

Unit Title:	Understand the factors that can influence communication and interaction with individuals who have dementia
Unit sector reference:	DEM 205
Level:	2
Credit value:	2
Guided learning hours:	18
Unit expiry date:	31/05/2015
Unit accreditation number:	T/601/9416

Unit purpose and aim

This unit provides the underpinning knowledge required to develop awareness of differing communication needs and abilities of individuals with dementia in order to enhance positive interaction. This unit does not assess competence.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1. Understand the factors that can influence communication and interaction with individuals who have dementia	1.1 Explain how dementia may influence an individual's ability to communicate and interact 1.2 Identify other factors that may influence an individual's ability to communicate and interact 1.3 Outline how memory impairment may affect the ability of an individual with dementia to use verbal language	<p>Interaction: The application of social skills and the awareness of the needs of others</p> <p>An individual is someone requiring care or support</p> <p>Influences such as:</p> <ul style="list-style-type: none"> • memory loss • losing recall • inability to speak • disorientation • misinterpretation of information • variations in lucidity <p>Other factors such as:</p> <ul style="list-style-type: none"> • personality changes • health changes • environmental changes eg place of residence • behavioural change • social change • lifestyle

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		Memory impairment effects such as: <ul style="list-style-type: none"> • lack of recall • not making connections • use of demeaning speech • use of inappropriate tone of voice • challenging language • using inappropriate words or sentences
2. Understand how a person centred approach may be used to encourage positive communication with individuals with dementia	2.1 Explain how to identify the communication strengths and abilities of an individual with dementia 2.2 Describe how to adapt the style of communication to meet the needs, strengths and abilities of an individual with dementia 2.3 Describe how information about an individual's preferred methods of communication can be used to reinforce their identity and uniqueness	<p>Person centred approach: This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences</p> <p>Identifying communication strengths through:</p> <ul style="list-style-type: none"> • life story profiling • personality profiling • health profiling • one-to-one case meetings • enriched care planning <p>Adapting style of communication by:</p> <ul style="list-style-type: none"> • using sign language • gestures • pictorial approach • validation therapy • reminiscence therapy • memory books • tactile approaches • use of non-verbal communication <p>Reinforcing identity by:</p> <ul style="list-style-type: none"> • valuing the individual • treating people as individuals • giving information • considering the current situation from the perspective of the individual with dementia • enabling relationships with others

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
3. Understand the factors which can affect interactions with individuals with dementia	3.1 Explain how understanding an individual's biography/history can facilitate positive interactions 3.2 List different techniques that can be used to facilitate positive interactions with an individual with dementia 3.3 Explain how involving others may enhance interaction with an individual with dementia	<p>Others may be:</p> <ul style="list-style-type: none"> • Care worker • Colleagues • Managers • Social worker • Occupational Therapist • GP • Speech and Language Therapist • Physiotherapist • Pharmacist • Nurse • Specialist nurse • Psychologist • Psychiatrist • Independent Mental Capacity Advocate • Independent Mental Health Advocate • Advocate • Dementia care advisor • Support groups <p>Facilitating positive interactions through:</p> <ul style="list-style-type: none"> • focusing on the perspective of the individual with dementia • using an individual's life story • using contributions made by family members/other care workers • encouraging the individual's future hopes • enriching relationships <p>Techniques to include:</p> <ul style="list-style-type: none"> • memory books • recreational activity • problem solving activity • music therapy • use of pictures • reality orientation therapy • use of non-verbal communication

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		How involving other may enhance interactions: <ul style="list-style-type: none"> • reducing disengagement • provide stimulation • enrich the life of the individual • reduce challenging behaviour • help the individual to feel valued • help the individual to feel understood

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

Candidates will have to produce a portfolio of evidence that meets the requirements of the learning outcomes and assessment criteria in full, taking account of the additional knowledge understanding and skills specified in the unit content.

The evidence can either be drawn from naturally occurring work based activities or alternatively centres can devise tasks/assignments or projects for candidates to complete to generate appropriate evidence. Any centre devised tasks/assignments or projects need to be cross-referenced to the appropriate learning outcomes and assessment criteria to ensure that full coverage can be achieved.

Further guidance on the assessment and evidence requirements and the delivery of the teaching of the content of this unit is available as part of this unit specification.

Evidence requirements

Evidence could be presented using the following methods:

- through employment, for example, through witness testimonies
- by means of case studies, based on workplace experience or fictitious
- as a written 'Guide' to help care workers, both professional and informal, who care for individuals who have dementia
- by giving a powerpoint presentation with speaker's notes to formal and informal care workers
- through producing leaflets or handouts to provide information to care workers
- through oral discussion in the workplace or in a learning environment with supporting evidence, for example the questions asked and an outline of the answer or taped evidence
- as posters, where appropriate, providing the depth of the command word in the Assessment Criterion has been met.
- role plays in the learning environment or the workplace which are supported by witness statements
- essay writing with evidence being based on theoretical knowledge and practical experience

This list is not exhaustive but the depth of the command words within the Assessment Criteria must be met.

For their evidence candidates must:

- explain how the individual's ability to communicate could be affected by dementia, giving at least **two** examples
- identify **two** other factors that could influence the individual's ability to communicate
- outline how memory impairment may affect the individual with dementia using verbal language, giving at least **two** examples
- explain how to identify the communication strengths and abilities for the individual
- describe how to adapt the style of communication to meet the needs, strengths and abilities of an individual with dementia
- describe how information about an individual's preferred methods of communication can be used to reinforce their identity and uniqueness
- explain how understanding an individual's biography/history can facilitate positive interactions
- List **three** different techniques that could be used to facilitate positive interactions with the individual
- explain how involving others may enhance interaction with an individual who has dementia.

Guidance on assessment and evidence requirements

This section provides guidance for tutors on the types of assessment activities that can be used and evidence to be produced that will ensure coverage of the learning outcomes and related assessment criteria.

Portfolios of work must be produced independently and centres must confirm to OCR that the evidence is the original work of the candidate. Recording documents are provided on the website for this purpose.

Wherever possible, candidates should be encouraged to put the theoretical knowledge into practice through real work or role play. Where role play is used this should reflect working practices in health and social care sector.

Examples of possible sources of evidence/activities/tasks/assignments are shown below but these are not exhaustive nor are the examples shown mandatory. These could include:

A Caring for an Individual who has Dementia

Develop a case study: ('live' or fictitious), based on one individual who has dementia on 'Communicating and Caring for an Individual who has Dementia'. An example for a part of a case study is given below:

'Gwen is being cared for in a residential home as she has no close relatives and needs twenty four hour care as she has dementia. Her dementia is caused by the growth of Lewy bodies in the brain which causes memory loss, low attention span, periods of mental confusion and delusion. These symptoms become more severe over a period of time.

Communicating with Gwen is very difficult because of these symptoms and her behaviour can be very annoying both to care workers and other residents. During her working life Gwen was an assistant in various care homes and as part of her duties laid the tables for meal times, cleaned residents' rooms and helped to prepare light snacks.

Having dementia means that for Gwen current reality is not real. She relates to her working situations and can often be found laying tables when they have already been laid for a meal, trying

to clean rooms while patients are still in bed and going into the kitchen to prepare snacks for people. At night she often wanders into residents' bedrooms and starts to look through their personal items.

The staff in the home have decided that a care plan must be drawn up that will help Gwen communicate with staff and residents and which will help her to feel that she can still make a contribution to life.'

You have been asked to help staff understand how this could be achieved for Gwen by writing a case study to:

- explain how the individual's ability to communicate could be affected by dementia, giving at least **two** examples
- identify **two** other factors that could influence the individual's ability to communicate
- outline how memory impairment may affect the individual with dementia using verbal language, giving at least **two** examples
- explain how to identify the communication strengths and abilities of an individual with dementia
- describe how to adapt the style of communication to meet the needs, strengths and abilities of an individual with dementia
- describe how information about an individual's preferred methods of communication can be used to reinforce their identity and uniqueness
- explain how understanding an individual's biography/history can facilitate positive interactions
- List **three** different techniques that could be used to facilitate positive interactions with the individual
- explain how involving others may enhance interaction with an individual who has dementia

Make sure your case study covers all the requirements set out in the 'Evidence Requirements' section of these specifications.

OR

B Developing a Guide to Communication

Several residents within a residential home have different types of dementia. You have been asked to produce a 'Guide to Communicating with an Individual who has Dementia', that could be used with new care workers to help them understand how best to help them communicate in a meaningful way. The Guide could include:

- leaflets or handouts for LO1
- a presentation for LO2
- a witness testimony for LO3 based on workplace practice or simulated role play in a learning environment

Make sure your Guide covers all the requirements set out in the 'Evidence Requirements' section of these specifications.

OR

C Developing Staff Training materials

You have been asked to help provide training for staff from a number of day services. For the training events you will need to prepare the following:

Session 1: Communicating with an individual who has dementia

Develop a handout for carers of individuals that have dementia that:

- explains how the individual's ability to communicate could be affected by dementia, giving at least **two** examples
- identifies **two** other factors that could influence the individual's ability to communicate
- outlines how memory impairment may affect the individual with dementia using verbal language, giving at least **two** examples

Session 2: How can carers and others communicate effectively with individuals who have dementia?

Develop a leaflet for carers of individuals that have dementia that:

- explains how to identify the communication strengths and abilities of an individual with dementia
- describes how to adapt the style of communication to meet the needs, strengths and abilities of an individual with dementia
- describes how information about an individual's preferred methods of communication can be used to reinforce their identity and uniqueness

Session 3: Enhancing communication with individuals who have dementia.

Completion of templates/written records that:

- give the individual's communication strengths and possible ways of improving communication
- list **three** different techniques that can be used to facilitate positive interactions with an individual
- explain how involving others may enhance interactions with an individual who has dementia.

Note: A template is a pre-prepared form that can be used in the workplace to record information about an individual. This information can come from the individual who has dementia and/or from care workers and/or from family. Templates can be those used in the workplace, those issued by local authorities or those devised by the setting. (An example is given in the delivery guidance).

Make sure your training materials covers all the requirements set out in the 'Evidence Requirements' section of these specifications.

Guidance on delivery

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates.

Centres should consider the candidates' complete learning experience when designing learning programmes.

It is anticipated that there will be some formal teaching and input to develop fully the knowledge and understanding identified in the specification.

For AC1.1 candidates could be encouraged to participate in a group discussion or on a one-to-one basis to consider how dementia could influence an individual's ability to communicate and interact. The responses could be written on a flip chart.

This activity could be followed by watching a short DVD or part of a TV 'soap' or documentary on the subject of communicating with an individual who has dementia. The candidates could be asked to briefly note the various influences shown. This could be followed by a whole group discussion or a one-to-one about:

- what are the influences?
- how could these affect the individual?

For AC 1.2 candidates could be asked to conduct individual research to find out about other factors that may influence an individual's ability to communicate. They could produce handouts for two other factors and share their findings with the whole group or with the tutor on a one-to-one basis.

For AC1.3 a whole group discussion or a one-to-one session with the tutor could centre around 'how could memory impairment affect the ability of an individual with dementia to use verbal language'. This could take between 5-10 minutes with candidates drawing on employment experience, work experience or family knowledge. Candidates could then be asked to produce a leaflet for carers to help them understand the topic.

The knowledge collected for all three parts of the learning outcome could be used when producing the case study.

When considering LO2, inviting a guest speaker to the centre to discuss with the candidates how a person centred approach could be used to encourage positive communication with individuals with dementia, is one approach that could be used. The speaker will need to be directed to all three topics that need to be covered within the assessment criteria. Candidates need to be prepared prior to the visit by drawing up possible questions to ask, making sure that these are relevant and sensitive.

Alternatively, if candidates are employed or have work experience in caring for individuals who have dementia, they could be asked to observe individuals in their setting, having first prepared an observation document that is both relevant and sensitive and having gained permission for its use.

Following the talk by the guest speaker or the observation, a whole group discussion could involve sharing the results with the focus of the discussion being 'why do you think this?' or 'how can uniqueness of identity be reinforced?'

For LO3 candidates could benefit by having some tutor input on 'what is an individual's biography'? Also, 'How is it obtained'?

A template or pre-prepared form could, for example, be similar to the one given below:

COMMUNICATION PROFILE

NAME:

DATE:

NAME OF RECORDER:

INFORMATION OBTAINED FROM:

INDIVIDUAL'S RESPONSE

Individual's strengths	Improvements that could be helpful	Preferred methods of communicating	Interests of the individual	Suggested other methods that could be tried	With whom does the individual need to communicate

RESPONSE FROM CARE WORKERS

Individual's strengths	Improvements that would be helpful	Preferred methods of communicating	Interests of the individual	Suggested other methods that could be tried	With whom does the individual need to communicate

RESPONSE FROM FAMILY/OTHERS

Individual's strengths	Improvements that would be helpful	Preferred methods of communicating	Interests of the individual	Suggested other methods that could be tried	With whom does the individual need to communicate

Templates/recording documents for profiling could be distributed to the group or to the individual by the tutor to show :

- the type of information that is required
- the different types of information that could be obtained
- how it could be obtained
- how it would contribute to enriched care planning for the individual who has dementia.

Other templates could be obtained from local authorities or from individual care settings.

Enriched care planning means delivering person centred care that values individuals regardless of their age or cognitive ability. It is individualised and recognises the uniqueness of individuals. It means that the person is valued and that the care worker sees things from the perspective of the individual who has dementia. It recognises that all individuals need to live in a social environment which provides opportunities for personal growth.

Using a fictitious character or a known character with the name changed for confidentiality, candidates could complete the template in preparation for their case study.

Alternatively candidates could be provided with a case study of an individual who has a form of dementia and could be asked to work in pairs or independently to produce evidence using books, websites or magazines to meet AC3.1, 3.2 and 3.3. A whole group discussion could then be used to consider the evidence produced.

National occupational standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development:

HSC 21, 31, 41, 24, 35 and 45

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills standards can be viewed at <http://www.qcda.gov.uk/15565.aspx>

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening		Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Resources

Books

Enriched Care: Planning for people with Dementia; Hazel May, Paul Edwards and Dawn Brooker; Jessica Kingsley Publishers (2009)

Ethical Issues in Dementia Care: Making Difficult Decisions; Julian C Hughs and Clive Baldwin; Jessica Kingsley Publishers (2009)

The Department of Health's National Dementia Strategy; Government Department Publications; 2009

Dementia Reconsidered: The Person Comes First; T Kitwood; Open University Press;(1997)

NVQs in Nursing and Residential Homes; Linda Nazarko; Blackwell Publishing; (1996)

Care and the Registered Managers Award: NVQ Level 4;Christina Toft; Hodder and Stoughton; (2003)

Websites

<http://www.ageuk.org.uk>

www.age-exchange.org.uk

www.bradford.ac.uk

www.directgov.uk

www.bbc.co.uk

www.bbc.co.uk/health/physical_health/conditions/dementia1.shtml

Organisations

Mind (National Association for Mental Health)

PO Box 277
Manchester
M60 3XN

Carers UK

20 Great Dover Street

London

SE1 4LX

Email: info@carers.org.uk

Alzheimer's Society

Devon House

58 St Katharine's Way

London E1W 1LB

E mail: enquiries@alzheimers.org.uk

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.