

S4: Psychosocial Education in Dementia in Europe.

Interdem Academy. European network for training of early stage researchers involved in psychosocial research

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INTERDEM Academy is a European training network for early stage dementia researchers. INTERDEM Academy was established in 2014. The aim of INTERDEM Academy is to develop the careers and to build capacity of young researchers working on psychosocial interventions under supervision of INTERDEM seniors. INTERDEM is a pan-European network of researchers focusing on early detection and psycho-social interventions in dementia. INTERDEM Academy want to support the early stage researchers in their pathway to senior (academic) posts in the field.

Method and results. To achieve this, INTERDEM Academy organizes expert workshops and masterclasses to develop ideas and methodological expertise. The INTERDEM Academy offers biannual travel fellowships for PhD students and postdoc researchers allowing them to spend 3-6 months in another INTERDEM research center. The goal is the exchange of knowledge and experience between the INTERDEM centres. INTERDEM Academy has grown in recent years to around 200 members from 20+ different countries. INTERDEM Academy and its activities are coordinated by Alzheimer Center Limburg/Maastricht University, the Netherlands. **Discussion.** The INTERDEM academy offers the opportunity to share expertise, create awareness for Academy talent and stimulate collaboration. The Academy links to educational networks such as INDUCT and SiDeCar to improve dementia care knowledge and competency in a stimulating international and collaborative environment.

Role of psychosocial approaches in the Plan and guidelines of dementia

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Dementia is a multifactorial condition with a discrepancy between neuropathology and clinical outcomes. Consequently, Better understanding on the relevant biopsychosocial factors can better inform about the best treatment. Indeed, there are studies showing that there are several behavioral and psychosocial choices to support cognitive skills: engaging in educational or other mentally stimulating activities; promoting physical activity; being part of a good social network and being able to use supports; or change and improve the diet. However, the predominance of the biologic trend pushes the psychosocial approaches into the background and sometimes the treatment is only focused on pharmacological intervention. One of the aims of Sidecar project is to achieve Knowledge about the relevance of psychosocial approaches in dementia guidelines in Europe and identify the main recommendations of psychosocial approaches in Europe.

Methodology and results. We searched the guidelines of dementia in Europe released in the last 15 years through the metasearch engines specialized in the evidence and clinical guidelines. We'll check the follow databases: <https://www.tripdatabase.com/> ; <http://sumsearch.org/> ;<https://www.accessss.org/>; <https://www.evidence.nhs.uk/>; <https://www.epistemonikos.org/es#> ; <http://www.adimbe.org/evidenciasenmedicina/> . We found the most relevant guidelines published in Europe for treatment of dementia, showing that the relevance of psychosocial advances are more considered in the last guidelines and it's take into account more a more. However, few times is considered as a well-structured recommendation and it's very general.

Discussion and conclusion. In spite of the relevance of psychosocial approaches are higher in the more recent guidelines, it's necessary to promote a well-structured use of them and improve the training in psychosocial interventions in Europe in order to be applied in a well-structured way.

Training in HE across Europe: evidence from the SiDECar project

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Skills In DEmentia Care - Building psychosocial knowledge and best practice in dementia care (SiDECar) is an Erasmus+ project funded under the KA2 Strategic Partnerships for Higher Education (2018-2021). Partners are: the University of Bologna (Italy, project leader), Maastricht University (Netherlands), the University of Salamanca (Spain) and the Institute for Postgraduate Medical Education (Czech Republic). SiDECar general aim is to promote the psychosocial knowledge in dementia care through the introduction of an international curriculum of studies. Research has shown that psychosocial interventions can be effective in helping people with dementia (PWD), their informal and formal caregivers to cope with disease related problems. However, multiple factors act as barriers for the translation of empirical evidence into higher education (HE) and then into clinical practice. Among them, a lack of general knowledge and the public stigma often result in the prevalence of medical care models of assistance for PWD and their families. Indeed, HE curricula specifically focused on psychosocial care in dementia are few thus not fulfilling the job market needs.

Method and Results: We developed a survey aimed to investigate HE curricula specifically focused on psychosocial care in dementia across Europe. Preliminary results showed that 19% of the delivered teachings belong to the first level, 80% to the second level, and 1% to the third one (Bologna Process, 1999). Among them 38% are courses, 23% are modules, and 39% are topics dealt with in courses or modules not directly concerning dementia care themes. As for their content, they have a theoretical focus in the 18% of

cases while they relate to care practice in the 53%, and to mixed issues in the 29%. Finally, the majority of teachings are distributed in central/western institutes (89%).

Discussion: Evidence-based curricula specifically focused on psychosocial care in dementia should be designed and delivered as to develop professional skills and competences for students interested in this field. In this sense, SiDECAR expected outputs are also materials, guidelines, manuals and recommendations along with public campaigns of awareness towards the importance of the psycho-social perspective in improving quality of life of PWD, informal and formal caregivers.