

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

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

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

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

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

References

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- Daley, S., Feeney, Y., Grosvenor, W., Hebditch, M., Morley, L., Sleater, G., . . . Banerjee, S. (2020). A qualitative evaluation of the effect of a longitudinal dementia education programme on healthcare student knowledge and attitudes. *Age and Ageing, 46*(6), 1080-1086. doi:10.1093/ageing/afaa182

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

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

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

- 1) Preferences of nursing and medical students for working with older adults and people with dementia: a systematic review.
- 2) Preferences of newly qualified healthcare professionals for working with people with dementia: a qualitative study (n=27).
- 3) Student nurses' career preferences for working with people with dementia: A longitudinal cohort study (n=840).

Results and conclusions: The findings from these studies have contributed to the development of a conceptual framework for understanding career preferences for working with people with dementia in students and newly qualified nurses. Key factors related to dementia preferences include:

- Student characteristics (e.g. gender, attitudes and knowledge) and whether students perceive their attributes are aligned with dementia care;
- Impact of experiences including dementia educational programmes;
- Importance of making a difference to patients' lives;
- Perception of working with people with dementia as a 'different type of care';
- Perceptions of people with dementia including care challenges;
- Career characteristics.

The findings will be discussed in relation to implications for education and policy for how preferences for working with people with dementia may be developed in line with workforce needs.

"I think the rose-tinted glasses do just sort of slowly come off": a grounded theory study on the development of empathy towards people with dementia in healthcare student education.

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Background: Globally, dementia prevalence is rising. In the UK, over a million people are expected to be impacted by dementia by 2050. One in four hospital beds are occupied by a person with dementia, and it is inevitable that healthcare professionals will work with people with dementia during their career and across a variety of settings. To deliver effective person-centered care, healthcare professionals need to have the capacity and skills to practice with empathy. Greater empathy can lead to better patient relationships, reduced burnout, and enhanced recognition of personhood. However, people with dementia frequently report episodes of care that lack empathetic approaches. To improve the quality of care, high quality dementia education needs to be provided at undergraduate level. To inform the design and delivery of suitable educational resources, this study aimed to understand the major factors that impact the development of empathy towards people with dementia during undergraduate education.

Methods: A constructivist, longitudinal grounded theory study (Charmaz, 2014) was conducted. Data were collected in 2019 using semi-structured interviews with undergraduate nursing, physiotherapy, and medical students (n=30). A second interview was completed with students (n=26) eighteen months later. Emergent findings were informed by simultaneous data collection and analysis using constant comparison techniques, and the use of theoretical memo writing.

Results: Preliminary findings suggested that the development of empathy towards people with dementia was impacted by social and emotional exposure during undergraduate years. Data centered on four sub-categories. While there were barriers connecting and understanding people with dementia, students experienced conflicting expectations about empathy more widely. Positive and negative cultural experiences during placement led to emotional changes and a shift in ideals.