



Accredited

**OCR LEVEL 3
CAMBRIDGE TECHNICAL
CERTIFICATE/DIPLOMA IN
HEALTH AND
SOCIAL CARE**

DEMENTIA CARE

R/600/8990

LEVEL 3 UNIT 24

GUIDED LEARNING HOURS: 30

UNIT CREDIT VALUE: 5

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AIM OF THE UNIT

The term 'dementia' covers a wide set of symptoms that include confusion, loss of memory and communication problems. As it is progressive, the symptoms will gradually get worse and can therefore have a devastating effect on the person with dementia as well as close family and friends. Each person is unique however and through the provision of person-centred care their quality of life need not be diminished. The aim of this unit is to provide learners with an overview of the different types of dementia and the role of the health and social care workers who work with individuals with dementia.

PURPOSE OF THE UNIT

This unit will help learners to understand the nature of dementia and the effects it can have on the individual's health and quality of life. There are a number of different types of dementia that can present many different challenges to the health and social care workers and learners are encouraged to view individualised care as the most important aspect of the work in this area.

The unit utilises the *Knowledge Set for dementia* written by *Skills for Care*. This knowledge set provides key learning outcomes for working with individuals with dementia and is designed to provide consistency to the underpinning knowledge required.

Throughout the unit learners should challenge their own views and assumptions of older people and of dementia, and to understand that the effects of dementia can be very different for individuals. The effects on health and quality of life are studied before considering the varying degrees of support that can be provided in relation to meeting the

needs of the individual. Learners are given the opportunity to look at ways of providing support and to discuss the rewards and challenges these can present. For those learners currently working, or who intend to work, in this sector, this is an ideal opportunity to understand some of the difficulties facing people with dementia and to learn about the methods and strategies that provide positive outcomes for individuals using a service.

The roles and responsibilities of a number of health and social care workers are described in order to provide an overview of the service provision within this area. Whilst the role of the Occupational Therapist may be quite different to that of the Community Psychiatric Nurse, the responsibilities of safeguarding and protecting whilst promoting independence and choice are often the same. Learners will study the various ways of providing support to individuals with dementia in the context of the services provided.

The relevant pieces of legislation and frameworks are looked at in order for learners to know what is expected and required of the role of the health and social care worker. Whilst some of the legislation is generic and apply to all older people or all those experiencing mental health problems, frameworks such as 'Living well with dementia' are quite specific and provide a guide to what constitutes high-quality services for people with dementia. The rights of the individual with dementia are discussed against the need to protect and safeguard. Learners will study what happens if individuals can no longer make decisions for themselves and who should make those decisions on their behalf.

By studying this unit, learners can appreciate the rewarding role that they can play when working with individuals with dementia and will find it useful if they are intending to work in health and social care or progressing to higher education.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know the types and effects of dementia on health and quality of life	P1 Describe types of dementia and common signs and symptoms		
	P2 Outline possible effects of dementia on an individual's health and quality of life		
2 Know legislation and frameworks which govern dementia care	P3 Describe legislation and frameworks which govern work with individuals with dementia		
3 Understand roles and responsibilities when caring for individuals with dementia	P4 Explain roles and responsibilities of health and social care workers in improving the health and quality of life for people with dementia	M1 compare the roles of health and social care workers who work with individuals with dementia	D1 assess the effectiveness of multi-agency working in improving the health and quality of life for people with dementia

TEACHING CONTENT

1 Know the types and effects of dementia on health and quality of life

- *Types*
 - Alzheimer's disease
 - Vascular dementia
 - Lewy bodies
 - Fronto-temporal dementia (including Pick's Disease)
 - Early dementia (or mild cognitive impairment).
- *Common signs*
 - Memory problems e.g.
 - Frequently searching for words
 - Impaired conversations
 - Unable to recall specific instances or recent events
 - Getting lost in familiar places.
 - Difficulty performing familiar tasks
 - Confusion or impaired reasoning
 - Changes in behaviour.
- *Effects on health and quality of life*
 - Health
 - Increased risk of falls
 - Risk of mal-nutrition
 - Low mood or depression
 - Carelessness in personal hygiene.
 - Quality of life
 - Sleep difficulties
 - May present challenging behaviour e.g. aggression
 - Unable to learn new skills
 - Low self-esteem/self-worth
 - Dependency on others
 - Difficulty managing finances
 - May not wish to socialise.

2 Know legislation and frameworks which govern dementia care

- Mental Health Act (1983)
- Enduring power of Attorney Act (1985)
- The Human Rights Act (1998)
- Disability Discrimination Acts of 1995 and 2005
- Care Standards Act (2000)
- Mental Capacity Act (2005) (including, Deprivation of liberty safeguards (2009)
- National Service Framework for older people
- Living well with dementia – the National Dementia Strategy
- NICE-SCIE Guideline on supporting people with dementia and their carers in health and social care.

3 Understand roles and responsibilities when caring for individuals with dementia

- *Health and wellbeing*
 - Help to meet physical needs (e.g. food and water, (including infection prevention and control)
 - Help with self-care skills (e.g. washing, dressing, feeding)
 - Provide appropriate opportunity for physical and mental exercise
 - Monitor the use of medicines
 - Safeguard against accidents (e.g. appropriate environment, use of assistive technologies e.g. pressure mats and personal pendant alarms)
 - Protection from abuse; physical, emotional, neglect or financial.
- *Quality of life*
 - Promote independence and choice
 - Provide activities and opportunities to socialise
 - Aid communication in preferred form
 - Promote individuality (e.g. learn about the individual's life history to ensure their needs and preferences are taken into account)
 - Application of care values:
 - Promoting equality and diversity
 - Maintaining confidentiality and respecting privacy
 - Promoting individual rights and beliefs
 - Treat individuals with respect and dignity,.
- *Care Planning*
 - Multi-agency co-ordination
 - Individual care planning; (e.g. focus on individual, not on the dementia)
 - Take account of wishes of individual with dementia
 - Involve family and friends of the individuals with dementia
 - Person-centred care.
- *Practitioners and services involved with caring for individuals with dementia*
 - GPs
 - Home care assistants
 - Day care centres
 - Respite care
 - Sheltered housing
 - Care homes
 - Voluntary and charitable organisations.
 - Specialist services e.g.
 - Community Mental Health Team (CMHT)
 - Consultant Psychiatrist for Older Adults
 - Community Psychiatric Nurse (CPN)
 - Occupational Therapist
 - Memory services.

DELIVERY GUIDANCE

LO1 Know the types and effects of dementia on health and quality of life

Once learners have been introduced to the common signs of dementia, learners could be asked to consider what it might feel like to live in a world where nothing made sense and people and things seem to be different every day. This will enable learners to put themselves in the position of an individual with dementia and to begin to think about the difficulties they encounter on a day to day basis. If learners find this difficult then a similar effect can be achieved by giving each learner a lot of 'nonsense' information and asking them questions about it afterwards. For example, read the following extract (add more to it as needed)

Don't forget the fals are coming at twenty two and sellentia and compal are due for the overlep. They need fifty to make sure it's finished before the compal appear and then you can have your tea. Sellentia will need forty two and seven for the overlep but compal only needs four. If it's not sensible we can always ask for two o'clock.

Then ask the learner questions, for example;
What are you doing at two o'clock?
Have you got enough money to pay for it?
Is there anything else you need?

Learners should begin to understand the difficulties experienced by individuals with dementia before they go onto researching the different types and presenting their findings to the class for them to take notes. The effects can be demonstrated via the use of short role plays or video/DVD if accessible.

LO2 Know legislation and frameworks which govern dementia care

Legislation should be looked at in terms of how it provides support or protects the rights of people with dementia as well as the implications for care workers. Summarising the key points onto posters to be placed around the room will provide a reminder to learners as they progress through the unit. Learners can debate the difficulties faced by those who have to make decisions on behalf of those individuals who have some sort of cognitive impairment. The dilemmas facing people in charge, and family and friends of the individual, can be debated using case studies and notes can be taken to provide a resource to refer back to later. Learners can also discuss when it is appropriate to deny a person their liberties, e.g. a locked ward to maintain safety.

LO3 Understand roles and responsibilities when caring for individuals with dementia

Learners will benefit from inviting guest speakers to the classroom e.g. health and social care workers who work with people with dementia and having the opportunity to discuss their roles with them. Learners should be given the opportunity to prepare questions for the speaker such as those decisions between safeguarding and protection of rights. Learners can also question the workers about the support they provide and how they manage some of the more difficult aspects of the work. If this is not possible, then DVDs can be used to highlight these issues.

The initial exercise could then be extended by asking learners to consider the support that individuals with dementia might need to get them through the confusing time they are experiencing. Learners can suggest ways they would like to be supported in the scenario above; for example, they may need to be given less information in one go, or they may prefer to be asked less open questions. Learners can also discuss their ideas about the type of person they might want to support them; for example, patient and empathetic. Group work can then be used to research the different practitioners and a presentation given to explain the roles and responsibilities of the practitioners. Learners can add this information to their notes to refer back to later.

Role play can be used to enable learners to practise skills of promoting independence, offering choice and good communication skills. Learners can practise different ways to engage the individual with dementia and can also develop their own plans for activities that could be used to stimulate individuals with dementia, e.g. reminiscence, music/singing, painting or crosswords puzzles.

SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

Criteria	Assignment title	Scenario	Assessment
P1, P2	The types and effects of dementia on health and quality of life.	You are on work placement in a residential home for individuals with dementia. You have been asked to produce a guide to help care workers, both professional and voluntary, who care for individuals with dementia. Your guide should describe the types and effects of dementia before giving a detailed case study of an individual with dementia. You should also include a section on legislation and frameworks which govern dementia care. A further section covering the roles and responsibilities of different workers should also be included.	Written guide.
P3	Legislation and frameworks which govern dementia care.		
P4, M1, D1	Roles and responsibilities when caring for individuals with dementia.		

The learning outcomes can be met through one whole assignment that can be broken down into three smaller tasks if desired. The evidence can be presented as a handbook which is aimed at giving information to health and social care workers who will be working with older people with dementia in a care setting. The booklet can therefore be divided into sections covering each outcome.

Section one: the types and effects of dementia on health and quality of life will include two sub-sections.

P1 – Learners must firstly describe types of dementia and common signs and symptoms. This should include different types with their individual symptoms described. A case study can be included which is either factual or fictitious. If a real case study is used then confidentiality must be maintained throughout the assignment.

P2 – The second sub section needs to outline the possible effects of dementia on both the health of the individual and

his/her quality of life. Similarly, the use of case studies will provide an ideal platform on which to discuss the possible effects. Learners only need to outline the effects and do not need to provide an in-depth analysis.

Section two:

P3 – A description of the relevant legislation and frameworks which govern the work with individuals with dementia should be included. Learners can link the legislation and frameworks to their case study to highlight how and when each may be used.

Section three:

P4 – The roles and responsibilities of two practitioners should be explained and not simply described in order to meet the requirements of P4. For each practitioner, learners need to explain two ways they can improve the health of people with dementia and two ways they can improve the quality of life of people with dementia.

M1 – learners will need to also include a comparison between **two** workers, e.g. a GP may focus more on the medication and physical health of the person with dementia whereas a care assistant may be more involved with the quality of life the individual is experiencing.

D1 – An assessment of the effectiveness of multi-agency working in improving the health and quality of life for people with dementia will need to be included. This will involve a balanced consideration of the strengths and weakness of multi-agency working with a clear judgement as a conclusion. Learners will need to consider how multi-agency working is achieved and what happens when it works well or when it doesn't.

RESOURCES

Text books

British Medical Association, (2009), *Ethics of Caring for Older People*, Wiley-Blackwell, ISBN: 9781405176279

James, I.J., (2011) *Understanding Behaviour in Dementia that Challenges: A Guide to Assessment and Treatment* (Bradford Dementia Group Good Practice Guides); Jessica Kingsley Publishers; ISBN: 9781849051088

Hood, H (2006) *Applied Health and Social Care: AS Student Book – OCR*, OUP Oxford, ISBN: 9781843038405

Michie, V., Morris, C., Baker, L. and Collier, F. (2011) *Level 3 Health and Social Care Diploma*; Hodder Education; ISBN 9781444120677

Nolan, Y., Pritchatt, N. and Railton, D., (2011) *Level 3 Health and Social Care (Adults) Diploma: Candidate Book (Level 3 Work Based Learning Health and Social Care)*; Heinemann; ISBN: 9780435031978

Stretch, B (2005) *GCE AS Level Health and Social Care Double Award (OCR)*; Heinemann, ISBN: 9780435453589

Walsh, D (2006) *Dementia Care Training Manual for Staff Working in Nursing and Residential Settings* (JKP Resource Materials); Jessica Kingsley; ISBN: 9781843103189

Journals

Nursing Older People

Journal of Dementia Care

Older People and Human Rights – AgeUK

Websites

www.alzheimers.org.uk – Alzheimer’s Society

www.cpa.org.uk – Centre for policy on ageing

www.cqc.org.uk – Care Quality Commission

www.dementiacarematters.com – Dementia Care Matters

DVDs

Can Gerry Robinson Fix Dementia Care Homes? – <http://www.ouw.co.uk>

Dementia Care in the care home – <http://www.bvs.co.uk>
SCIE / NICE Dementia video case study – *The Social Care Institute for Excellence*

MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

Unit 2: Equality, diversity and rights in health and social care

Unit 10: Safeguarding adults and promoting independence

Unit 12: Physiological disorders

Unit 21: Caring for older people

Unit 25: Support work in social care

LINKS TO NOS

Partial coverage:

HSC328 Contribute to care planning and review individuals

a – contribute to assessing the needs and preferences of individuals

c – contribute to reviewing care plans

HSC3111 Promote the equality, diversity, rights and responsibilities of individuals

a – Promote the rights and interests of individuals

b – Promote the equal treatment of individuals

HSC335 Contribute to the protection of individuals from harm and abuse

a – recognise and report on factors that may cause danger, harm and abuse



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