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| Unit Title: | Understand the role of communication and interactions with individuals who have dementia |
| Unit sector reference: | DEM 308 |
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 26 |
| Unit expiry date: | 31/03/2015 |
| Unit accreditation number: | L/601/3539 |

Unit purpose and aim

This unit provides the underpinning knowledge required to develop therapeutic relationships with individuals with dementia based on positive interaction and communication. It does not assess competence.

| Learning Outcomes | Assessment Criteria | Exemplification |
|---|---|---|
| <p>The learner will:</p> <p>1 Understand that individuals with dementia may communicate in different ways</p> | <p>The learner can:</p> <p>1.1 Explain how individuals with dementia may communicate through their behaviour</p> <p>1.2 Give examples of how carers and others may misinterpret communication</p> <p>1.3 Explain the importance of effective communication to an individual with dementia</p> <p>1.4 Describe how different forms of dementia may affect the way an individual communicates</p> | <p>Carers eg</p> <ul style="list-style-type: none"> • Partner • Family • Friends • Neighbours <p>Others eg</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 Understand the importance of positive interactions with individuals with dementia.</p> | <p>2.1 Give examples of positive interactions with individuals who have dementia</p> <p>2.2 Explain how positive interactions with individuals who have dementia can contribute to their wellbeing</p> <p>2.3 Explain the importance of involving individuals with dementia in a range of activities</p> <p>2.4 Compare a reality orientation approach to interactions with a validation approach</p> | <p>Well being</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 • 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>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</p> |

| Learning Outcomes | Assessment Criteria | Exemplification |
|---|--|--|
| | | expressed feelings are valid. Focussing on the feelings rather than the content of speech. |
| 3 Understand the factors which can affect interactions and communication of individuals with dementia | 3.1 List the physical and mental health needs that may need to be considered when communicating with an individual with dementia 3.2 Describe how the sensory impairment of an individual with dementia may affect their communication skills 3.3 Describe how the environment might affect an individual with dementia 3.4 Describe how the behaviour of carers or others might affect an individual with dementia 3.5 Explain how the use of language can hinder positive interactions and communication | |

Assessment

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

If this unit is taken as part of the Awards in Awareness of Dementia candidates, which is a knowledge based qualification, candidates will have to produce a portfolio of evidence that meet 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 will be available to be downloaded from the web pages for the Awards in Awareness of Dementia.

Candidates undertaking this unit as part of the competence based qualifications, the Level 3 Certificate in Dementia Care or the Level 3 Diploma in Health and Social Care may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

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 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, 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.