

Unit Title:	The person centred approach to the care and support of individuals with dementia
Unit sector reference:	DEM 202
Level:	2
Credit value:	2
Guided learning hours:	17
Unit expiry date:	31/03/2015
Unit accreditation number:	H/601/2879

Unit purpose and aim

This unit provides the knowledge and understanding required to enable the individual with dementia to experience well-being. Learners will be able to develop their knowledge of the person centred approach to dementia care and support.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1. Understand approaches that enable individuals with dementia to experience well-being	1.1 Describe what is meant by a person centred approach 1.2 Outline the benefits of working with an individual with dementia in a person centred manner	<p>Person centred approach:</p> <ul style="list-style-type: none"> • recognising individuality • enabling choice • enabling social relationships • valuing the individual • providing the opportunity for stimulation • empowerment • inclusion • looking at the person as a unified whole <p>Well-being eg</p> <ul style="list-style-type: none"> • Sense of Hope • Sense of Agency • Confidence • Self esteem • Physical health <p>Evidenced in well-being indicators:</p> <ul style="list-style-type: none"> • Can communicate wants, needs and choices • Makes contact with other people

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		<ul style="list-style-type: none"> • Shows warmth and affection • Showing pleasure or enjoyment • Alertness, responsiveness • Uses remaining abilities • Expresses self creatively • Is co-operative or helpful • Responding appropriately to people • Expresses appropriate emotions • Relaxed posture or body language • Sense of humour • Sense of purpose • Signs of self-respect <p>Benefits:</p> <ul style="list-style-type: none"> • providing a sense of hope • acknowledging recognition of the individual • improving confidence • improving self esteem • improved physical, intellectual, emotional and social well-being • improved alertness • improved responsiveness • enables remaining abilities to be used • improved communication and interaction with others and in different situations • ability to be more creative • likely to be more co-operative • has a sense of purpose • empowers the individual
2. Understand the role of carers in the care and support of individuals with dementia	2.1 Describe the role that carers can have in the care and support of individuals with dementia 2.2 Explain the value of developing a professional working relationship with carers	<p>Carers eg</p> <ul style="list-style-type: none"> • Family • Partner • Friends • Neighbours <p>The value of professional relationships with carers:</p> <ul style="list-style-type: none"> • increased co-operation

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		<ul style="list-style-type: none"> • respect • maintaining good relationships • trust • improved communication • willingness to exchange information relating to the individual • increased awareness of the need for self care • reduced likelihood of stress • improved mental health
3. Understand the roles of others in the support of individuals with dementia	3.1 Describe the roles of others in the care and support of individuals with dementia 3.2 Explain when it may be necessary to refer to others when supporting individuals with dementia 3.3 Explain how to access the additional support of others when supporting individuals with dementia	Others eg <ul style="list-style-type: none"> • Care worker • Colleagues • Managers • Social Worker • Occupational Therapist • GP • Speech & Language Therapist • Physiotherapist • Pharmacist • Nurse • Psychologist • Admiral Nurses • Independent Mental Capacity Advocate • Community Psychiatric Nurse • Dementia Care Advisors • Advocate • Support groups Roles: <ul style="list-style-type: none"> • personal care and support • emotional support • mental stimulation • help with daily living tasks • assisting with giving medication • financial support • providing information and advice

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		<p>Refer to others for support when:</p> <ul style="list-style-type: none"> • having feelings of not being able to cope • there is a loss of a sense of humour • sleeping badly • having disrupted sleep • finding daily tasks an effort • a carer becomes increasingly irritable • the carer feels they may abuse the individual • when the carer feels they need to preserve their own social life <p>How to access others:</p> <ul style="list-style-type: none"> • through the NHS • contacting a 'Memory service' • contacting social services • contacting the Community Social Service • through domiciliary services • making contact with a local or national group who provides support for dementia • through a voluntary group

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 statements
- 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 Criteria 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:

- describe what is meant by a 'person centred approach'
- outline **four** benefits of working with an individual with dementia in a person centred manner
- describe the role that carers can have in the care and support of individuals with dementia
- explain the value of developing a professional working relationship with carers, giving **four** examples of the benefits of working in this way
- describe the roles of **three** others in the care and support of individuals with dementia
- explain when it may be necessary to refer to others when supporting individuals with dementia, giving at least **two** examples of when this may be necessary.
- explain how to access the additional support of others when supporting individuals with dementia, giving at least **two** examples.

Guidance on assessment and evidence requirements

This section provides guidance for tutors on the types of assessment activities that can be used and evidence that can 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 the 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 Training Days: A Person Centered Approach

At work or in a learning situation you have been asked to lead a session with a group of community care workers on the subject of using a 'Person centered approach to caring for individuals who have dementia'. Prepare material to use during the session and give a presentation.

The presentation should include:

- the definition of a person centred approach
- an outline of **four** benefits of working with an individual with dementia in a person centred manner
- **two** ways to gain access to the additional support of **others** when supporting an individual with dementia.

Remember to include speaker's notes or taped evidence of the talk. A witness testimony will be required from the assessor/tutor who observed the presentation.

The materials that should be prepared for the session with the community workers are:

- a checklist of person centred practices, giving examples
- a case study that:
 - describes the role that carers can have in the care and support of individuals with dementia
 - explains the value of developing a professional working relationship with carers, giving four examples of the benefits of working in this way
 - describes the roles of **three** others in the care and support of individuals with dementia
 - explains when it may be necessary to refer to others when supporting individuals with dementia, giving at least **two** examples of when this may be necessary.

An example of part of a case study could be:

'Rollie is a 75 year old man, who is married with one child. His son lives some distance from Rollie and his wife Fiona so is unable to help his mother care for his father. Rollie has had two strokes over the last five years and has been diagnosed with vascular dementia. Rollie has become increasingly dependent on his wife, Barbara since having the strokes. His short-term memory is very poor and he tends to be aggressive at times, particularly when Fiona tells him that 'he has seen that TV programme before'. Rollie finds it hard to concentrate and has started to wander out of the house saying that he is 'going to the supermarket'. Sometimes he just leaves without telling Barbara.

Barbara is finding it increasingly difficult to get Rollie to wash, shower or change his clothes. Also she is aware that Rollie is not getting any mental stimulation as he is just sitting in front of the television. When asked what he has just watched, he says 'he does not know'.

Rollie also has had a knee replacement operation and has angina, which makes it difficult to take him out, but Barbara has to take him with her when she does the shopping and Rollie just waits in the car. In the night he often wakes Barbara up asking for 'his breakfast'.

Barbara is beginning to feel that she cannot cope and explains what is happening to her friend'. She...

OR

B The Journey Through Dementia

Imagine you are an individual who has dementia who is just setting out on 'Your Journey through dementia'. Write the story of how a person centred approach is helping you along the journey, including the carers and 'others' who are providing you with support. You should include information about:

- what is meant by a 'person centred approach'
- **four** benefits of working with an individual with dementia in a person centred manner
- the roles that carers can have in the care and support of individuals with dementia
- the value of developing a professional working relationship with carers, giving **four** examples of the benefits of working in this way
- the roles of **three** others in the care and support of individuals with dementia
- when it may be necessary to refer to others when supporting individuals with dementia, giving at least **two** examples of when this may be necessary
- how to access additional support of others when supporting individuals with dementia, giving at least **two** examples

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

Your reflection could begin for example:

Hi, I'm Grace. I don't really understand what's happening to me as my mind seems to be permanently in a fog. I don't seem to be able to remember very much although my husband keeps trying to tell me things. I sleep a lot, even during the day. When I'm awake I watch television. Sometimes, my husband, Brian gets cross because I can't remember things. He took me to see the GP and then a very nice lady came to talk to me and to Brian. I heard her talking to Brian about something called a 'person-centred approach'. Brian tried to explain it to me after she had gone. Apparently its something to do with....

OR

C Training The Volunteers

You have been asked to mount a display and speak to a group of volunteers who are going to provide support to individuals who have dementia and their families. The subject of the talk is:

'The Person Centred Approach When Caring for Individuals with Dementia'.

The display is to be mounted on display boards in the room where the talk will be given. Those attending have been asked to hand in questions prior to the talk so that you can prepare. The questions that have been received are:

- What is meant by the 'person centred approach'?
- What are the benefits of using a person centred approach?
- Who are 'carers'?
- What is the role of carers?
- What is the value of developing a professional relationship with carers?
- Who are 'others' that support individuals who have dementia?
- Can you explain when it may be necessary to refer to 'others' when supporting individuals who have dementia?

- Can you explain how to access the additional support of others when supporting individuals with dementia?

Make sure your talk covers all the requirements set out in the ‘Evidence Requirements’ section of these specifications.

You will require a witness testimony from your supervisor or the assessor to show the topics covered and the level of knowledge and understanding shown during the talk. You may also wish to present an audio tape/video of the talk and/or a transcript.

You **could** present photographic evidence of the display.

You must make sure that confidentiality is maintained and make sure you have permission to use the photographic evidence.

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 LO1 candidates could be asked to sit in a circle and be given a piece of paper. On the paper they are asked to write

- What is important in your life? An example could be given to start them off, eg having a social life or taking the dogs for a walk or listening to music.

When they have been given time to write their response, ask them to fold the paper over and place in a box. Shake the box so that the responses are not in the order in which they were put in. Ask each person to withdraw one slip of paper and look at the response. Taking one response from each person, ask:

- What was important to the person?

Then ask the whole group:

- What might be the effect on the individual when they are in this situation, eg socialising?

Write all the responses given by the group down on a flip chart. When the items on the list have been exhausted ask the candidates to look at the list and to think about:

- how could a person who has dementia be affected if they cannot do the things that are important to them?’.

Tutor input could be helpful at this point to outline the core elements that contribute to ‘a person centred approach’ eg

- being unique – having an identity
- being respected and acknowledged
- being able to make choices
- having feelings acknowledged
- having a sense of belonging

This could be followed by a whole group discussion about:

- how could having a social relationship be improved for an individual with dementia?
- how could you increase the range of choice for a client with dementia?
- how could you show that you recognise the uniqueness of an individual with dementia?

Other points could be included in the discussion.

Working in pairs give the candidates a case study about an individual who has dementia. These could be found on the internet site 'healthtalkonline' or from the 'Alzheimer's Society's, 'Living with Dementia' on-line magazine located at:

www.alzheimers.org.uk/site/scripts/documents.php?categoryID-200241

For each case study the candidates could suggest:

- what could be done for the individual through a person centred approach?
- what would be the benefits to the individual?
- what would be the benefits to carers and others?

Candidates could then be given a checklist of 'Bad Practice' eg

- ignoring an individual
- not asking what they would like to wear
- telling them that they are going to have to do something they have not chosen to do, eg going for a walk

In pairs the candidates state how they would change this using the person centred approach and what the benefits would be to the individual eg

- they would feel valued
- they would be empowered
- their individualism would be recognised

Add other points to the above list that are part of a person centred approach.

Tutors may wish to include an overview of, 'Malignant Social Psychology (MSP), Kitwood (1997), so that the candidates have knowledge of theory that can be applied to practice.

When considering AC2.1 and 2.2 a discussion could be the starting point based on:

- who are the carers?
- what tasks could each carry out to provide support for an individual with dementia?
- what is meant by the term, 'a professional relationship'?
- how can a carer develop a professional relationship and with whom?

This could be followed in the learning situation by inviting two carers to the centre, at the same time to talk with the candidates, for a short period of time about:

- their relationship with the individual who has dementia
- what they do?
- how have they developed a professional relationship with 'others'?

- what problems/issues have occurred in their relationship with the individual who has dementia and/or with 'others'?
- what is the value of developing a professional relationship with carers?

The speakers will need to be directed to the 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, candidates in employment or a work experience placement could draw on knowledge of individuals with dementia, providing names are changed to protect confidentiality.

Tutors/Assessors may consider it helpful to introduce the candidates to some theoretical perspectives of wellbeing before progressing to LO3. This could involve an overview of Kolbs (1984) perspective and Kitwoods and Bredin's theory (1992), the later considering what is vital to maintaining wellbeing.

Candidates could then be asked to carry out individual research using books, work experience or the internet to find out about different roles that carers have and why it is important to develop professional working relationships with carers.

The research could then be shared with the whole group before embarking on the individual evidence generation.

When considering AC3.1 and 3.2 candidates may need to think about:

- who are others?
- what is their role?

Tutors could invite two or three specialists to the centre to talk about their role when providing support for individuals who have dementia. Perhaps a social worker, a health care assistant and an occupational therapist could be considered or any professional who has experience in providing support for an individual who has dementia. They could be asked to discuss their experiences and to explain why it may be necessary to refer to 'others' when supporting individuals eg to a psychologist.

The speakers will need to be directed to the 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.

For AC3.3 candidates could be asked to carry out individual research to find out how to access additional support. This could be done by talking to other colleagues or supervisors in the workplace or through the internet or book research.

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:

HSC21, 31, 41, 23, 33, 43, 24, 35, 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

Dementia Care Training Manual for Staff Working in Nursing and Residential Settings; Danny Walsh; Jessica Kingsley Publishers (2006)

Dementia Reconsidered; T Kitwood: Open University Press (1997)

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)

Experiential Learning Experience as the Source of learning and Development; D Kolb; Prentice Hall (1984)

Person-person: A Guide to the Care of those with Failing Mental Powers; T Kitwood and K Bredin; Loughton (1992)

The Dementia care workbook; Gary Morris and Jack Morris; Open University Press (2010)

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

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

Websites

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

www.bradford.ac.uk

www.alz.co.uk/carers/yourself.html

www.bbc.co.uk

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

www.dementiacafe.com/news.php

www.atdementia.org.uk/

www.dasinternational.org

www.alzheimers.org.uk/site/scripts/documents.php?categoryID-200241

Organisations

Alzheimer's Society

Devon House

58 St Katharine's Way

London E1W 1LB

E mail: enquiries@alzheimers.org.uk

Carers Uk

20 Great Dover Street

London

SE1 4LX

Email: info@carers.org.uk

Mind(National Association for Mental Health

PO Box 277

Manchester

M60 3XN

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.