續提供國際對抗失智行動全球架構的關鍵建議。
4. ADI 是推動世界衛生組織於 2017 年 5 月第 70 屆世界衛生大會通過「WHO 2017-2025 年失智症全球行動計畫」的關鍵角色。
5. ADI 主席格蘭瑞斯 (Glenn Rees) 於 2017 年 8 月 25 日拜會蔡英文

總統，對臺灣蔡總統支持世界衛生組織失智症全球行動計畫，及允諾臺灣要建立完善失智照護服務體系印象深刻與高度讚賞。

(二) 國際失智協會主席格蘭瑞斯 (Glenn Rees)

在 2003 年，澳洲阿茲海默症協會(Alzheimer Australia)是驅動當時失智政策及倡議產生的主力，研究報告包括與失智症相關的所有數據，提供給當時的衛生部參考，使得澳洲對於失智政策與經費的投入更趨完善。格蘭瑞斯主席 30 多年來對於失智政策推動不遺餘力，終於於 2017 年讓世界正視失智的重要性，世界衛生大會通過了「WHO 2017-2025 年失智症全球行動計畫」。

格蘭瑞斯主席從 1985 年開始參與澳洲高齡照顧檢視(Aged Care Review)計畫，現澳洲每千名超過 70 歲的老人，約有 112 個地方可以提供照顧，如今有此成果不是件容易的事。從 1970 年以來，老化和失智增長速度變快，透過不斷的與政府財政部門溝通協調，才同意將經費投資於此。澳洲推動經驗是政府與澳洲失智症協會(Dementia Australia, DA)，當時格蘭瑞斯主席擔任澳洲阿茲海默症協會(Alzheimer Australia)的執行長，政府同時雇用了會計師事務所來當顧問，於 1985 年完成高齡者照顧檢視(Aged Care Review)，做為全國推動的依據。



圖：於坎培拉大學專訪 ADI Glenn 主席



圖：ADI Glenn 主席分享推動經驗

(三) 澳洲失智症協會(Dementia Australia, 以下簡稱 DA)

澳洲失智症協會 (DA) 成立於 1983 年，原為澳洲各州都有類似的組織，如南澳的 Alzheimer's Disease and Related Disorders

Society (ADARDS)，但在一次公共討論後，變更名稱為較廣義的「澳洲失智症協會 (DA)」，其後各州逐漸加入整合成今日系統。例如昆士蘭有類似組織已超過 20 年，但成為 DA 的會員是 2002 年的事。澳洲失智症協會是由失智症照顧者為了照顧者成立的一個組織，共有 8 個分會，分別是 DA-NSW (New South Wales)、DA-QLD (Queensland)、DA-SA (South Australia)、DA-TAS (Tasmania)、DA-VIC (Victoria)、DA-WA (Western Australia)、DA-ACT (Australian Capital Territory) 及 DA-NT (Northern Territory)。

澳洲失智症協會雖仍自主運作，但自 2016 年起，也以豐富資源與經驗加入採軸輻式系統 (Hub and Spoke) 設計之澳洲失智教育中心 (Dementia Training Australia, DTA) 共同運作，一起為失智症患者與照顧者努力，介紹如下 (相關資料如附件 1)：

1. 聯盟及夥伴

澳洲失智症協會有許多夥伴 (如所在地的鄰近大學)，但最重要的聯盟夥伴是澳洲失智教育中心 (DTA)。政府撥了一筆 2 千 2 百萬澳幣的經費給該中心，用統整的方式設定目標來運作。

2. 教育訓練模式

(1) 對象：包括醫師、護理人員、心理治療師、物理治療師、一般照顧者等。

(2) 主題：安排所有訓練主題，重點在於協會會與大學合作，把屬於教育的大領域讓大學來訓練，因此某些大學發展出相關科系，例如 University of Tasmania 就有失智症照顧學士 (Bachelor of Dementia Care)。

(3) 費用：主要由政府補助，但仍會收取少數費用，因收費制度會讓報名者珍惜上課機會。

3. 政府評鑑與補助

政府會設定目標、訓練品質與數量，完成報告後才能獲得相

關補助。

4. 付費課程認證

考量個人發展 (Personal Development)，量身打造課程單元安排，一般是提供受訓者上課證明 (Certificate of Attendance)、課程單元完成證明 (Unit of Competency)。

5. 課程推廣

除了網站公告上課資訊外，還有以下方法：

- (1) 好的網絡關係：與其他組織、社區、醫院、大學、護理之家等；
- (2) 與民眾宣導；
- (3) 學員相互介紹。

6. 科技應用

在科技應用上，主要是讓人體會失智症者的不便，未來也可能會加入其他方案，目前有趣的科技應用如下：

- (1) VR：即 Virtual Reality，利用遊戲科技來體驗，例如走過一間屋子，但看不到或聽不到，模擬喪失功能之失智症患者，有方向感或認路的障礙。

- (2) Headset Goggle (EDIE)：15 套為澳幣 18,000 元。



圖：與澳洲失智症協會交流



圖：與澳洲失智症協會代表合影



圖：與 DA 個案經理 Ms. Petrea 合影



圖：與 DA 教育經理 Ms. Karen 合影

(四) 失智症全球行動計畫的議題討論

格蘭瑞斯主席可以感受臺灣政府對失智症相關政策的決心！其分享觀點綜整如下：

1. 以人為本，從使用者及照顧者的需求規劃政策
2. 政策要回答的問題是：
 - 當我被確診為失智症時，我該去哪裡找尋幫助？
 - 我會得到怎樣的診斷並獲得怎樣的協助？
 - 若是有較複雜嚴重的狀況，我要找誰？
 - 我需要醫院提供什麼樣的服務？才能讓我感受到這是個失智症友善醫院？
 - 我要怎麼樣的生活而不感到被約束？
 - 我的生命終點會怎樣降臨？
3. 站在假設是失智症患者妻子的角度，要回答的問題是：
 - 當我先生被確診為失智症患者時，我該去哪裡找尋幫助？
 - 當我先生是重度失智症患者時，我會得到什麼樣的幫助？
4. 政府失智政策的三個關鍵：
 - (1) 及時診斷
 - (2) 診斷後的支援
 - (3) 整合式服務

若要用一個詞來說，那就是「體系 (System)」的建立，要建立一個體系並不容易，一般可能會花上 7 到 10 年，沒有錢想做好一件事是不可能的；但有錢卻沒有建立整合體系也做不好事情，澳洲原先就是花了許多錢，但卻未建立一個完整的體系，直到不久前才注意到這件事情而開始做出改變。

由於失智症是一個嚴重的慢性病，臺灣確診率約達 30%，而「WHO 2017-2025 年失智症全球行動計畫」訂定 8 年達到 50% 確診率，政府應有長期計畫與目標來因應，如 2025 年或 2030 年前要

達成什麼目標？腳踏實地的達成，不必勉強承諾要在 3 年內做到很驚人的事。

5. 失智共照中心之建議

(1) 藉「失智共照中心」要協助及時診斷，需要幾間中心？因為有數據的話，我們建立一半數量的「失智共照中心」，理論上便可達到 50% 確診率。

(2) 及時診斷流程設計建議可由經受訓的護理人員做失智初篩（prescreening）工作，初篩後的個案送到受過訓練的家醫科醫師做診斷，困難的個案再轉到醫院記憶中心（Memory Centers）做複雜診斷的確認。

(3) 而記憶中心則需要專科醫師駐診。

整個失智照護體系藍圖應以「人」為出發點，要有使用者（Consumer）、政府（Government）與服務提供者（Service Provider），而不是只有政府及服務提供者這二個角色，澳洲政府以前也犯了同樣的錯。而失智症診斷是困難的，人們以為訓練醫師就是答案，促進失智診斷的精進有三個策略：

(1) 賦予使用者問問題的權力，還可以找不只一位醫師；

(2) 若要做體系上的改變，就需有財務支持；

(3) 要支持(援)醫師、護理人員接受訓練。

6. 發展失智症專科護理師

在花更多的錢蓋新中心之外，或許還有一個選項就是好好利用現有資源，無論是醫院或社區的資源。以醫院而言，就是好好利用現存體系，醫師、護理人員都能更賦能，對醫療體系做一個更有創意的利用。

澳洲已開始慢慢建立失智症護理師這個概念，護理師可以在醫院、社區或一般診所工作，因為護理師可能比醫師更了解失智的社交影響層面可能比醫療的影響層面來的大。例如家庭訪視

(home visit)是非常重要的的一件事，但在澳洲要讓醫師來做家訪就如關山難越一樣困難。

香港戴樂群醫師 (David Dai, 香港威爾斯親王醫院老人科顧問醫生, 香港中文大學及香港大學的名譽教員) 就在發展此制度, 與在地診所醫師、護理人員合作, 讓制度從地方就能運行, 以發揮最大效益。

7. 指標優先順序討論

關於「臺灣失智症政策綱領」接軌「WHO 2017-2025 年失智症全球行動計畫」的驗證指標訂定, 更明確的指標應該像糖尿病患病人數少了多少、過胖的人少了多少, 或是怎麼樣的公衛活動推廣, 可讓失智這樣的破壞性疾病變少, 這樣的指標才有意義。

談到優先順序, 確診率是一個, 而多少失智症患者住家裡、照顧者壓力、沮喪程度(若可量測), 或降低抗憂鬱用藥或肌肉鬆弛劑等皆可列入指標項目, 因為如需要服用抗憂鬱藥或肌肉鬆弛劑, 表示對失智症照護還不瞭解(或沒有得到適當支援), 所以在照顧品質上就有幾個非常重要的指標可訂定。要訂出基準指標, 可先從使用簡單的調查如「你認為造成失智症的原因是什麼?」、「你會去哪裡尋求幫助?」。

可訂出一個基礎調查問卷, 每二年調查一次, 確保民眾都認識失智症, 都知道哪裡可以得到幫助。像澳洲 95%的人都知道失智症與記憶有關, 但只有少部份的人了解失智症還與行為能力(executive functions)、憂鬱、言語能力等相關。故可做一個規模約 2000-3000 人的問卷調查, 這份調查可以區分年齡層、語言群組, 提到語言, 澳洲居民可能使用約 200-300 種語言, 英文以外, 較大宗的如義大利文、希臘文、中文、黎巴嫩文、土耳其文、敘利亞文、還有南美語系, 這會造成一些調查上的障礙, 臺灣就沒此問題。接著還可以以失智症患者為問卷調查對象, 國際失智

協會已開始這樣做，並持續進行。

失智症全球行動計畫並無法太詳細，你可能有 6 個優先行動，然後在括號中註明這跟失智症全球行動計畫中的哪些有關。比如說這個跟 2、3 有關，那個跟 6、7 有關。例如行動計畫 4：診斷、治療、支援，全都在行動 4 之中，若很看重這件事的話，這可能可以再分成 20 個行動。標題可能是及時診斷(Timely diagnosis)、診斷後事項 (Post diagnosis)，然後再說明這個與全球失智症觀察 (Global Dementia Observatory, GDO)的行動計畫 4 有關，然後依規劃來執行時會發現或許有三項全屬於行動計畫 4 的範疇。

臺灣有長照、醫院醫療照顧、機構照顧，什麼都有，計畫很好，但可能需再就「需求」做檢視並依據需求去執行。若完全依照這 7 個行動計畫格式可能不會獲得好評，但如果在自己的格式內包含了全部 7 項則是會大大加分。世界衛生組織 (WHO) 真正希望看到的是各國對 GDO 的承諾，WHO 希望知道每個國家預計花多少錢在失智症研究上、要做什麼研究？研究的優先順序？格式與優先順序不是重點，重點是「承諾執行」與「如何執行」。



二、澳洲失智教育中心 (Dementia Training Australia, 以下簡稱 DTA)

澳洲失智教育中心(Dementia Training Australia, DTA)採軸輻式系統(Hub and Spoke)設計，即有一個或數個中心，中心外之鄰近點再有子系統，中心有決策系統支援鄰近點的子系統運作。DTA 主席為理查弗萊明教授 (Richard Fleming)，DTA 共分為六個中心，以位於臥龍崗大學的中心

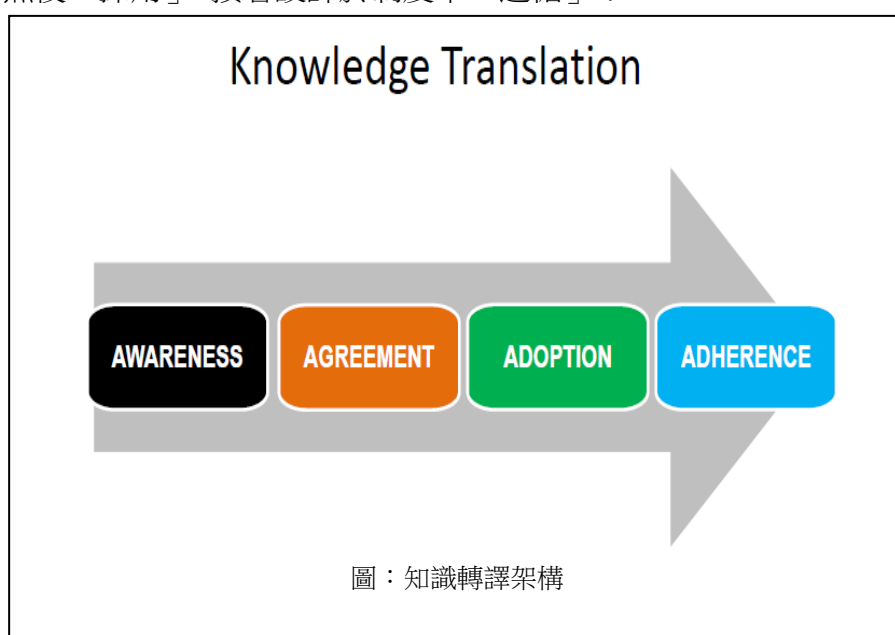
為領導，負責協調及整合，中心相關介紹請見附件 2。每個中心在澳洲都已運行許久，分別如下：

- (一) 臥龍崗大學(University of Wollongong)
- (二) 澳洲失智症協會(Dementia Australia, DA)
- (三) 拉籌伯大學(La Trobe University)
- (四) 昆士蘭科技大學(Queensland University of Technology)
- (五) 西澳洲大學(University of Western Australia)
- (六) 塔斯馬尼亞大學之維津失智症研究教育中心(Wicking Dementia Research and Education Centre, University of Tasmania)。

澳洲失智教育中心的運作模式重點摘要如下：

1. 以「知識轉譯-4A」為教育訓練發展核心

澳洲失智教育中心(DTA)最成功的概念即為「知識轉譯-4A」！有別於以往教育訓練重量不重質的方式，如計算參與人數、次數等，受訓完若仍是沒發生改變，此種教育訓練可謂浪費時間。因此，DTA 強調知識要能真正被運用，而主張「知識轉譯-4A（示意圖如下）」運用於教育訓練中。4A 是「Awareness」、「Agreement」、「Adoption」及「Adherence」，也就是先「知道」，再「同意」，然後「採用」，接著設計於制度中「遵循」！



圖：知識轉譯架構

2. 知識轉譯流程 (Knowledge Translation - The process)

DTA 在上述 4 個步驟 (4A) 中又設計了 9 個流程以確保每個步驟都有適當的流程輔助：

- (1) 安排演講 (Guest lectures)；
- (2) 官方期刊 (Australian Journal of Dementia Care)；
- (3) 線上資源 (Online resources)；
- (4) 線上課程 (Online courses)；
- (5) 工作坊 (Workshops)；
- (6) 失智症概要 (Dementia Essentials)；
- (7) 智慧型手機應用軟體 (Smartphone apps)；
- (8) 顧問服務和夥伴關係 (Consultancy services and fellowships)；
- (9) 品質保證 (Quality Assurance Processes)。

3. 特殊量身打造的訓練包裹服務(Tailored Training Packages)

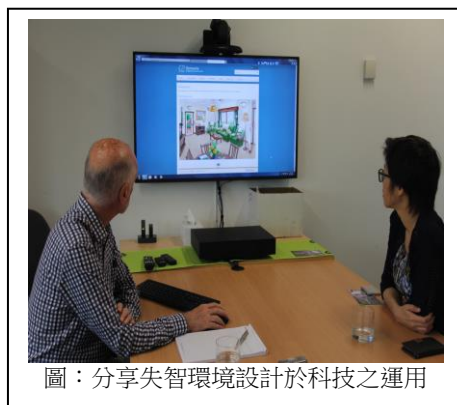
- (1) DTA 對家醫科醫師(GP)、護士、藥劑師、心理學家、專家、專職醫療人員及其他相關專業人士提供相關且適當的失智症評估、診斷與管理面的「繼續專業發展訓練 (Continuing Professional Development, CPD)」；
- (2) 為失智症照護人員提供個別化的失智症訓練 (Vocational level dementia training for personal care workers)；
- (3) 線上訓練入口網：讓專業人員能不受時間限制，接受訓練課程；
- (4) 為提出需求的照顧提供者量身定制教育訓練，包括失智症技能和環境設計，隨後提供量身打造的訓練包裹。



圖：介紹 DTA 各中心代表



圖：與 DTA 另 2 位代表視訊交流



圖：分享失智環境設計於科技之運用



圖：討論失智教育合作可行性



圖：參訪澳洲失智教育中心



圖：與 DTA 成員合影

三、拜訪臥龍崗大學護理學院

臥龍崗大學是世界排名前百分之 2 的大學，且全澳洲失智症教育訓練系統由臥龍崗大學的失智教育中心為協調領導中心，該校護理學院除學生的人才培育外，尚能就近提供資源與協助，並進行相關研究。該校護理學院 Prof. Tracey Moroney 院長為澳洲及紐西蘭全部大學護理學院院長協會的主席；該校也是提供國際失智聯盟 (Dementia Alliance International, DAI) 創會理事長 Kate Swaffer 能繼續求學的重要支持者。

護理學院各項研究皆有傑出表現，並以研究支援失智症照顧為首要任務，非常重視國際合作（方案如附件 3）、校際合作與學協會合作，以下事項特別值得一提：

- (一) 臥龍崗大學與台北醫學大學簽署姊妹校，因此護理學院於 2017 年啟動人才交換計畫，並為該學校來的博士生爭取免學費及生活補助。
- (二) 護理學院與澳洲失智症教育中心 (DTA) 及澳洲失智症協會 (DA) 皆為關係良好之教育訓練夥伴。
- (三) 護理學院對於失智照護之相關簡章，有部份以中英雙語印製。

(四) 護理學院希望未來能與臺灣衛福部建立實質合作關係。



四、摘要澳洲教育中心的相關網絡人物與交流議題

網絡人物	交流議題	照片
<p>DTA 主席 Prof. Richard Fleming</p>	<ul style="list-style-type: none"> ■ 交流失智教育中心之運作與合作可行性。 ■ 邀請 10 月來臺參與全球健康論壇並分享失智環境營造。 	
<p>DTA 副主席 Prof. Belinda Goodenough</p>	<ul style="list-style-type: none"> ■ 分享知識轉譯。 	
<p>National Activities Manager at DTA Ms. Fallon Forbes</p>	<ul style="list-style-type: none"> ■ 分享失智教育中心行政作業模式與經費來源。 	
<p>National Activities Associate Manager at DTA Ms. Melanie Wilson</p>	<ul style="list-style-type: none"> ■ 教育訓練諮詢窗口。 ■ 教育訓練分享。 	
<p>Data Manager at DTA Ms. Jacqui Watts</p>	<ul style="list-style-type: none"> ■ 分享教育訓練資料分析。 	

<p>DTA Ms. Kim Faddy</p>	<p>■ 失智教育中心行政支援。</p>	
<p>DTA Ms. Emma Paul</p>	<p>■ 分享教育訓練資料分析。</p>	
<p>Managing Editor at DTA Ms. Kerry Schelks</p>	<p>■ 分享失智教育中心期刊發行。</p>	
<p>DTA Ms. Sarah Bartlett</p>	<p>■ 分享失智教育中心資訊系統。</p>	
<p>Communication Manager at DTA Ms. Liz Armitage</p>	<p>■ 分享失智教育中心溝通管理。</p>	

肆、心得

一、失智症教育訓練體系

澳洲能將失智症教育中心、學會、協會做一整合，使其成為真正國家級的體系，是非常不容易的一件事，故其也是 2016 年 10 月起才邁入新紀元。而更值得學習的是，澳洲失智症教育中心（DTA）整合後還做了一個

非常有效率的設計，即是利用 4 個步驟及多項行動，讓教育訓練的效果持續發展，甚至到最後與有心改變的受訓者共同完成改變！

二、失智症行動計畫

2017 年新版的「臺灣失智症政策綱領」草案剛剛完成，無論是就實際照顧失智症患者、照顧者及其家庭，或大的方針要與世界接軌，格蘭瑞斯主席的具體建議值得參考。

三、失智症照護及教育訓練相關工作任務重大

當國際失智協會（ADI）格蘭瑞斯主席細數從近 30 年前開始的努力，以及澳洲失智教育中心（DTA）理查弗萊明主席提到他花了 30 年才讓政府及人們了解及重視環境對失智症患者的重要性，不禁想到這個使命的重要及艱巨，長照 2.0 首次納入 50 歲失智者與照顧者是機會，而體系建置及永續是承諾，也是挑戰！

伍、建議

- 一、格蘭瑞斯主席的建議事項可納入臺灣 2018-2025 年失智行動綱領參考。
- 二、邀請理查弗萊明主席來台針對失智環境設計交流。
- 三、持續建立與國際失智協會、澳洲失智教育中心等網絡的連結（Connection），如與關鍵人物的電子郵件溝通、出席國內外失智研討會議分享臺灣經驗。

陸、 附件

失智學習指南



Dementia Learning Guide

Australian Capital Territory 2018



dementia.org.au/CDL



**dementia
australia™**

The new voice of Alzheimer's Australia

To find out more

email karen.cmiel@dementia.org.au
call 02 6255 0722
visit dementia.org.au/CDL

RTO Code: 2512

Stay connected



Dementia Australia is the leading provider of dementia education in Australia. Our highly skilled team has extensive experience in a wide range of areas, facilitating learning experiences which touch, move and inspire participants to transform their practice. Informed by current research and contemporary practice, our comprehensive suite of education forms part of an integrated learning pathway incorporating both accredited and non-accredited courses delivered face to face, as well as online.

For subscribers

Register as a paid subscriber to enable open access to:

- all online courses
- library resources, including a range of print materials, e-books, online resources and library staff support
- our video channel
- recommended podcasts and conversations
- various help sheets, reports and dementia research information

Some programs are funded by the Australian Government or jointly funded by the Australian Capital Territory and Australian Governments through the Home and Community Care program.

DISCLAIMER: The information in this publication was current at the publication date, November 2017.

Please check our website dementia.org.au/CDL for current information.

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ABN 14 871 840 188

Contents

Centre for Dementia Learning

Transforming dementia practice	4
--------------------------------	---

Accredited training

Dementia essentials	5
---------------------	---

Foundation learning

Understanding dementia	6
------------------------	---

Supporting successful communication	6
-------------------------------------	---

Applying a problem solving approach to behaviour	6
--	---

Achieving purposeful engagement	6
---------------------------------	---

Learning through virtual reality

Enabling Edie™	8
----------------	---

Online learning

What is dementia? (free)	10
--------------------------	----

Communicating in a person-centred way	10
---------------------------------------	----

How person-centred is your practice	10
-------------------------------------	----

A problem solving approach to behaviours	10
--	----

Understanding younger onset dementia (free)	10
---	----

Dementia and pain in residential care	10
---------------------------------------	----

Consultancy	11
-------------	----

The Virtual Forest™	12
---------------------	----

Australian Capital Territory Dementia Education

Dementia seminars for health professionals	13
--	----

Dementia design: creating a dementia enabling environment for any setting	13
---	----

Intellectual disability and dementia	14
--------------------------------------	----

Experiencing dementia	15
-----------------------	----

Meeting health and hygiene needs in dementia care	15
---	----

Dementia, sexuality and care	16
------------------------------	----

Dementia and palliative care	17
------------------------------	----

Exploring pain in dementia	17
----------------------------	----

Montessori method for dementia care	18
-------------------------------------	----

How to register

Bookings are essential. Places are limited and subject to the terms and conditions within this document.

For details of cost, venue, dates and times, please go to:
dementia.org.au/CDL

For bookings, contact us on
02 6255 0722 or
karen.cmiel@dementia.org.au



Our facilitators

Our highly-skilled facilitation team are experienced in health, working in the community and providing direct support to people living with dementia and their carers.

All facilitators are qualified in workplace training and assessment (Cert IV TAE40110), Diplomas or higher level qualifications in adult education.

The contemporary industry skills of our facilitators enable them to create positive and engaging learning experiences. They have continual access to experts in dementia practice and research, and undertake ongoing professional development.



For your workplace

Achieve your organisational dementia learning objectives by taking advantage of our education programs, conveniently delivered at your workplace. Our extensive range of programs are designed to ensure learning extends well beyond the workshop and enhances practice improvement. Our aim is to support your organisation to deliver quality and sustainable dementia practice.

Discuss your own unique learning requirements with us and together we will determine the most appropriate program that best meets the needs of your staff. Our experienced facilitators will build the skills and knowledge of your team, inspiring them to provide best practice dementia support. Contact us today to discuss the opportunities available to your organisation.

Most workshops listed in this guide can be delivered at your workplace. Contact us on 02 6255 0722 or karen.cmiel@dementia.org.au for further details.

Continuing Professional Development

Our learning programs are suitable for a wide range of qualified health professionals and dementia support staff.

Earning Continuing Professional Development (CPD) points has never been easier with our comprehensive suite of programs that form part of an integrated learning pathway.

Professional development certificates

We issue Certificates of Attendance with date and duration information to fulfil your CPD requirements. Certificates of Attainment are provided for successfully completing an accredited course.



centre for
dementia learning
transforming dementia practice



Transforming dementia practice

This Dementia Learning Guide provides an overview of the range of learning opportunities available through Dementia Australia for 2018.

This includes a suite of nationally consistent courses available through the Centre for Dementia Learning as well as a select range of programs that are only available in Australian Capital Territory.

Dementia Australia has over thirty years' experience in promoting high quality dementia practice. The Centre for Dementia Learning will provide a comprehensive suite of evidence based learning and consultancy services to help improve the quality of care and quality of life experienced by people living with dementia.

A handwritten signature in black ink, appearing to read "Maree McCabe".

Maree McCabe
Chief Executive Officer
Dementia Australia



centre for
dementia learning
transforming dementia practice

National Dementia Education

Accredited training

Dementia essentials

CHCAGE005 Provide support to people living with dementia

This nationally accredited course is designed to assist workers supporting people living with dementia. The fully funded program provides fundamental professional development for existing workers across the sector utilising both theory and practical application of skills and knowledge during the assessment process. Strategies are explored to assist with effective communication, planning and developing meaningful activities and understanding the causes of changed behaviour in people living with dementia. This is a Dementia Training Australia (DTA) course, which is funded by the Australian Government and delivered by Dementia Australia.



Dementia Training Australia



NATIONALLY RECOGNISED
TRAINING



3 days of 6 hour workshops



Suitable for all staff providing
support to people living with
dementia and their carers





Foundation learning

The following three hour workshops are provided by the Centre for Dementia Learning and facilitated by our expert team. Each workshop is underpinned by a contemporary approach to dementia support and draws on the most popular learning resources from across Australia. Workshops can be delivered onsite and contribute towards CPD points.

Understanding dementia

This workshop provides an overview of dementia as a major neurocognitive disorder, including signs and symptoms, causes, and an understanding of how dementia affects the brain and behaviour. You will be encouraged to reflect on your practice and how this knowledge translates into person-centred support for people living with dementia.

Learning outcomes

At the end of this session you will understand:

- the nature of dementia, including prevalence, risks, types of dementia and signs of dementia
- the impact of dementia
- a person-centred approach to dementia support
- the resources and services available



3 hours



Suitable for all staff providing support to people living with dementia and their carers

Supporting successful communication

This workshop explores the difficulties that people living with dementia can experience in communication and the impact this has as the condition progresses. You will learn to identify barriers to communication and develop strategies to support successful communication for the person living with dementia and those in the support relationship.

Learning outcomes

At the end of this session you will understand:

- how dementia can impact on a person's ability to communicate
- how to identify barriers to communication
- how to develop strategies to support successful communication for the person living with dementia

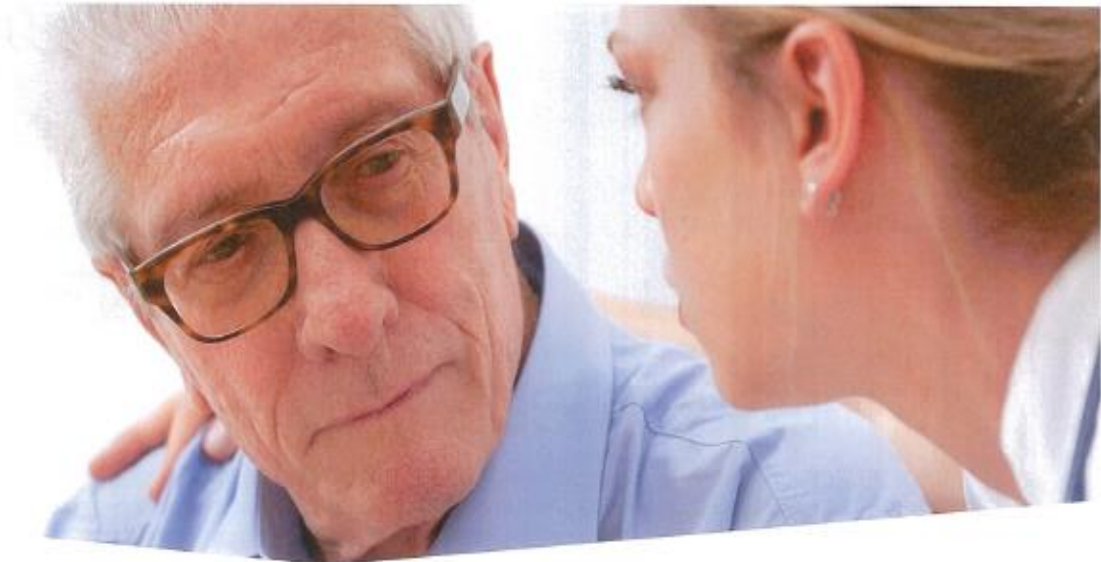


3 hours



Suitable for all staff providing support to people living with dementia and their carers





Applying a problem solving approach to behaviour

In this workshop you will gain an understanding of changed behaviours related to dementia, their impact and contributing factors. You will learn how to apply a systematic approach to problem solving changed behaviours and provide positive support strategies for people living with dementia.

Learning outcomes

At the end of this session you will understand:

- changed behaviours related to dementia
- the impact of changed behaviours
- the application of a systematic approach to problem solving changed behaviours
- how to identify the contributing factors to behaviour change
- how to support strategies to reduce the risk of behaviours



3 hours



Suitable for all staff providing support to people living with dementia and their carers

Achieving purposeful engagement

This workshop provides an understanding of the importance of meaningful and purposeful engagement for people living with dementia. You will focus on understanding the person's individual needs, strengths and abilities and the impact of the environment in planning and supporting engaging activities.

Learning outcomes

On completion of this workshop you will be able to:

- describe the impact of dementia
- understand the importance of engagement for people living with dementia
- understand the underpinning principles of engagement
- understand the individual needs of people living with dementia with a focus on their unique strengths and abilities



3 hours



Suitable for all staff providing support to people living with dementia and their carers

Learning through virtual reality



centre for
dementia learning
transforming dementia practice

Enabling EDIE™

Enabling EDIE™ uses virtual reality technology to enhance your knowledge of the impact of dementia and to develop a support plan that enables Edie and his wife to live more confidently with dementia. The aim of this workshop is to better understand dementia from the perspective of the consumer through an Educational Dementia Immersive Experience (Enabling EDIE™). This three hour workshop introduces a 'reablement' approach, focusing positively on what people can do, given appropriate support, and on the possibilities for living well with dementia.

Learning outcomes

At the end of this session you will understand:

- a consumer's perspective of dementia
- how to identify support needs in partnership with the client and their carer
- how to develop a dementia support plan that focuses on enabling a person living with dementia



3 hours



Suitable for all staff providing support to people living with dementia and their carers



National Dementia Education

8



Online learning

For individuals

Our interactive online learning courses provide you with contemporary, evidence based dementia learning. Each course encourages you to reflect on your practice and identify areas for individual or organisational improvement. You can access our range of free courses or purchase individual courses of interest that can be completed in your own time and at your own pace.

For organisations

The Dementia Practice Improvement (DPI) Series has been specially developed to allow health care professionals to develop their own practice improvement plan for future implementation in their workplace.

The series covers a range of topics that will encourage your staff to reflect on their own practice, and will help to improve their dementia knowledge and practice.

Our online courses include:



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transforming dementia practice

What is dementia? (Free)

Dementia is a condition health professionals will encounter in a range of care settings. This 3-part course is designed to provide you with an introduction to dementia, diagnosis, treatment and support strategies for both the person living with dementia and their carer.

Communicating in a person-centred way

Good communication skills are essential in providing support to people living with dementia and their carer. In this 3-part course you will explore communication for people living with dementia and the influence of the people within the support relationship to promote positive communication.

How person-centred is your practice

Person-centred practice is an approach that has evolved over time to become an expectation for service delivery. Although the term person-centred has become common language, do we truly provide person-centred support? This 5-part course explores the elements of person-centred practice through a person-centred practice framework. We will encourage you to reflect on your current practice and provide strategies to improve and enhance your practice.

A problem solving approach to behaviours

Many people living with dementia will experience behavioural changes associated with dementia. These changes can include aggression, agitation and delusions.

Behaviour change can cause distress and impact the well-being of the person living with dementia as well as those supporting them. There are many reasons as to why these behaviours occur. This 3-part course is designed to provide you with an understanding of behaviours through a problem solving approach and explore effective strategies to help prevent or minimise the impact of behaviour.

Understanding younger onset dementia (Free)

Although the risk of developing dementia increases with age and most people living with dementia are over the age of 65, younger people can also be diagnosed. The term 'younger onset dementia' is used to describe any form of dementia in a person under 65 years of age. This 3-part course aims to increase your awareness of the unique and often complex issues involved when a young person is diagnosed with dementia, the impact it has on their life and how their care partners are best supported. This module has been funded by NSW Family and Community Services.

Dementia and pain in residential care

This is the first in a number of exciting new short courses being released in 2018. This course will take approximately 20 minutes to complete and will provide you with links to further resources and a certificate of completion. It aims to raise your awareness of the prevalence of pain in residential aged care, helps you identify some of the common causes of pain and assists you in and managing pain for people living with dementia.

dementia.org.au/CDL



National Dementia Education 10

Consultancy

The Centre for Dementia Learning provides a flexible range of consultancy support uniquely tailored to assist organisations in achieving their specific goals.

Our team works with executives, managers, staff, consumers and families to implement evidence based and sustainable practice improvement.

Our approach

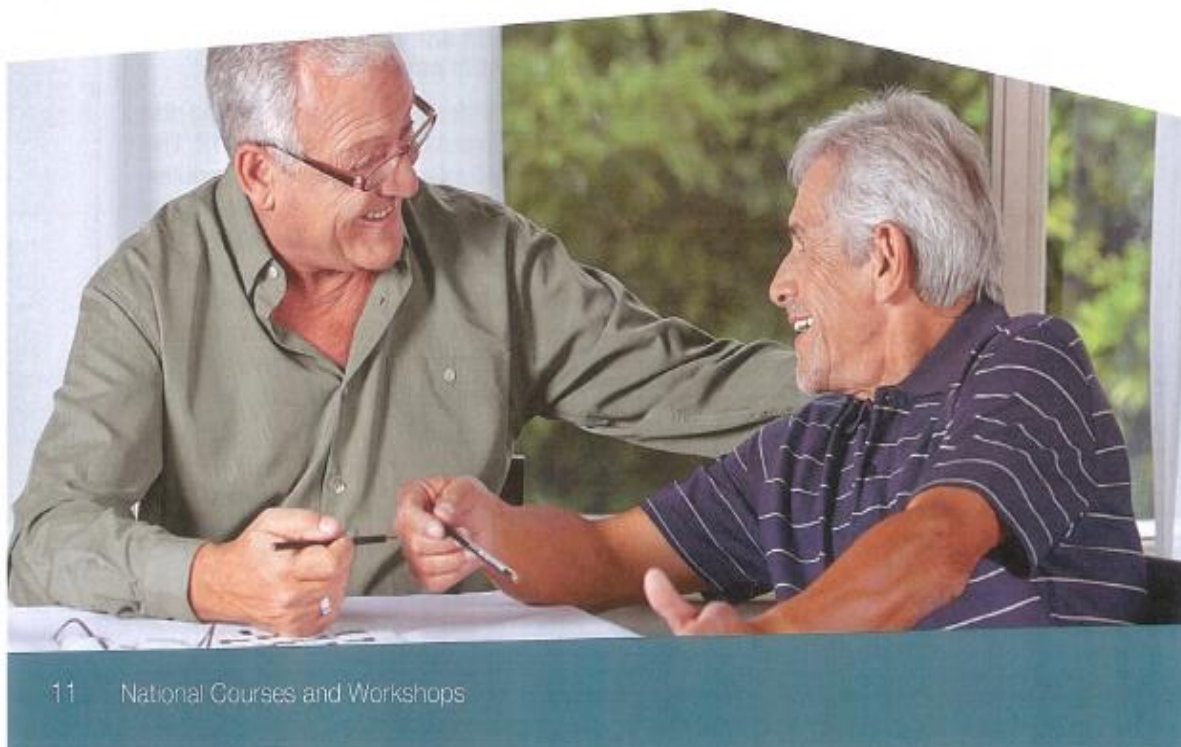
Our consultancy framework represents opportunities for change and growth that encourage engagement across the whole organisation. The framework includes:

- building sound evidence to support practice improvement
- exploring and developing a unique model of care
- a focus on sustainability
- developing staff knowledge and skills to support the engagement of people with dementia in purposeful and enjoyable activities

"The consultancy changed the way we thought about dementia"
Participant

The principles which underpin our approach are that:

- people living with dementia should enjoy purposeful lives that reflect their abilities, interests and choices
- families should feel respected and welcome as valued members of the community of care
- staff should experience rewarding work and inclusive teamwork
- the organisation should implement systems and practices that support meaningful relationships, a homely community and a competitive business advantage





The Virtual Forest™, co-designed with Lifeview Aged Care, is a sensory application designed to improve the quality of life of people living with dementia through the use of video game technology. Residents are seated in front of a beautiful projected garden image and through the use of kinetic technology and gentle movement, can guide and change the scenery; interacting with the fish, mother duck and her ducklings, butterflies and boat. The Virtual Forest™ is designed to place the person living with dementia in control of their environment and experience.

The Virtual Forest™ is supported by an e-learning program that guides residential aged care staff on how to optimise the experience for the resident. The program explores dementia and the impact on communication and how The Virtual Forest™ can create a unique opportunity for meaningful, client focused engagement.



The Virtual Forest™ is now available for purchase by contacting CDL@dementia.org.au



Australian Capital Territory Dementia Education

Dementia seminars for health professionals

Every three months, Dementia Australia in the Australian Capital Territory invites a speaker with particular expertise to address an issue of importance for all health professionals caring for people with dementia.

The Dementia Seminars also provide opportunities for health professionals to come together and share their experiences with one another.



3 hours



Suitable for all health professionals



Dementia design: creating a dementia enabling environment for any setting

Research has shown how the physical environment can be both an enabler and barrier for people living with dementia as their condition progresses. This workshop will explore the impact of the living environment on a person living with dementia and how principles of dementia design can be applied to a specific environment that can help to support independence and wellbeing.

Learning outcomes

On completion of this session you will learn about:

- the impact of the living environment on a person living with dementia
- the principles of dementia design
- how to apply those principles to support independence and wellbeing for people living with dementia
- where to access further resources to promote and improve dementia design in your workplace



3 hours



Suitable for all health professionals



Intellectual disability and dementia

For a person with intellectual disability it may be harder to recognise an emerging dementia condition. This workshop helps you to identify dementia related changes in people who have an existing intellectual disability.

In this workshop, you will reflect on your current practice and build on processes that support your clients through the changing nature of dementia.

Learning outcomes

On completion of this session you will understand:

- intellectual disability and ageing
- signs and symptoms of changes associated with dementia
- assessment and diagnosis of dementia for a person with intellectual disability
- how to support a person living with intellectual disability and dementia through cognitive and functional change



3 hours



Suitable for all staff working in aged care, community care or disability services



Experiencing dementia

This workshop aims to provide a deeper insight into the confusion and disorientation that affects people living with dementia. Through simulation, you will enter the world of a person with dementia, and reflect on your experience and response to it. The workshop seeks to alter your personal experience as a means of fostering positive attitudes and to promote more sensitive care practices when you interact with people who live with dementia.

Learning outcomes

On completion of this session you will:

- have a basic understanding and further your knowledge of dementia
- identify the key problems and abilities experienced by people living with dementia
- experience what it might be like to have confusion and dementia
- identify your feelings as a result of this experience
- discuss your own personal feelings and behaviours that resulted from the simulation exercise and link these to clients in your care
- discuss strategies to improve the care of people with dementia



3 hours



Suitable for all staff providing support for people living with dementia in various care settings

Meeting health and hygiene needs in dementia care

People living with dementia experience a gradual decline in their ability to undertake activities of daily life. This interactive workshop looks at factors that contribute to this decline and challenges your perceptions of 'essential' hygiene practices. You will be provided with practical tips, along with the opportunity to explore strategies that will support your clients' health and hygiene needs.

Learning outcomes

Care staff will learn to:

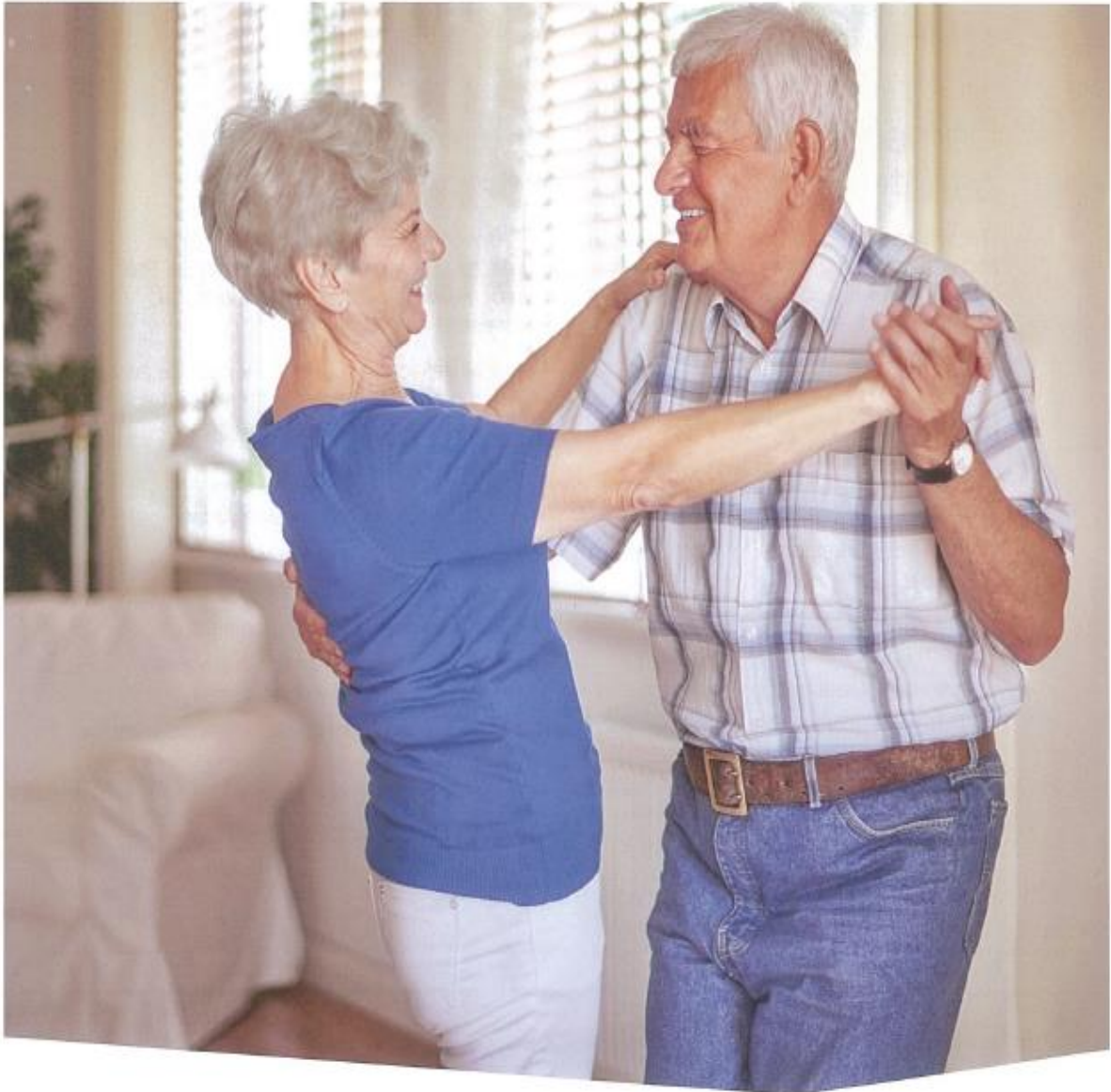
- understand the reasons for the decline in ability associated with dementia
- recognise the feelings associated with the loss of control over daily living skills
- undertake a task analysis



3 hours



Suitable for all staff providing support for people living with dementia in various care settings



Dementia, sexuality and care

During this workshop, you will gain an understanding of the importance of sexuality for people living with dementia and learn strategies to ensure people living with dementia do not lose their identity as sexual beings. Through discussion, activities and case studies, this workshop explores how sexuality is more than physical sex and aims to enable you to ethically support a person living with dementia to express their sexuality.



3 hours



Suitable for all staff providing support for people living with dementia in various care settings



Australian Capital Territory Dementia Education 16

Dementia and palliative care

This workshop provides you with the insight and understanding to improve the quality of life of patients and their families facing terminal illness. This workshop explores physical, emotional, spiritual and social needs.

Learning outcomes

On completion of this session you will:

- learn an overview of dementia
- gain an understanding of what palliative care is
- learn about dementia and palliative care
- learn about the approach to death
- gain an understanding about dementia in hospital/acute care



3 hours



Suitable for all staff providing support for people living with dementia in various care settings

Exploring pain in dementia

This workshop will explore the issue of pain for a person living with dementia. Pain in dementia is often poorly understood, assessed and managed.

You will reflect on your current practice and build on processes that better support your clients who are living with dementia.

Learning outcomes

On completion of this session you will understand:

- the different causes of pain
- assessment of pain in dementia
- the different tools available to identify pain in someone with dementia
- the management of pain in people with dementia
- medications in dementia
- other comorbidities in dementia



3 hours



Suitable for all staff providing support for people living with dementia in various care settings



Montessori method for dementia care

This workshop introduces you to the key Montessori principles and how to create a supportive environment through putting them into practice.

Learning outcomes

On completion of this session you will be able to:

- identify the benefits of meaningful engagement for people living with dementia
- discuss the 12 principles that underpin the Montessori approach to engagement
- use a variety of tools to identify the strengths, interests and support needs of people living with dementia
- systematically plan to implement improvements in the client group consistent with the Montessori principles of engagement



6 hours



Suitable for all staff providing support to people living with dementia and their carers



澳洲失智教育中心簡介

Introducing Dementia Training Australia to
Dr. Shwu-feng Tsay,
Director-General, Department of Nursing and
Health Care, Ministry of Health and Welfare

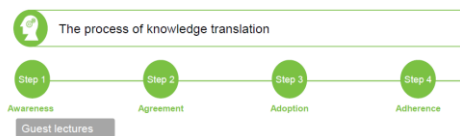
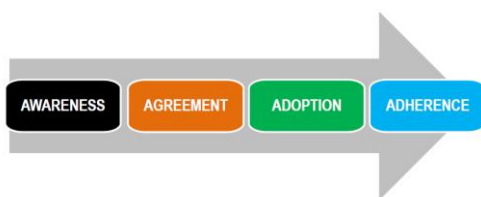
Professor Richard Fleming

Funded by the Australian Government

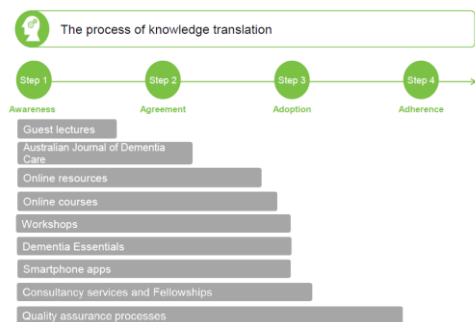
Dementia Training Australia

Professor Richard Fleming (Chair)	Dr. David Sykes	Dr. Margaret Winbolt	Professor Elizabeth Beattie	Professor Andrew Robinson	Dr. Andrew Stafford
University of Wollongong	Dementia Australia	La Trobe University	Queensland University of Technology	University of Tasmania, WIREC	University of Western Australia

Knowledge Translation



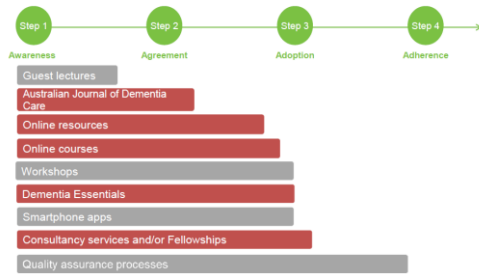
Pathman, D. E., T. R. Konrad, et al. (1996). "The awareness-to-adherence model of the steps to clinical guideline compliance. The case of paediatric vaccine recommendations." *Medical Care* 34(9): 873-889.



Tailored Training Packages

- Continuing Professional Development (CPD) training on dementia assessment, diagnosis and management to GPs, nurses, pharmacists, psychologists, specialists, allied health and other relevant professionals as appropriate;
- Vocational level dementia training for personal care workers;
- An online training portal to allow staff to undertake web-based training;
- Tailored onsite training to aged care providers who request assistance, including a dementia skills and environment audit, followed by a tailored training package.

A TTP aimed at Adoption



Evaluation of TTPs

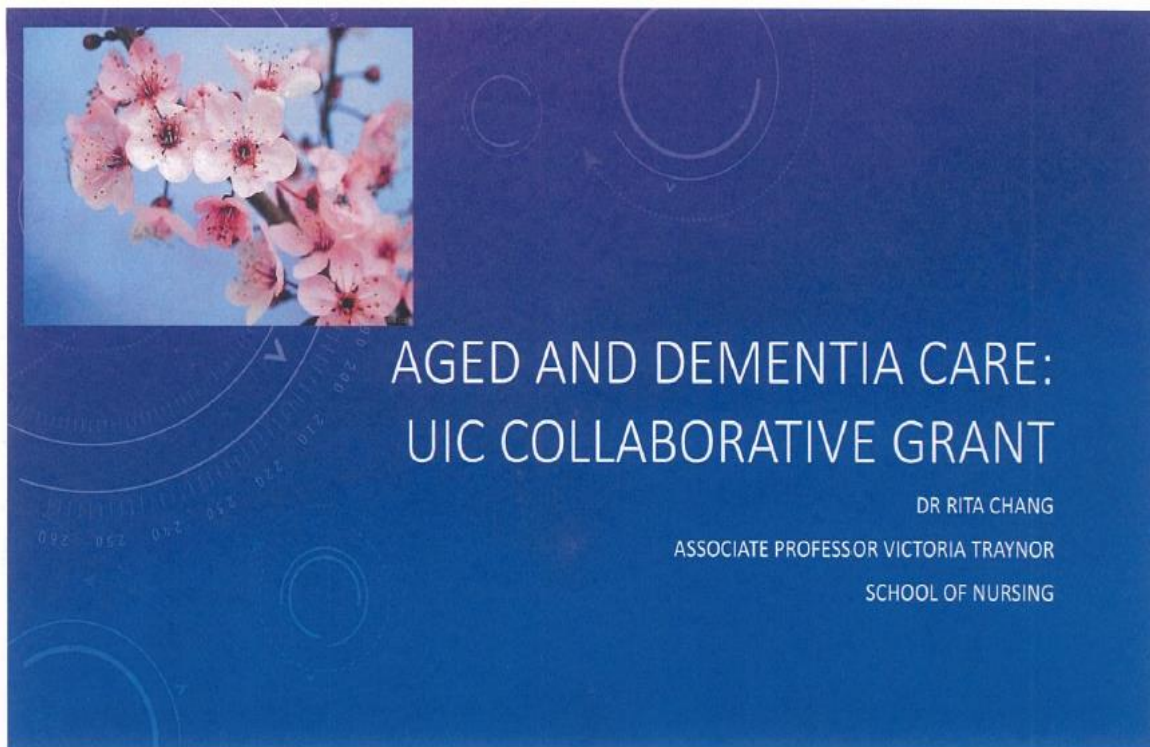


Goal Setting

- Goals that will be visible to staff, relatives and residents
- Publicly stated at the beginning of the TTP
- Evaluated at the end of the TTP, or possibly some months after. Usually by a brief survey.



臥龍崗大學護理系高齡與失智合作計畫介紹



AGED AND DEMENTIA CARE:
UIC COLLABORATIVE GRANT

DR RITA CHANG
ASSOCIATE PROFESSOR VICTORIA TRAYNOR
SCHOOL OF NURSING

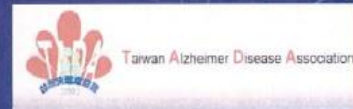
WHO WE ARE: SCHOOL OF NURSING

- UG degrees
 - Bachelor of Nursing
 - Bachelor of Nursing Advanced
 - Bachelor of Nursing Honours
- PG degrees
 - MSc 'Gerontology and Rehabilitation Studies'
 - MSc 'Dementia Care'
- HDR degrees
 - Master of Philosophy
 - PhD Integrated
 - PhD



Inter-disciplinary research focus

PARTNERS



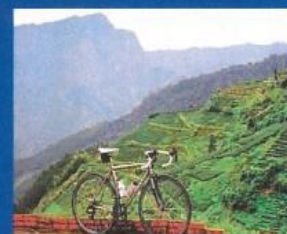
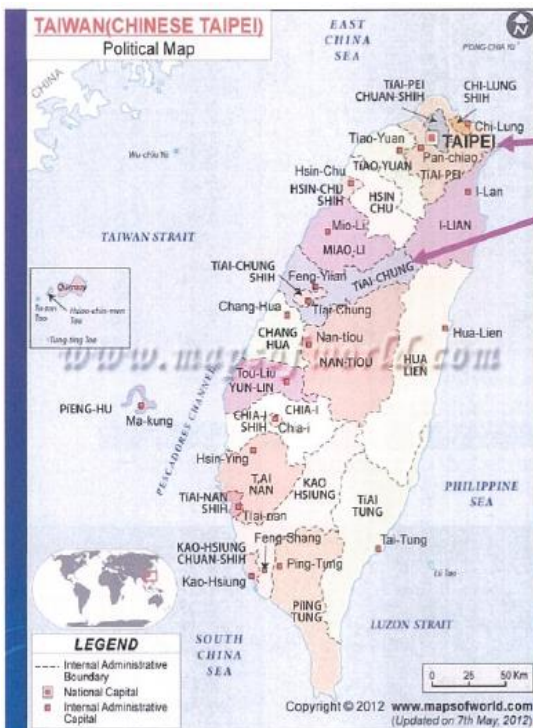
UIC applicants (Nov 2016)

- Taiwanese Alzheimer's Disease Association (TADA)
- Asia University (181st in Times Higher Asian Rankings)
- TsaoTun Psychiatric Centre, Taichung



Colombo Plan (Aug 2017)

- Taipei Medical University (91st in Times Higher Asian Rankings)



PRE-VISIT ACTIVITIES

Preparation activities Jun-Nov 2016

- ✓ Draw on long established Taiwanese/ Australian collaborations with new UOW Lecturer (RC)
- ✓ Identified shared research interests between ADHERE and partners in Taiwan

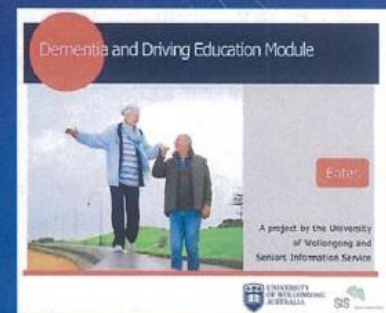
Post funding awarded Dec 2016-Sept 2017

- ✓ Mthly Skype calls with partners to plan research activities and student exchanges
- ✓ Amendments to ethics approval
- ✓ TADA funded Chinese translation of Dementia and Driving Decision Aid (DDDA) and printed booklets for use during Taipei visit
- ✓ Taiwan medical researcher translated survey to evaluate online educational module on dementia and driving for practitioners in Taipei
- ✓ VT consultancy monies funded desk top publishing of Taiwanese DDDA
- ✓ Literature reviews commenced on: (i) driving regulations in Asia and (ii) healthcare decision making in Taiwan



SEPT 2017 ACTIVITIES

- ✓ Visit to TADA Family Wisdom service
- ✓ Expert Panel with 15 colleagues reviewing DDDA Taiwanese version with multi-disciplinary teams, including Government
- ✓ Meeting planning next stage of our dementia and driving research
- ✓ Half-day dementia and driving workshop with 100 practitioners (multi-disciplinary) and an evaluation of their confidence and competence to discuss the topic
- ✓ HDR supervision with UOW student working with TADA and Taiwan Government – unplanned!!!
- ✓ Visit with Asia University to plan UG BN exchanges and enrolment in UOW fully distance subjects
- ✓ Visit with Taipei Medical University to plan UG and HDR student exchanges and research collaborations



NEXT STAGES: 2018-2019

- Analyse evaluation data about the confidence and competence of Taipei practitioners to discuss dementia and driving
- Re-draft DDDA Taiwanese version using feedback from expert panel and practitioners
- Online survey to develop a final version of the Taiwanese DDDA including a focus on motorbikes
- Finalise literature reviews
- Write-up findings from studies in two research papers
- Funding application to undertake a knowledge translation study to implement use of DDDA in Australia and Taiwan
- Undertake UG student exchanges
- Develop ADHRe OSCE delirium care research plan for Taipei hospitals
- Identify shared PhD supervision opportunities



TAIWANESE COLLEAGUES WERE VERY WELCOMING

