| Review Study Author, date Ward | Institutional level support | Therapeutic support to carers | Information/ education for carers | Inclusive approach to carers | Activities for Plwd | training | Cementing new knowledge and practice through feedback on wards | Existing special knowledge utilised | Documentatio n to improve individualised care | Approach adopted to guide caring for Plwd | Specialist capacity added | Non-specialist capacity added | Structural changes to ward environment | Total |
|--|---|-------------------------------|---|------------------------------------|------------------------|---|--|---|--|---|--|-------------------------------------|---|-------|
| Intervention cate | gory: Improving s | taff information | , knowledge and | skills (5) | | | | | | | | | | |
| Review 2 Horner 2013 Geriatric acute | Researcher meeting with ward leaders | | | | | Education package (evidence based care for medical inpatients with confusion) for staff | Nurse educator provided posteducation debriefing and on ward support | | | | ✓ Experienced nurse educator | | | 4 |
| Reviews 2&3 Naughton 2018 Geriatric | | | | | | Students received dementia training based on VERA framework; older adult unit placement | Follow-up reflective discussion and feedback from mentors during clinical placement | | | √ "VERA" framework | | √ students | | 4 |
| Reviews 2&3 Schindel 2016 Acute | ✓ departmental managers were invited to sessions sharing an overview of the GPA program | | | | | ✓ GPA educational program (for staff) Coach training (for staff teaching partners) | Staff teaching partners supported implementation and sustainability of GPA in their practice units | | √ manual provided to all participants | ✓ "Gentle Persuasive Approach" | ✓ Certified GPA coaches, teaching partners | | | 6 |
| Reviews 2&3 Smythe 2014 Acute | | | | | | Didactic teaching about dementia | Brief psychosocial training intervention (BPTI) was given on the ward; each training session was followed by working alongside staff member and subsequent feedback and reflection | ✓ Mental health nurse and 2 general nurses | √ Manual | | | | | 4 |
| Review 2 Wilkinson 2016 Across wards | ✓ Consultant and registrar support | | √ Information leaflets for families; | ✓ Car parking permit | | | Junior doctors were supported by a senior staff member and through peer | √ Junior doctors who self- trained as dementia champions on a | Hospital passport "Eight things about me" carer | | | | | 6 |

| | | | | | | learning to develop knowledge and systems to provide dementia- friendly support to Plwd | geriatric ward retained this role in subsequent rotations | provided information form; • Forget-me- not scheme • Patient identifying stickers for | | | | | |
|-------------------------------------|--------------------------|--|---|--|---|--|---|---|----------------|--|------------|---|----|
| | | | | | | | | ward patient | | | | | |
| ntervention category: Activities | s for PlwD (2) | | | | | | | lists | | | | | |
| Reviews 2&3 | | | ✓ | ✓ | | | | | | ✓ | | | |
| Daykin 2017 | | | visitors could | Participatory | | | | | | Orchestral | | | |
| Geriatric acute | | | attend music sessions | music (reminiscence, song-writing, composing, singing, playing instruments) | | | | | | musician trained to work with Plwd | | | |
| Review 2 | | | ✓ | ✓ | ✓ | | ✓ | | √ | | | | į. |
| St John 2017 | | | Ward staff | Meaningful | Teaching | | Activity | | "Namaste Care" | | | | |
| Geriatric | | | encouraged to liaise with families to inform and educate them about Namaste care; encouraged to bring items for reminiscence | activity and multisensory stimulation (eg massage, aromatherapy, touch, music, colour, tastes and scents); reminiscence therapy | sessions with information about dementia and Namaste Care, and planning around implementation (for staff) | | coordinators provided care | | | | | | |
| ntervention category: Changes | to ward (2) | | | | | | | | | | | | |
| Review 2 Brooke 2017 Dementia | | Alzheimer's Society rep available 1x month | | Twiddlemuff Reminiscence sessions (museum object handling; singing) Sensory machine | | | | "Information about me" | | | | On-bay nursing stations Forget-menot signage Bays themed by name and colour Flooring Social dining area Clocks/date signage Colours for doors/toilets Large photos on walls of 1950s | 4 |
| Review 2 | | | ✓ | | | | | | | | | ✓ | 2 |
| Margot 2006 Dementia | | | Access technology allowed carer access at all hours | | | | | | | | | Access technology | |
| ntervention category: Increasin | g ward capacity (2) | | | | | | | | | | | | |
| Review 2 | ✓ | | | ✓ | ✓ | ✓ | | | | ✓ | ✓ | | |
| McDonnell 2014 Acute | Supporting family carers | | | | | Dementia nurse specialist | | | | Dementia nurse specialist | volunteers | | |

| | | and providing respite time | | | Diversional therapy, companionship | Royal Voluntary Service training programme (for volunteers) | guided which Plwd were worked with, acted as role model | | | | | | | |
|--|---|---|---|---|--|--|---|--|---|---|--|-----------------|---|---|
| Review 2 Wong Shee 2014 Rehabilitation | ✓ Steering group incl. governance & HR reps | | | | ✓ Orientation, diversional therapy activities | ✓ Program- specific education to volunteers | ✓ Supervised | Diversional therapist created personal profile to guide volunteers | Diversional assessment report ("personal profile"); "Diversional therapy" | | | √ Volunteers | | 4 |
| Intervention catego Review 2 Durepos 2017 Dementia | ry: Support for card ✓ Unit Nurse Manager | ers (2) √ Carer peers; psychoeduction | √ Information given during group sessions | | | | | ✓ Social worker facilitators | | | | | | 4 |
| Review 2 Woods 2014 Hospital foyer | | √ One-on-one consultations with Alzheimer's Society representatives | √ Information leaflets | | | | | | | | ✓ Volunteers (Alzheimer's Society support workers) | | | 3 |
| Intervention categorials Reviews 2&3: Goldberg 2014; Spencer 2013; Spencer 2014 Acute care and geriatric acute | ry: Special care un | | | Proactive and inclusive approach to family carers (more communication , liberal visiting times and the invitation to engage in dayto-day care) was promoted | Programme of organised therapeutic and diversionary activities | Staff training about dementia and PCC | | | Patient personal profile documentation was completed by carers | | Specialist mental health nurses, occupational , physio and speech/lang uage therapists, psychiatrists and geriatricians; activity coordinators | | Improved décor and signage Personalising patient surroundings (eg. Memory box) Day room Activity room Sensory room Noise reduction | 6 |
| Totals | 5 | 3 | 4 | 5 | 6 | 8 | 7 | 5 | 6 | 3 | 6 | 3 | 3 | |