

adults who did not return the survey (N=675, aged70+). We conducting visit investigation by visiting nurses for old-old people (N=87), and conducting assessment to evaluate risks of dementia and physical health. Third supporting people with high risk of dementia through cooperation among various organizations and various professions, and conducting watching support by visiting nurses as prophylactic care.

Result: For the investigation by mail, 2050 participants sent back the investigation form. Of the 87 people living alone or in aged households who responded to the request for a visit survey, we were able to conduct home-visit surveys for 46 participants (implementation rate: 52.9%). As a result of the comprehensive assessment, 15 participants (mean aged 81.9±5.0, female 53.6%, MMSE: 25.2±2.8), were regarded as participants with high risk of dementia, and 3people of them were started watching support work.

Discussion: We established a support system for people living with dementia that consist early detection and continuous support by the visiting nurse. There were many cases in which the home-visit nurses investigation led to continuous support. For the further research, it is necessary to review the long-term outcomes of those who received early support concerning whether they could maintain their quality of life.

P146: How to introduce EDI principles to multigenerational programs?

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Objective: The Time for Dementia (TFD) is an educational programme for healthcare students to learn from 'experts by experience' through longitudinal contact with a family affected by dementia. Since 2014, over 1,900 families have taken part. In December 2021, as a result of a student complaint about racism, expectations of inclusivity, diversity and inclusion (EDI) were examined and an anti-discriminatory practice plan for TFD was developed.

One of the proposed outputs of this plan was the creation of a communique to outline the expectations on EDI for circulation to participant families and students in TFD. Several considerations were acknowledged to be important: i) Generational differences and expectations about anti-discrimination; specifically, the use of language; ii) The complexity of addressing this issue with people with dementia; who may have difficulties with recall or disinhibition due to their condition; iv) The need to enhance understanding of different perspectives and needs between families and students.

Methods: The iterative development (January-September 2022) of the final communique included;

1. The formation of a working group including student inclusivity representatives and Tfd families to develop the communique.
2. A draft set of 'inclusivity principles' was created and feedback was sort from a sample of TFD participants independent of the working group (n=15).
3. As a result of feedback, these principles were amended by the working group.
4. The circulation of these inclusivity principles to the families taking part in TFD from July 2022.
5. A qualitative research study was conducted on the reception of these principles (n=14).

Results: This poster will present the communique that was developed, the results of the thematic analysis on its reception, and key reflections on its development.

Conclusions: Universities have a responsibility to prevent and effectively deal with discrimination on placements and this includes educational programs with 'experts by experience'. Educational programs with people with

dementia and their carers, who are volunteers, not patients, need special consideration. While this marks the start of TFD engagement with EDI issues, we hope by sharing our experiences will offer inspiration and confidence to other educators in psychogeriatrics to engage with these issues.

P148: Montessori as a tool to engage the elderly with dementia – literature review

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Objective: The aim of this review was to describe the usage and efficacy of Montessori senior methods of engaging the elderly with dementia reported in the existing literature.

Methods: Three databases were searched (PubMed, EMBASE, Scopus) using the key words “Montessori” “senior”. No date restrictions were placed. Inclusion criteria specified: language of the article (English), type of article (research) and the necessity of the Montessori intervention being directed at seniors.

Results: The search initially identified 15 articles. After eliminating duplicates and evaluating titles and abstracts three studies were included in the review. One focused on staff-led Montessori interventions, and two analyzed the effectiveness and benefits of elderly-led interventions – residents of facilities who were screened using MMS and trained to provide activities for their less lower cognitive functioning peers were selected. The total number of participants from all studies was: 55 people (10 leaders and 45 participants). All three studies reported positive, statistically significant improvements in participants’ functioning. All studies used the MPES to assess psychological variables (constructive engagement (CE), passive engagement (PE), other engagement (OE), pleasure (P)).

In first study (Skrajner&Camp, 2007) (CE: $p<0.01$ and $p<0.001$); OE: $p<0.001$, $p<0.01$; NE: $p<0.05$, $p<0.01$; P: $p<0.01$, $p<0.05$) classes conducted using the Montessori method were significantly more effective than those conducted using the traditional method among the same group of seniors.

Other two studies reported improvement among observations during Montessori classes scores vs scores during regular activities – Camp and Skrajner, 2004 - CE: $p<0.01$; OE: $p<0.001$; P: $p<0.06$); Orsulic-Jeras, Judge, Camp, 200 - CE: $p<0.01$, Affect Rating Scale: Pleasure: $p<0.001$ (treatment), $p<0.03$ (time), Anxiety/Fear: $p<0.003$ (treatment), $p<0.003$ (time)).

Conclusion: The research identified indicates the positive impact that Montessori-based programmes can have on elderly people with dementia. More studies need to be conducted, because the number of participants in the current study is relatively small. Further research with larger number of participants is needed to fully prove the effectiveness of Montessori programs implemented delivered to or by older people.

P156: The Development of the PET@home Toolkit using the refined Experience-Based Co- Design Method (EBCD+)

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