

Unit Title:	Understand the administration of medication to individuals with dementia using a person centred approach
Unit sector reference:	DEM 305
Level:	3
Credit value:	2
Guided learning hours:	15
Unit expiry date:	31/01/2015
Unit accreditation number:	K/601/9199

Unit purpose and aim

This unit is about knowledge and understanding of individuals who may have specific needs for receiving medication because of their experience of dementia. Learners will develop their knowledge of these medication requirements. This unit does not confirm competence.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand the common medications available to, and appropriate for, individuals with dementia	1.1 Outline the most common medications used to treat symptoms of dementia 1.2 Describe how commonly used medications affect individuals with dementia	<p>Common medications:</p> <ul style="list-style-type: none"> • anti-psychotic drugs • tranquilizers • hypnotic drugs • anti-depressive drugs • anti-anxiety drugs • pain killers • antibiotics <p>Positive effects:</p> <ul style="list-style-type: none"> • brighter mood • ability to perform activities eg going shopping, social functions • reduced memory loss • reduction in hallucinations • has a calming effect • enables sleep • controls infections • less likely to worry • less pain • reducing aggression • reducing restlessness

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	1.3 Explain the risks and benefits of anti-psychotic medication for individuals with dementia	<p>Negative effects:</p> <ul style="list-style-type: none"> • nausea • restlessness • stomach ache • headache • loss of appetite • tiredness • diarrhoea • muscle cramps • poor sleep patterns • dizziness • loss of balance <p>Risks of anti-psychotic drugs:</p> <ul style="list-style-type: none"> • restlessness • irritability • becoming addicted to the drug • becoming dependant on others • emotional instability • loss of inhibitions • increased risk of stroke (CVI) • increased risk of pneumonia • less able to make own choices/judgements <p>Benefits:</p> <ul style="list-style-type: none"> • less likely to have aggressive responses • increase in sleep • more co-operative • likely to be more aware of people/environment • able to participate in daily living tasks • increased likelihood of social interaction • able to participate in leisure activities • able to make own decisions

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	<p>1.4 Explain the importance of recording and reporting side effects/adverse reactions to medication</p> <p>1.5 Describe how 'as required' (PRN) medication can be used to support individuals with dementia who may be in pain</p>	<p>Importance of recording/ reporting side effects/ adverse reactions:</p> <ul style="list-style-type: none"> • increased awareness of the individual's condition • monitoring controls enables management of condition • accurate judgements can be made • more likely to achieve stability of condition • able to use the individual's history to make judgements • pain can be controlled • mental ill-health can be supported • monitoring clinical changes • monitoring the safety of medicines <p>PRN:</p> <ul style="list-style-type: none"> • to bring stability • to reduce pain • to prevent aggressive behaviour • to help with mental ill-health conditions • to enable the individual to obtain rest/sleep • to give individuals with dementia some control over their own lives
<p>2 Understand how to provide person centred care to individuals with dementia through the appropriate and effective use of medication</p>	<p>2.1 Describe person centred ways of administering medicines whilst adhering to administration instructions</p>	<p>Person centred administration of medication:</p> <ul style="list-style-type: none"> • fitting with the routines of the individual • meeting the preferences and needs of the individual • seeking consent to administer the medication • providing information and advice about the medication • answering questions asked by the individual with dementia about the medication

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	2.2 Explain the importance of advocating for an individual with dementia who may be prescribed medication	<ul style="list-style-type: none"> • providing a choice (when possible) • enabling the individual to make decisions • respect of privacy • respect of dignity <p>Importance of advocacy:</p> <ul style="list-style-type: none"> • ensuring principles of care are observed • speaking on behalf of the individual • maintaining the rights of the individual • monitoring dosage • identifying clinical changes

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 will be available as part of the 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 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:

- outline the most common medications used to treat symptoms of dementia
- describe the positive **and** negative effects of commonly used medications on individuals with dementia
- explain the risks and benefits of anti-psychotic medication for individuals with dementia
- explain the importance of recording and reporting side effects/adverse reactions to medication
- describe how 'as required' (PRN) medication can be used to support individuals with dementia who may be in pain
- describe person centred ways of administering medicines whilst adhering to administration instructions
- explain the importance of advocating for an individual with dementia who may be prescribed medication

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 the health and social care sector.

Examples of possible sources of evidence/activities/tasks/assignments are shown below but these are not exhaustive and the examples shown are not mandatory.

These could include:

A Training Guide for Medical Care for Individuals with Dementia

You have been asked to provide a Guide for care workers who would like to understand how medication could help different individuals who have dementia. Within the Guide you should show how **two** different individuals are provided with medication to help give them support.

For LO1:

- AC1.1 Produce two handouts for the Guide that outline the most common medication used to treat symptoms of dementia for **two** individuals
- AC1.2 Produce two handouts for the Guide to show how the medication for the **two** individuals could affect individuals with dementia
- AC1.3 Produce a handout for the Guide to explain the risks and benefits of anti-psychotic medication for individuals.

- AC1.4 Produce materials for the Guide to explain the importance of recording and reporting side effects/adverse reactions to medication
- AC1.5 Produce materials for the Guide to describe how 'as required' (PRN) medication can be used to support individuals with dementia who may be in pain.

For LO2:

- AC2.1 Produce a powerpoint presentation with speaker's notes to describe the person centred ways of administering medicines whilst adhering to administration instructions. The power point should last for five to ten minutes.
- AC2.2 Produce a leaflet to explain the importance of advocating for an individual with dementia who may be prescribed medication.

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

OR

B Research for Medical Treatment for Individuals with Dementia

A survey or an interview could be based on a workplace investigation in a setting that cares for individuals who have dementia. The purpose of the survey would be to find out the types of medication used, the effects that they have and how they are delivered. The candidate could also use this for investigating person centred ways of administering medicines and how administration instructions are maintained. They will also be able to look into the importance of advocating for an individual with dementia who is medicated and how this benefits the person's situation.

The candidate could:

- conduct a survey or an interview with care workers
- use a questionnaire or interview questions they have developed
- carry out a survey on friends and relatives who are willing to share their experiences of the effects that medication has had on their friends or relatives.

Candidates should aim to provide the following information in their evidence:

- an outline of the most common medications used to treat symptoms of dementia.
- a description of the positive **and** negative effects of commonly used medications on individuals with dementia.
- an explanation of the risks and benefits of anti-psychotic medication for individuals with dementia.
- an explanation of the importance of recording and reporting side effects/adverse reactions to medication.
- a description of how 'as required' (PRN) medication can be used to support individuals with dementia who may be in pain.
- a description of person centred ways of administering medicines whilst adhering to administration instructions.
- An explanation of the importance of advocating for an individual with dementia who may be prescribed medication.

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

OR

C A Display on Understanding the Administration of Medication to Individuals with Dementia using a Person centred Approach

Prepare materials for a wall display and table that are going to be part of an event for a 'Health Fair' for care workers and others who would like to know more about the medical care for individuals with dementia.

Your display could include:

- posters
- leaflets
- handouts
- diagrams, illustrations and tables

During the event you have been asked to provide a presentation to explain the importance of recording and reporting side effects/adverse reactions to medication. The power point should last for five to ten minutes.

The materials produced must cover:

- an outline of the most common medications used to treat symptoms of dementia
- a description of the positive and negative effects of commonly used medications on individuals with dementia
- an explanation of the risks and benefits of anti-psychotic medication for individuals with dementia
- a description of how 'as required' (PRN) medication can be used to support individuals with dementia who may be in pain
- a description of the person centred ways of administering medicines whilst adhering to administration instructions
- an explanation of the importance of advocating for an individual with dementia who may be prescribed medication

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.

AC1.1 and AC1.2: A mind-mapping exercise could be used by the tutor to encourage the candidates to think about the groups of common medication that are used to support individuals who have dementia. It may be helpful to give them the name of one group of medication to start the mind-mapping exercise, eg painkillers and to give one example.

When a list of common groups of medication has been compiled, with at least one example of a pharmaceutical name for one type of medication in the group, the candidates could be divided into pairs to carry out research, using books and the internet. The web pages of organisations like

'Mind', 'The Alzheimer's Society' and 'BUPA' could be useful sources of information about commonly used medications and their effects.

They could be asked to produce handouts giving information about two common medications and to provide information on:

- the names of the medication
- the form of the medication, eg tablet
- the purpose of the medication
- when the medication would be used
- the positive effects of using the medication
- any negative effects of using the medication

The evidence could then be presented to the whole group and the findings shared.

Candidates could benefit from the input of a guest speaker, such as a mental health nurse or a pharmacist who could provide information about the positive and negative effects of common medication on individuals who have dementia.

Alternatively, candidates could watch a DVD on the subject of common medications and their positive and negative affects on individuals who have dementia. After watching the DVD the candidates should consider all aspects of the person's life and should be encouraged to think about the physical, intellectual, emotional, social and psychological effects on individuals. They could be presented with short scenarios or case studies and asked to decide in pairs which medications might be suitable and to give the reasons for their decisions.

When considering AC1.3 the candidate could benefit from having tutor input on 'anti-psychotic' medication to include:

- the pharmaceutical name
- the purpose of the medication
- when it would be appropriate to use it
- the risks and the benefits of using the medication
- regulations concerning its administration

Following the tutor input candidates could carry out independent research to produce their own evidence for their portfolios.

It could be beneficial for the candidates if a guest speaker could be invited to discuss with the candidates the importance of recording and reporting the side effects/adverse reactions of medication on individuals who have dementia. A care worker from a residential or day centre could be invited or a dementia advisor to give such an input and to bring samples of the types of records that are kept in settings.

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 a range of questions that are appropriate to the topic. Candidates should make sure that all questions are relevant and sensitive.

Alternatively, candidates in employment could draw on knowledge of individuals who administer drugs to those with dementia and ask them about the methods used for recording and reporting the side effects/adverse reactions of medications. They must ensure that names are changed to protect both the carer and the individual's identity thus ensuring total confidentiality.

When considering AC1.5 on how PRN (as required) medication can be used to support individuals with dementia who may be in pain, candidates could benefit by talking with nurses and family members who have been involved in the care of individuals with dementia. The professionals will have first-hand experience of the way that analgesia has been prescribed and administered. Candidates should remember that PRN is not left solely in the hand of the individual and as their condition worsens its management will be transferred to the carer.

For AC 2.1 when describing person centred ways of administering medicines whilst adhering to administration instructions candidates will need to understand what is meant by the term 'person centred'. This could be achieved by having a whole group session where two or three scenarios are given, with the group discussing how a person centred approach could be achieved with each person in the scenario.

Candidates could benefit by tutor input about the ways that are used to administer medication in a person centred way to individuals who have dementia. Such input could be followed by discussion about the different ways of administering medicines to an individual who has dementia. The candidates should consider the range of methods available and the different routes of drug administration.

Alternatively, candidates in employment could draw on knowledge of individuals who administer drugs to those with dementia. They must ensure that names are changed to protect both the carer and the client's identity thus ensuring total confidentiality.

When explaining the importance of advocating for an individual with dementia who may be prescribed medication an 'advocate' could be invited as a guest speaker to talk about their work. The speaker 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 a range of questions that are appropriate to the topic. Candidates should make sure that all questions are relevant and sensitive.

Hints and Tips for Conducting a Survey or Interview for Assessment

Carrying out a survey and using a questionnaire can often be a difficult task for candidates. It is essential that the questionnaire is correct if the survey is to be meaningful. Above all, the questionnaire should not contain leading questions.

When drafting the questionnaire candidates should make a mental distinction between:

- what is essential to know
- what would be useful to know
- what would be unnecessary

The steps required to design and administer a survey or questionnaires include:

- Defining the objectives of the survey
- Determining the sampling group
- Writing the questions
- Administering the questionnaire or survey
- Interpretation of the results

'Paired work' can be carried out where the candidates work together to produce questions for a particular aspect of the survey or interview, eg investigating the effects of medication. Each pair could produce three or four questions for one aspect of the survey. They could then join together to share ideas on questions, style and presentation. This would then lead them to design their own survey based on corporate knowledge.

Candidates should start the survey with questions that are likely to sound interesting and attract the respondents' attention. Save the questions that might be difficult or threatening for later. Voicing questions in the third person can be less threatening than questions voiced in the second person.

For example, ask:

*"How do **your colleagues** feel about drug management?"*

rather than:

*"How do **you** feel about drug management?"*

It may be useful for candidates to trial questions before their use with care workers or individuals in case amendments are necessary. Candidates will then be in a good position to produce their own questionnaire. All questionnaires should be approved by the management of the care setting prior to the survey being conducted.

Appropriate support and guidance should be given to candidates to help them in choosing the care workers or others who may be questioned. By the question content candidates will ensure that the time spent in the workplace or with the care workers is productive and does not take others away from their duties for too long a period of time.

The survey or questionnaire could be carried out in any suitable care establishment where individuals with dementia receive care. If a visit to a care setting cannot be arranged candidates could arrange a postal survey.

The results of the survey or interview could be presented using pie charts/graphs to help explain complex information. Candidates should draw conclusions, expressing their opinions, theoretical opinions and the opinion of others.

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.

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

Drug Treatments and Dementia (Bradford Dementia Group Good Practice Guides); Stephen Hopker; Jessica Kingsley, 1999, ISBN-13: 978-1853027604

Drug Treatment in Dementia; Roy Jones; Wiley-Blackwell; London; 2000 ISBN-13: 978-0632054923

Excellence in Dementia care; Downs & Bowers; Open University Press (McGraw-Hill Education); New York; 2008; ISBN-13: 978-0335223756

Drugs in Psychiatry; Basant K Puri; Oxford University Press; Oxford & London; 2006; ISBN-13: 978-0198567950

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

Dementia Reconsidered; T Kitwood: Open University (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 Hughes and Clive Baldwin; Jessica Kingsley Publishers (2009)

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)

Websites

<http://www.rcpsych.ac.uk/mentalhealthinfo/alzheimersanddementia/drugtreatmentofalzheimers.aspx>

http://www.mind.org.uk/help/medical_and_alternative_care/drugs_for_dementia

http://www.ehow.com/about_5118156_senile-dementia-treatment.html

http://alzheimers.org.uk/site/scripts/documents_info.php?categoryID=200137&documentID=110&pageNumber=1

<http://www.alzscot.org/pages/info/drugs.htm>

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

www.alzheimers.org.uk/index.php

www.age-exchange.org.uk

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

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

www.dementiacafe.com/news.php

www.atdementia.org.uk/

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).

Please note the following exemplification of terms used in the learning outcomes and assessment criteria.