Exeter Health Library literature search service
Results of your search request

Measuring children’s knowledge of dementia and attitudes towards people with dementia

Date requested: 31.01.2020
Date completed: 31.01.2020
Completed by: Mary Smith

Please find below the search results on the topic you requested.

The references are listed chronologically, starting with the most recent. I have inserted links to full text where possible. If you need assistance accessing any of the articles in full, the staff at Exeter Health Library will be happy to help, please e-mail rde-tr.library@nhs.net or visit our library website https://exeterhealthlibrary.net/.


To help us improve our service, we’d really appreciate it if you could provide some feedback on your literature search request, by completing a short survey at: https://www.surveymonkey.com/r/S8XLF9D.

Thank you.

Mary Smith
Clinical Support Librarian mary.smith30@nhs.net

SUMMARY
This search found very few articles, apart from the 3 already identified by you. I found 8 papers that may be of interest.

SEARCH RESULTS

1. Baker JR, et al. The Kids4Dementia education program is effective in improving children’s attitudes towards dementia. Dementia: the International Journal of Social Research and Practice. 2019;18(5):1777-89. Improving children’s understanding of people with dementia is essential for tackling societal stigma around dementia. Kids4Dementia is a teacher-led multimedia dementia education resource for 9–12 year olds (approximately 150 minutes duration). A non-randomised, waitlist-controlled, mixed-methods design examined whether Kids4Dementia was (1) efficacious in improving students’ attitudes towards people with dementia and (2) engaging and acceptable for teachers and students. Students who completed Kids4Dementia (n = 136) showed improved scores on the Kids Insight into Dementia Survey, relative to the control school (n = 67), especially students who had not heard of dementia before (Time × Group × Dementia Familiarity interaction, F(1, 191) = 5.28, p = .023, partial η2 = .027). Qualitative reports indicated that the program was acceptable and engaging for teachers and students and corroborated improvement in student empathy.
and behavioural intentions towards people with dementia. The findings provide preliminary evidence for the efficacy of Kids4Dementia as an engaging, stakeholder-directed, curriculum-aligned dementia education program.

2. Hall M, Sikes P. From "what the hell is going on?" to the "mushy middle ground" to "getting used to a new normal": Young people’s biographical narratives around navigating parental dementia. Illness, Crisis, & Loss. 2018;26(2):124-44. The number of young people who have a parent with dementia is rising as a result of improvements in diagnosis of young onset variants and demographic shifts. There has, however, been very little research focusing on this group. Accounts elicited as part of the Perceptions and Experiences of Young People With a Parent With Dementia described the period, usually some years, leading up to a diagnosis of a dementia and then the progress of the condition post diagnosis. These narratives were characterized by confusion, uncertainty, trauma, and distress as the young people struggled to make sense of the significant and often extreme, behavioral and attitudinal changes that were symptoms of the illness. This article describes and discusses how the young people experienced and navigated the temporal messiness and consequent biographical disruption arising from parental dementia. (PsycINFO Database Record (c) 2019 APA, all rights reserved) (Source: journal abstract)

3. Baker JR, Jeon Y-H, Goodenough B, Low L-F, Bryden C, Hutchinson K, et al. What do children need to know about dementia? The perspectives of children and people with personal experience of dementia. International psychogeriatrics. 2018;30(5):673-84. Background: The vision for dementia-friendly communities is challenged by limited public awareness and stigma about dementia. The study aim was to elicit stakeholder priorities for the message content of an education program to improve dementia awareness among youth; specifically, what do children need to know about dementia? METHODS: A qualitative inquiry using interviews and focus groups was used. Purposive sampling achieved maximum variation in dementia experience and participant characteristics. Focus groups with Scouts in the community aged 9-12 years old (n = 22) used innovative techniques to explore children’s attitudes towards people with dementia. Participants with personal experience of dementia were five people with early-stage dementia; 12 adult primary carers; four non-primary carers; and six grandchildren of a person with dementia. They were asked what is important for children to understand about dementia and what attitudes they may like an education program to confer. Content analysis was performed using NVivo10. RESULTS: Strong themes to emerge were that children need to know the whole truth about dementia; that individuals with dementia are "still people," that it is "not the fault" of the person with dementia; and that dementia is different and typically unpredictable for everyone. Discussions also indicated a need to educate children about ways to relate to a person with dementia, and to appreciate "positives" within a relationship. CONCLUSIONS: Children are our future citizens. Developing an education program for children with this message content may be fundamental to de-stigmatizing dementia and laying the foundation to dementia-friendly communities.

4. Isaac MG, et al. Knowledge and attitudes towards dementia in adolescent students. Journal of Mental Health. 2017;26(5):419-25. Background: Improving people’s knowledge, perceptions and attitudes of dementia is important in the formation of dementia-friendly communities. However, at present, there is very little evidence from adolescents, who are already the junior members of such communities and will be carers in their own rights in the future. Our aim was to evaluate adolescents’ knowledge and attitudes of dementia. METHODS: Four-hundred and fifty adolescents, aged 15–18 years, from schools in Sussex (UK) were invited to complete a series of questions that assessed their dementia knowledge and
attitudes. Results: A total of 359 adolescent students completed the questionnaire. Out of 15 questions on dementia knowledge, participants were on average able to answer less than half correctly (M = 6.65, standard deviation = 2.34). Responses to the attitudes questionnaire showed that adolescent students had both positive and negative attitudes toward dementia.

Discussion: There is scope for adolescents attending school to improve their dementia knowledge and attitudes. More effort is needed to embed initial dementia understanding in the school curriculum which will improve awareness about dementia at an earlier age and will enhance dementia-friendly communities.

5. Hall M, Sikes P. "It would be easier if she’d died": Young people with parents with dementia articulating inadmissible stories. Qualitative Health Research. 2017;27(8):1203-14. In the U.K. context where the emphasis is (quite rightly) on living well with dementia, on positivity and enabling approaches, it can be difficult for researchers to investigate and report negative experiences. Failing to re-present perceptions and experiences as they are lived, however, does a serious disservice to the research endeavor and can prevent policy and service development and positive change. In this article, we present some stories told by participants in an Alzheimer’s Society (United Kingdom) Funded project uniquely investigating the perceptions and experiences of children and young people who have a parent with dementia. Sometimes the stories were not easy to hear, especially when they challenged dominant master narratives around dementia. We discuss our view that when the young people we spoke with told us how things were for them, we were ethically bound to respect and disseminate their accounts. (PsycINFO Database Record (c) 2017 APA, all rights reserved)

6. Hou PY, Lai CKY, Chung CS, Sham AKK, Yeung CL. Young adults’ experiences of their parents caring for a relative with dementia. Geriatrics & Gerontology International. 2016;16(7):873-9. Aim: The aim of the present study was to explore the experiences and perceptions young adults had of family members who are caring for a relative with dementia. Methods: An exploratory qualitative study with semi-structured interviews was carried out and data were collected from 24 young adults recruited through purposive sampling. The participants had to have a close relative who was caring for an elderly family member with dementia. A content analysis approach was used for the verbatim transcription. Results: The findings showed that caring for a relative with dementia was perceived as a time-consuming, exhausting and long-term task. The participants experienced stress and strain, although they were not the primary caregivers. Despite their negative perceptions of the task, they were willing to take on the responsibility of becoming a primary caregiver in the future. However, they intended to seek assistance in meeting their caregiving roles and responsibilities. Seeing how their close relative cared for a dependent older adult led them to reflect on what they would become in the future. Interestingly, although the participants expected their future offspring to take care of them when they became old, they did not want to be a burden to their children. Conclusion: Young adults are the caregivers of tomorrow. Knowing their perspective on caregiving is important if health professionals are to help them evolve into a caregiving role. It has implications for realizing the goal of aging in place. (PsycINFO Database Record (c) 2017 APA, all rights reserved)

questions (referring to the grandparent’s best and worst qualities, and to the best memory that the participant has of this grandparent), showed that grandchildren mentioned the same best and worst qualities of the grandparent as those reported in other normative studies. Nevertheless, dementia had a strong influence on the responses regarding the grandparent’s worst qualities, which reflected characteristics of the disease rather than personal characteristics. Regarding the best memories, participants remembered their grandparent’s roles as funseekers and caregivers in the past, emphasizing the importance of this older person during their childhood. In the discussion, we stress the importance of the figure of the grandchild in intervention plans for dementia and the role that grandchildren can play in maintaining the identity of the person with dementia. (PsycINFO Database Record (c) 2017 APA, all rights reserved)

8. Yamashita T, Kinney JM, Lokon EJ. The impact of a gerontology course and a service-learning program on college students’ attitudes toward people with dementia. *Journal of applied gerontology: the official journal of the Southern Gerontological Society.* 2013;32(2):139-63. We examined the effects of a gerontology course and an intergenerational service-learning project for people with dementia (PWD) on three dimensions of students’ attitudes including attitudes toward older people, community service for older people, and working with PWD. Data consisted of a combination of pretest/posttest survey and review of journals that students maintained during the service-learning project. Results indicated that students who completed the gerontology course, and those who completed both the course and the service-learning project, reported significantly more positive attitudes toward older adults, whereas students in the course only had significantly less positive attitudes about working with PWD, and those in the other courses (sociology) showed no change in their attitudes. Students’ journals are replete with reports of the satisfaction they derived from their experiences. The findings highlight opportunities and challenges that should be considered in future intergenerational service-learning programs and gerontological education.

**Databases searched:** CINAHL, Medline, NICE Evidence, PsycInfo, , Psychology & Behavioural Sciences, Social Care Online

**Search terms:**

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