D-care
RESPECT & RESPITE

Trainers Guide

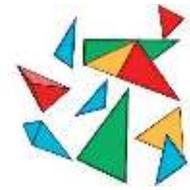## for the Training Course

"Introduction to CST, an intervention for people living with mild to moderate dementia"
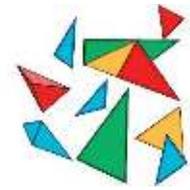
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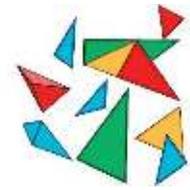
Why did we develop this material?

The material has been developed in collaboration between project partners in Denmark, Italy, Greece, Spain and the UK. There are big differences in Europe in terms of how people with dementia are cared for and the type of care they receive. In Denmark and partly in the UK, staff have been trained in nursing homes and home care, but also replacements and temporary workers and staff greatly need more specialization in the field of dementia. In Italy, in Greece and in Spain, relatives play a huge role in caring for their relatives with dementia.

The D-Care material will help to increase the professional knowledge and competencies of people who work with persons with dementia, especially in the early to moderate stages both in professionals and relatives – and they will become familiar with Cognitive Stimulation Therapy as a nonpharmacological measure to increase the person with dementia quality of life and cognition.

Target group

The target group for this project is very broad, it includes professional, non-professional caregivers, family members, friends, volunteers, students in social and health education, education providers, educators, others who want to train to work with persons with dementia and, last but not least, people living with dementia.

The materials are divided into four different modules with different levels of difficulty. An Introductory course, a course for non-professionals that can also include family, friends, etc., a course for professional caregivers who can also be volunteers and a course for educators. The learning situation is different in the three target groups. The non-professionals often have to cope on their own as they do not find themselves in a teaching situation. Therefore, a read-through of the material when you have time can be enriching for the individual. If it is possible to use the material as blended learning and work with another person, it is preferable as there is some attitude processing in the materials. This also applies to educators where knowing the content and being able to perform CST in practice yourself is a challenge before you can go ahead and teach others the method.

In order to make the best use of the material, students must have the theoretical basis for reading and understanding text material at a certain level, so that students can work with different learning objectives for the themes. In most cases, a class of students is very heterogeneous with different learning prerequisites. Therefore, the teacher should consider using different didactic tools when planning the lessons. Teaching differentiation will meet students' diverse educational needs. The advantage of an online material is that the student can always return and thus learn at his own pace.

In working with the material, it is recommended to use a more creative implementation method than the traditional lecture/blackboard teaching. It is important to involve the students in their own learning and the material is extremely suitable for this. It will be good practice either to use examples from working with persons with dementia, or to use role-playing games when working with the material. It is very important to mix the different learning methods with theoretical reading material, videos, discussions, experiences, etc. Give students free rein when working with the material and making their presentations. It awakens creativity in the
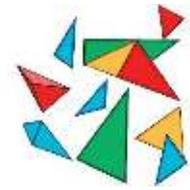
students. During the testing of the material, the students presented their presentations in very different ways, some made small videos, Kahoot quizzes, PowerPoints, etc.

When you have reviewed the materials and have mastered the method, it is important that the teaching is exemplary in the way that the students practically hold a CST meeting in class. For example, the class can be divided into groups, each of which has a topic and at each presentation the rest of the class are observers. There are two facilitators in each group and the others in the group will act as members of a CST group. It is one thing to read about how the tool is applied, something else is how to do it. Observers can provide feedback to facilitators on how they coped with the person-centered approach and group members can provide feedback on how the facilitators' actions affected them. What worked really well and what could be better. Please note that the feedback is constructive and does not develop into personal criticism.

It seems that testing students can be a motivating factor. There are many opportunities to make check questions that students can answer afterwards. If the students are not allowed to look in the material while answering the questions, gives a good insight into the different students' levels. This is applicable to the teacher in education in general. It also gives the students an insight into how important it is to write notes while reading a new material, which can be very beneficial for the students also on other courses. Alternatively, students can conduct a self-assessment both before working with the material and after the work, so that they can follow their progression.

Learning outcomes

It is crucial for the student's learning process that the learning objectives align with the content of the material. The learning objectives should include the key content of the material and serve as a learning and evaluation framework for both students and educators. The learning objectives shall be content-specific and clearly formulated and targeted at key elements of the different themes, avoiding diffuse and non-specific formulations. Carefully consider the complexity (length and level of abstraction) of the learning objectives, as too complex learning objectives can be a learning barrier for some students. A limited number of learning objectives per theme are recommended, as too many learning objectives risk demotivating students.

Overall for this material, the goal is that the target groups understand what it is CST can do/ mean in relation to the person with mild to moderate dementia and that they learn to use the method.

Preparation

Technical equipment and how to use the equipment in teaching:

The equipment required for teaching may vary depending on the proposed theme, content, and learning objective. However, access to the Internet is imperative to access the material, which can be found on the project website. Several themes include links to online material that require hardware like tablets/iPads as a minimum. Mobile phones as access tools are not recommended, as the screen is too small and you lose track of the functionality of the website. Before using the material in class, the teacher should go to the project website and become familiar with the structure and content of the website.

How is the Material used?

In addition to the individual topics, CST is also described used in different ways. The differences in the procedure can be found in the table below. What is common to all the methods is that the principles of how you meet the person with dementia are the same whether it is in a group or whether it is online. It is also common how the time is organized with a fixed program (it is just the duration of the session and the duration of the course that are different). Furthermore, the groups achieve something different because of the community and group processes. Overall, this means that you can teach from the same concept regardless of what kind of CST the relatives or students need to use. The only thing is that it takes longer to build the materials for MCST as it can be over a much longer period of time

Different CST types

CST- type	Group	Duration	Weekly	Time
CST	4 to 8 members and 2 facilitators	45 min	2 times	7 weeks
Vedligeholdende CST eller MCST	4 to 8 members and 2 facilitators	3 to 4 hours	1 gang	12 to 40 weeks
Individual CST Eller I-CST		30 min	3 times	25 weeks
Virtuel CST eller V-CST		40 to 60 mins	2 times	7 weeks

Courses of the platform

1. **CST- An Introduction.** This course is intended for the project collaborators and corresponds to approximately 6 to 8 hours of work.
2. **Course for informal caregivers including family members and friends.** The course can allow you to learn the skills needed to lead CST groups
3. **Course for professionals and specialists including volunteers.** The course can allow you to learn the skills needed to lead CST groups
4. **Course for educators.** Here are the materials and the necessary information to be able to teach and guide persons who wants be able to lead CST groups

The **Topics** of materials are as follows:

Introduction to CST
- Module 1: CST Instructions for Use
- Module 2: CST Design and Evaluation
- Module 3: Advantages of CST
- Modul 4: CST -Programmer
- Module 5: Respect and Respite of Maintaining CST (MCST)
- Module 6: Person-centered care
- Module 7: Creating a Dementia Friendly Home
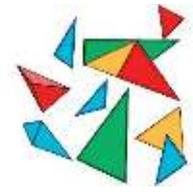
Course for non-professionals

- Module 1: Dementia types and different approaches
- Module 2: Carers for persons with dementia
- Module 3: Cognitive Stimulation Therapy (CST) in People with Dementia
- Module 4: Dementia-sensitive environments

Course for professionals

- Module 1: Dementia types and different approaches
- Module 2: Carers for persons with dementia
- Module 3: Cognitive Stimulation Therapy (CST) for people with Dementia
- Module 4: Dementia-sensitive environments

Courses for teachers

- Module 1: Introduction to teaching courses
- Module 2: Dementia types and applicable therapies
- Module 3: Understanding CST
- Module 4: Principles and Sessions
- Module 5: Other versions of CST
- Module 6: Dementia friendly home and effective communication

This guide only deals with courses 2 and 3. That is: how do professional and informal caregivers become good leaders of CST groups.

The content of the two courses are similar but the content is described in more detail in the course for informal caregivers. The structure is similar. You can acquire the basic knowledge about the diseases and being a caregiver (modules 1 and 2). Next comes the material on what CST is, what it requires and how to use it (module 3). Finally, there is a module on how to create dementia-friendly environments both in institutions and in your own home.

Modules 1,2 and 4 are treated together in relation to proposals for planning teaching and assignments and module 3 is processed separately.

The theme is described under each module. There are suggestions for planning the teaching in relation to whether the topic is suitable for processing in class, in groups or individually and for how to approach the topics. When the modules for a topic have been reviewed, it is recommended to answer the questions that belong to the module. The student can work with the questions on their own or they can work together in groups. It provides multiple points of view and good discussions. Lastly, slightly larger tasks have been proposed. They can be used for inspiration to develop your own tasks or you can use them as they are.

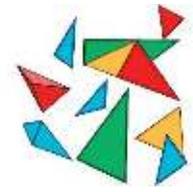## Theme Description: Dementia, Symptoms and Different Types.

The theme of brain and brain function is prepared for two target groups. For the professionals and for non-professionals, as in the project countries there is a big difference between who looks after the person with dementia. The goal of the theme is to give the reader an understanding of how the brain is structured and functions. The intention is also that the reader understands that the decisive factor for how the person feels is where in the brain the injury is and that dementia is a disease and not a natural consequence of getting old. The section explains the symptoms of mild, moderate and severe dementia and how diseases seen in connection with dementia are divided into three categories. Finally, there is a review of the most common types of dementia, the changes in the brain, how it affects the person, how the course of the disease is and whether the disease is hereditary.

Theme description: The person-centered approach.

The theme examines the development of person-centered care from a historical approach. Tom Kitwood, the originator of the "person centering" thinking, began his work in the eighties. It was a time when the biomedical paradigm was getting competition from a more psychosocial approach to people in general and to persons with dementia in particular. Kitwood puts the relationship formation between the caregiver and the person with dementia at the center. The person with dementia should be seen as an equal person. This approach forms the basis for more recent initiatives: e.g. the work of Bill Thomas, Eden Alternatives (Thomas 1996) and Jane Verity to bring back the spark of life in persons with dementia. What is unique about Kitwood's person-centred care is that he introduces a new definition of dementia and draws attention to the fact that it is not just about the person with dementias disability but just as much about how the caregivers meet them. Whether the person is being met with "malignant social psychology" or with "positive person work".

Theme description: Professional advice on how to help the person with dementia.

Behavioral and psychological changes in persons with dementia are a very broad theme. It can be about aggressive behavior, sudden outbursts or seemingly aimless wandering around. In particular, the theme deals with the reasons why the behavior occurs. It is always in an interaction between the person with dementia, the caregivers and the surroundings. It is not the person's illness alone that triggers the behavior. Behavior in this context is understood as the person's way of communicating. Furthermore, the section deals with the caregiver's own set of values and how they react if their own values are challenged. The staff cannot control the emotions of the person with dementia, but they can control their own reaction. The theme also provides tips on how to prevent challenging behaviour and provides an example of how to apply a causal analysis model if the person has a challenging behavior.

Theme Description: Caring Skills.

The caregiver must be able to meet and understand the basic needs of the person with dementia and the basic care that is needed. These basic skills include practical assistance, personal care and in-home care, as well as an understanding of what "person-centered care" means in practice. Furthermore, good relationship skills are necessary.

### Theme description: Understanding and meeting the needs of persons with dementia.

It is about caring for developing a relationship of trust with the person with dementia and it is essential to fostersocialization and promote autonomy. It is important to provide a structure for the everyday life of the person with dementia, which also will help the caregiver. To provide the person with dementia with the best options, it is important to formulate as clearly as possible, with simple and short sentences and with eye contact with the interlocutor. Try to understand what is best for the person with dementia from their point of view. The topic also describes options for help and how you the caregiver should also be able to take care himself/herself.

Theme description: Effective communication strategies.

A gradual deterioration in the ability to make oneself understandable or understand others turns out to be one of the most catastrophic and disarming consequences of people with dementia that both the person himself and family members or caregivers have to face. The topic gives good advice for both verbal and nonverbal communication.

Theme description: Person-centered approach.

The topic focuses on the person-centered approach, according to Tom Kitwoods. The focus is on the relationship between the caregiver and the person with dementia. As a human being, we depend on mutual recognition, respect and trust. These needs don't go away because you have dementia, but it does become harder to express yourself and satisfy them. It is up to the caregiver to be aware of the importance of basic needs. It is the job of a good caregiver to acquire psychological skills such as unconditional acceptance and empathy, warmth and closeness. It is important to know who you are and what experiences you have made in your past.
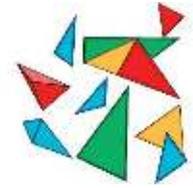
Theme description: Living with a dementia-sufferer.

The topic focuses on the competences and knowledge that are important for caring for the person with dementia. There is a need for personal care skills and activities.

Theme description: Stress and burnout in connection with work/care.

Contains theoretical tools and practical suggestions on how caregivers can understand, manage and, recognize the symptoms of work and caregiver stress in the best possible way. What are the risks in the health and care sector that can create stress.

Theme description: Dementia-related environment.

The theme deals with the practical measures that can be applied and thus improve the quality of life of people with dementia. It is about good lighting, the perception of colors, the use of images so that the person with dementia can see what is in the closets. Furthermore, good advice is given in relation to food and drink.

Theme Description: What is Cognitive Stimulation Therapy (CST)?
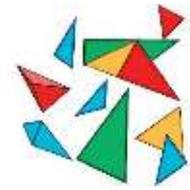
A review of the foundations of CST and a presentation of other nonpharmacological measures. Cognitive stimulation therapy (CST) is defined as a psychosocial intervention that offers mental stimulation and enjoyable activities withpeople with dementia.

Theme Description: CST Group Facilitator Skills and Competencies.

It works with the 18 guiding principles of CST, which have been developed by the CST pioneers. You must be able to clearly understand them before proceeding to the sessions and further planning, as they are the prerequisite for being able to lead a group.

Theme Description: Development of CST.

In this topic, you will learn about CST design, pilot implementation, evaluation, and key outcomes. The program is developed on the basis of a literature research and the 14 sessions used in group CST, individual CST and virtual CST.

Theme Description: Description: CST Sessions.

This section walks you through how to schedule a session and what principles apply. The aim of the sessions is to build self-confidence, improve mental abilities and socialization, improve learning, thinking and memory, and promote problem-solving in people with mild to moderate dementia. They are designed to be relaxing and fun and to create opportunities for people to learn something, express their views and work with others in a cozy atmosphere.

Theme Description: Evaluation of CST.

The section reviews how CST has been evaluated in different countries and how good the evidence for the program is.
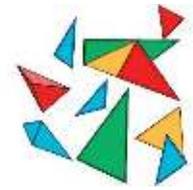
Theme Description: The Mutual Benefits for People with Dementia and Their Caregivers of CST and Other Aspects.

A review of the benefits for both the person with dementia and the caregiver and it underscores that the program has been shown to generally increase the person with dementia's well-being and communication.

Theme Description: The approach to CST in different countries.

This topic describes the use of CST globally and how it can be adapted to different cultures.

Theme Description: Maintenance CST and sustained therapy.

A description of the maintaining CST. After the initial CST course (usually for 7 weeks), it is useful to proceed with maintenance cognitive stimulation therapy.

Theme Description: Theoretical and Practical Exercises – Group CST and Individual CST.

This topic allows the learner to translate the theoretical part into practically scheduling sessions. In the literature, numerous examples and activities for group and individual CST have been described. Here we will present some indicative examples.

Theme Description: Introduction to Dementia Friendly Environments.

The way of building and the environment can constitute an obstacle to the autonomy and well-being of people or help to promote the maximum degree of independence, autonomy and well-being, they can increase limitations or help compensate them as the disease progresses.

Theme Description: History and basic principles of a dementia friendly environment.

The topic relates to the historical background of thinking "dementia friendly" and reviews the importance of architecture, interior design, sensory factors, such as light, sound, etc. and social factors. These affect the person with dementia either by inhibiting their opportunities or promoting them.

Theme Description: Key Aspects of Dementia Friendly Environment.

The section lists and reviews 10 key elements that a dementia-friendly environment should meet in response to human needs and cognitive and behavioral characteristics.

Theme Description: Dementia friendly homes that feels "homely".

The section reviews a number of practical suggestions for changes in the home so that the person with dementia and the caregiver does not have to face barriers in their own home on a daily basis. Making the home dementia friendly is extremely important for the person with dementia and makes a difference in their everyday life. A person with dementia will appreciate that the home becomes less confusing and is not restrictive.

Topic Description: Good practice: ETXEGOXO.

Shows good examples of interior design for persons with dementia.
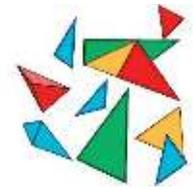
Module 1.

Module 1 can be planned in the following way:

1. This theme is characterized by dealing with factual topics and requires some individual immersion. It can therefore be effective that the student himself reviews the material first and then goes in a group with up to 4 people, where you review what each student has understood of the material.

2. Students can individually familiarise themselves with the subthemes and present them to each other in groups

3. Students can draw the different functions of the brain onto a Brain Map

   https://www.akademisk.dk/sites/default/files/1%20Hjernekort.pdf

4. To substantiate the written material can be used youtube videos

   https://www.youtube.com/watch?v=uZTDon8vBDA 1.14 min. English

   https://www.youtube.com/watch?v=XhDjcQkMKIo 2.15 min. English

   https://www.youtube.com/watch?v=vim3QNdDl64   4.49 min. English

Module 2.

Module 2 can be planned in the following way:

Especially in relation to person-centered care

1. This theme is an attitude theme and therefore suitable for discussions and group work.
   The prerequisite for being able to participate in discussions is, of course, that you are familiar with the text. The text can be reviewed individually or students can review a piece of the text for each other.
2. Overall, it is necessary that the student understands: Kitwood's dementia equation, what he considers basic needs, what he understands by malignant social psychology and what positive person work is.
3. As the teaching is attitude-forming/attitude processing, it is important to have a tight framework around the discussions, as otherwise it may run off the rails due to disagreement in the group.
4. To support the written material can be used YouTube videos e.g.

   https://www.youtube.com/watch?v=8uUiFjTQZdM 25.35 min. English

   https://www.youtube.com/watch?v=8HLEr-zP3fc   6.29 min. English

   https://www.youtube.com/watch?v=CrZXz10FcVM   5.47 min. English

Especially around communication

1. It is possible that among the participants there are some with experience in the field or are relatives themselves. If there are, they can be used as knowledge persons in relation to their own experiences.
2. The topic is suitable both for group work and for communication exercises, where different techniques are tested, e.g. active listening.
3. Group work on the good cooperation with relatives.

4. To support the written material can be used YouTube videos e.g.
   https://www.youtube.com/watch?v=Ndh7E1m6078 2.36 min. English
   https://www.youtube.com/watch?v=CEr-LKlMNE8 1.56 min. English
   https://www.youtube.com/watch?v=o45jM5C__HU 2.04 min Danish
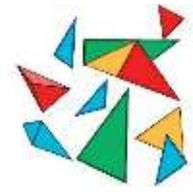   https://www.youtube.com/watch?v=LrA1hs0095U 30.00 min. Danish

Especially around the load on the caregiver

1. Here it is important that the students get an understanding that it is their future work environment that is being talked about. Talk in small groups if there is someone who has experienced stress or burnout and use their experiences.
2. Suitable for group work on a more general level. What does it look like in your country?
3. To substantiate the written material can be used YouTube videos e.g.:
   https://www.youtube.com/watch?v=sGT9QuapWLM 23.28m Danish
   https://www.youtube.com/watch?v=-1kFPnrFxo4 28.39 min Danish
   https://www.youtube.com/watch?v=nnBMjtmV-dM 2.15 min. English

Module 4.

Module 4 can be planned in the following way:

1. In more countries, we have started talking not only about dementia friendly surroundings, but about a dementia friendly society. Therefore, it is good idea to expand this topic and use the web.
2. The topic is suitable for both group work and individual immersion
3. The topic can also be used more creatively for students to "build" a dementia-friendly home or nursing home
4. To substantiate the written material can be used YouTube videos e.g.:
   https://www.youtube.com/watch?v=_nJ8uynABkU 3.29 min. English
   https://www.youtube.com/watch?v=794n57R4XDU 2.31 min. English
   https://www.youtube.com/watch?v=_uZbfxBJNNM 2.06 min. Danish

Module 1.

- How can you, as a caregiver, help a citizen with Alzheimer's dementia to compensate for the impaired memory of mild, moderate and severe dementia. Work in a group to find compensationstrategies and make a list that you present and explain. Use the material and the internet

- As a caregiver, how can you help a citizen with Levy Body dementia to compensate for space and directional disturbance in mild, moderate and severe dementia. Work in a group to find compensation strategiesand make a list that you present and explain. Use the material and the internet

- How can you, as a caregiver, help a citizen with fronto-temporal dementia to compensate for behavioral changes in mild, moderate and severe dementia. Work in a group to find compensation strategies and make a list that you present and explain. Use the material and the internet

- Role-playing: Students show the three dementias in a role-playing game and the class tries to identify them as either Alzheimer's, Levy Body or fronto-temporal dementia

Module 2.

Especially in relation to person-centered care

- Group assignment: Make a proposal for a nursing home that uses person-centered care as a fundamental value. What should it look like physically, how should it be decorated and how should the care work be planned.

- Come up with solutions for your own cases based on the person-centered care and remember that according to the person-centered care, you should always see the problem from the perspective that the person with dementia.

Especially around communication

- Exercises two and two in being actively listening. First, the interlocutor must be distracted by everything possible, and afterwards actively listening. What do situation 1 and situation 2, respectively, do to the person who is the narrator. After this, collection in plenary.

- Group work on what needs relatives have and how we as professionals can meet them. Plenary session.

Especially around the load on the caregiver

- How are the relatives?   Work in a group or individually to find statistics for your country

- Make a template for the good meeting and make a cooperation agreement for what and how to communicate. Can be made in groups and discussed in plenary.
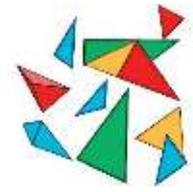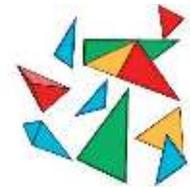
Module 4.

- Group work around: What does a dementia friendly society means?

    Research what's on the web. Among other things, the NGO's believe:

    - People with dementia must live in a (local) society where their needs are met, their opinions are heard, and where civil society supports that they can continue to live a meaningful life in interaction with the surrounding community.
    - That people with dementia should be involved in local policy development, e.g. through user panels, when the municipality's dementia policy is developed.
    - That institutions, cultural activities, sports clubs, etc.m. must be designed to support that people with dementia can participate actively.

        Can the Recommendations of the Dan Age be implemented?

    - See also "Dementia Friendly Society" The Danish Health Authority 2019 https://www.sst.dk/-/media/Udgivelser/2019/Demensvenligt-samfund/Demensvenligt-samfund---Erfaringer-eksempler-og-ideer.ashx?la=da&hash=2B01C8576DC679059B2F4D2CE49EF168FA4F5A0D

- Group work to design the dementia friendly homes of the future in a creative way. It should be highlighted what is dementia friendly and students can, for example, make signs in cardboard or other material or build with Lego and the like.
- Individual task: Think of a place where you have worked. Describe the place based on how it was decorated. Name some changes that would make the place more dementia friendly.

Common tasks for modules 1,2 and 4

The three topics are knowledge and attitude themes that make perfect sense to work with in groups. The groups can each process their own module over a period of time and make presentations to each other in plenary. Similarly, one can address the slightly broader topics below

1. How do dementia symptoms affect a citizen's quality of life?
2. What are the pros and cons of not having a staff room? For the residents, the relatives and the staff?
3. What does it take for the citizen with dementia to live a good life with meaningful activities?
4. What do relatives of people with dementia need? How can but support them and what offers are there?
5. What skills are needed to work with persons who have dementia?

The teaching of module 3 can of course follow the same methods as the above suggestions, but it is our experience that you have to try it out, to hold a session, it is not enough to know the theory. The module is very suitable for doing exemplary teaching and as blended learning. It is a prerequisite for a successful course that the students are familiar with the content of modules 1,2 and 4.

Preparation

The course requires quite a few hours, it was tested with 6 lessons, which was too little. We would recommend about 18 hours spread over a week but less can do it.

First, the teacher gives a presentation based on 3.3, 3.5 and 3.7 as they can be a little more difficult to understand, as part of the themes is concerning the evidence of the program. Lecturer presents the program, what is expected of the students and the requirements for the presentation

Group work

After this, the students are divided into groups. The groups are allowed to be quite large 6 to 8 as two must act as group leaders and the others must act as group members. They process the material minus 3.3, 3.5 and 3.7 as they are reviewed by the teacher. The material is worked through in order to plan a CST session of approx. 1/2 hour duration

The requirements of the group are they must comply with the structure of the CST

They must choose different activities in relation to the 14 subjects of CST:

▪ Mental stimulation	▪ Stimulate language and discussion
▪ Develop new ideas, thoughts and associations	▪ Stimulate everyday planing ability
▪ Use orientation in a sensitive way	▪ Apply a person-centered approach
▪ Focus on attitudes rather than facts	▪ Respect
▪ Apply reminiscence	▪ Involvement
▪ Physical movement	▪ Inclusion
▪ Provide triggers to help memory	▪ Offer choice of activities
▪ Continuity and consistency between sessions	▪ Enjoyment and fun
▪ Stimulate learning and communication	▪ Maximize potential
	▪ Building/strengthening relationshipsr

It is a good idea that students have access to the book: "Cognitive Stimulation Therapy" Via University College, 2021, as it provides many practical suggestions on how to make materials and apply them

They must try/practice applying the 18 principles of the sessions in the group

The group must select one or two group leaders
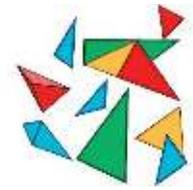
Presentation

Each group conducts a CST session and the rest of the class are observers.

The feedback can focus on different sub-elements.

Did the group comply with the structure of a session?

Was the communication and approach consistent with the 18 principles?

How did the group work?

Last take a round in the group, what was it like to be an active player in the session?

It is important to be aware that knowing the theory of CST is not the same as being able to lead a group without problems. It takes practice and feedback. One can repeat the sessions with other leaders. It's the exercise that makes perfect. Having to lead and introduce the theme and at the same time let the group participants themselves contribute and at the same time influence the discussion in the group, among other things, one should not be afraid to let the breaks stand for a moment because it gives the group members time to get started.

1. Here it is important that the students in particular gain an understanding of the 18 principles, discuss them and also uphold them in the group work itself.
2. To substantiate the written material in the project can be used youtube videos and other written materials e.g.:

CST: An overview for clinicians 12.28 min.
https://www.youtube.com/watch?v=kJ813fPeWzA
Cognitiv Rehabilitation and Cognitive Stimulation Therapy for dementia. 47:34 min.
https://www.youtube.com/watch?v=elqbZM0gXow
Cognitive Stimulation Therapy HMP Norwich library 3.00 min.
https://www.youtube.com/watch?v=OxAxJ4AvaIU
National Knowledge Centre forDementia: https://videnscenterfordemens.dk/da/kognitiv-stimulationsterapi
CST - an effective method in dementia *v. Annette Johannesen*
https://www.annettejohannesen.dk/107-kognitiv-stimulation-cst.html
"Cognitive Stimulation Therapy" Via University College, 2021.