

Unit Title:	Understand and enable interaction and communication with individuals who have dementia
Unit sector reference:	DEM 312
Level:	3
Credit value:	4
Guided learning hours:	30
Unit expiry date:	31/03/2015
Unit accreditation number:	Y/601/4693

Unit purpose and aim

This unit provides the opportunity for the learner to develop and implement the qualities of an effective relationship with individuals with dementia. This is based on the use of positive interactions and communication skills.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The learner will:</p> <p>1. Understand the factors that can affect interactions and communication of individuals with dementia</p>	<p>The learner can:</p> <p>1.1 Explain how different forms of dementia may affect the way an individual communicates</p> <p>1.2 Explain how physical and mental health factors may need to be considered when communicating with an individual who has dementia</p> <p>1.3 Describe how to support different communication abilities and needs of an individual with dementia who has a sensory impairment</p> <p>1.4 Describe the impact the behaviours of carers and others may have on an individual with dementia</p>	<p>Carers may include:</p> <ul style="list-style-type: none"> • Partner • Family • Friends • Neighbours <p>Others may include:</p> <ul style="list-style-type: none"> • Care worker • Colleague • Manager • 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

Learning Outcomes	Assessment Criteria	Exemplification
<p>2. Be able to communicate with an individual with dementia using a range of verbal and non-verbal techniques</p>	<p>2.1 Demonstrate how to use different communication techniques with an individual who has dementia</p> <p>2.2 Show how observation of behaviour is an effective tool in interpreting the needs of an individual with dementia</p> <p>2.4 Analyse ways of responding to the behaviour of an individual with dementia, taking account of the abilities and needs of the individual, carers and others</p>	
<p>3. Be able to communicate positively with an individual who has dementia by valuing their individuality</p>	<p>3.1 Show how the communication style, abilities and needs of an individual with dementia can be used to develop their care plan</p> <p>3.2 Demonstrate how the individual's preferred method/s of interacting can be used to reinforce their identity and uniqueness</p>	
<p>4. Be able to use positive interaction approaches with individuals with dementia</p>	<p>4.1 Explain the difference between a reality orientation approach to interactions and a validation approach</p> <p>4.2 Demonstrate a positive interaction with an individual who has dementia</p> <p>4.3 Demonstrate how to use aspects of the physical environment to enable positive interactions with individuals with dementia</p>	<p>Reality Orientation This approach tries to place the individual in the here and now, reminding them of the day, place, time and situation they are in</p> <p>Validation approach Using non-judgmental acceptance and empathy to show the individual that their expressed feelings are valid. Focussing on the feelings rather than the content of speech</p> <p>Social environment can provide interactions which create stimulation and enjoyment and may include:</p> <ul style="list-style-type: none"> • opportunities to meet with family and friends

Learning Outcomes	Assessment Criteria	Exemplification
	4.4 Demonstrate how to use aspects of the social environment to enable positive interactions with individuals with dementia 4.5 Demonstrate how reminiscence techniques can be used to facilitate a positive interaction with the individual with dementia	<ul style="list-style-type: none"> • able to talk about early life, past career, good memories • engagement with familiar activities, for example attendance at church, clubs, sports activities, favourite walks • engagement with activities, for example, reminiscence, listening to favourite music • continuing social routines, for example going to the hairdressers, going out for coffee

Assessment

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

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

For this unit, learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Guidance on assessment and evidence requirements

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.

National occupational standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. 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 health and social care developed by Skills for Care and Development:

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

NOS can be 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	✓

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.