

# Unit 40: Dementia Care

<b>Unit code:</b>	<b>R/600/8990</b>
<b>QCF Level 3:</b>	<b>BTEC Nationals</b>
<b>Credit value:</b>	<b>5</b>
<b>Guided learning hours:</b>	<b>30</b>

## ● Aim and purpose

This unit aims to enable learners to gain knowledge of the effects of different forms of dementia on an individual's wellbeing. Learners will be able to develop knowledge of current legislation and policies and an understanding of a person-centred approach, when caring and supporting people with dementia and their families.

## ● Unit introduction

There has been an increasing awareness of dementia and how it affects individuals and their families. The health and social care sectors have been working to develop a person-centred approach to services for people with dementia. Learners studying this unit will, therefore, focus on the needs of the individual rather than on the dementia. This unit draws on the *Knowledge Set for Dementia*, developed by Skills for Care, which provides the underpinning knowledge for those working in health and social care environments or those wishing to pursue a career in health and social care.

Dementia is an umbrella term for a variety of conditions, and misconceptions frequently arise. Initially, learners will be introduced to the many types of dementia, the common signs and possible effects on individuals. Learners will consider the impact of the onset of dementia and the implications for individuals and their friends and families. The range of available services, which may support individuals with dementia, will be explored. Learners will be introduced to the different roles of health and social care workers and professionals, and the range of ways in which individuals can be supported to maintain independence and improve the quality of their life. Ways that services may work in partnership to assess and monitor an individual's health and quality of life will be explored.

This unit has close links with *Unit 11: Safeguarding Adults and supporting Independence*, *Unit 9: Values and Planning in Social Care*, *Unit 26: Caring for individuals with Additional Needs* and *Unit 28: Caring for Older People*.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Know the types and effects of dementia on health and quality of life
- 2 Know legislation and frameworks which govern dementia care
- 3 Understand roles and responsibilities when caring for individuals with dementia.

# Unit content

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

*Definitions:* definition of difference between dementia, depression and confusional states; importance of diagnosis; implications for support and care of individual; dementia in younger people

*Types of dementia:* Alzheimer's disease, vascular dementia; Pick's disease; dementia with Lewy bodies (Fronto-Temporal); Creutzfeldt-Jakob Disease (CJD); Huntington's disease

*Common signs and symptoms of dementia:* decline in memory, reasoning and communication; changes in behaviour; loss of skills; abilities which fluctuate; movement difficulties

*Effects:* quality of life, eg fear, feeling of lack of control, loss of dignity, loss of identity, lack of involvement, invasion of privacy, losing own home, inability to communicate needs and preferences, social, loss of friends, loss of community involvement, difficulty in dealing with own finances, attitudes of others; impact on health, eg increased risk of falls, nutrition, personal hygiene, reduced exercise; increased likelihood of abuse, eg emotional, neglect, physical, sexual, financial, increased likelihood of injury or harm

## 2 Know legislation and frameworks which govern dementia care

*Legislation:* Enduring Power of Attorney Act; Human Rights Act; Data Protection Act; Mental Capacity Act; Safeguarding Vulnerable Groups Act; Mental Health Act; Single Equality Act

*Frameworks:* Putting People First: A shared vision and commitment to the transformation of adult social care; Living Well with Dementia – the National Dementia Strategy

## 3 Understand roles and responsibilities when caring for individuals with dementia

*Person-centred approach:* principles of care, eg dignity, respect, choice, independence, privacy, rights, culture; seeing the person first and the dementia second; focus on strengths and ability; preferred or appropriate communication; acting in the best interests of the individual; person-to-person relationships; involve individual in care planning; take account of history, eg personal, family, medical; holistic approach, responsive and flexible approach; involving family and friends, individual's personal beliefs, focus on strengths and abilities, effective communication

*Safeguarding and protecting:* staff training and recruitment; safeguarding work; balance between protection and maintaining rights; assistive technologies, eg pressure mats, door alarms linked to staff pagers, personal pendant alarms; an enabling and safe environment, eg hand rails, safe flooring, use of colour/textures, practical aids

*Maintaining health and wellbeing:* methods, eg conventional medicines, safe handling of medicines, complementary medicines, diet and nutrition, fluid intake, personal care, measures to reduce risk of infection; appropriate exercise, activities specific to the needs of the individual, eg music sensory; alternative therapies, eg aromatherapy, massage, sensory

*Service provision:* integrated working; private; statutory; third sector, eg hospitals, hospices, residential care, nursing homes, independent living, sheltered housing, day care, domiciliary care, GP, social services, pharmacists, end-of-life support, urgent care response, early intervention, psychiatric services, memory services, physiotherapists, occupational therapists, dieticians, other health and social care workers, counsellors, dementia advisers, advocates

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> describe types of dementia and common signs and symptoms [CT2]	<b>M1</b> assess possible effects of different types of dementia on individuals and their families	
<b>P2</b> outline possible effects of dementia on an individual's health and quality of life [IE3]		
<b>P3</b> describe legislation and frameworks which govern work with individuals with dementia [IE4; IE6; CT5]	<b>M2</b> discuss the role of teamwork in improving the health and quality of life for people with dementia.	<b>D1</b> evaluate how different approaches to caring for people with dementia can affect individual outcomes.
<b>P4</b> explain roles and responsibilities of health and social care workers in improving the health and quality of life for people with dementia. [IE6; CT5]		

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

# Essential guidance for tutors

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## Delivery

Before delivering this unit it is important for the tutor to find out what learners understand about dementia. An introduction to the definition of dementia and 'types' should follow to dispel any misconceptions and broaden learners' knowledge. Once learners have a basic understanding, follow-up group discussions could be used to allow learners to explore common signs and symptoms associated with dementia. Learners could then carry out individual or small- group research to consolidate their understanding, followed by presentations to the rest of the group. It is important, at this point, for learners to empathise with the feelings that individuals with dementia may have, such as loss of control over own life and fear of the outcome. The concerns and impact on families and friends should also be raised. This could be through role play or 'hot seating'. Active learning techniques should be used as much as possible. Case study materials and videos/DVDs could also be used to stimulate discussion and reinforce learning, and enable learners to explain all aspects of dementia.

Learners should draw on examples from health or social care environments and they are encouraged to relate their learning to their work experience placements. Guest speakers with experience and expertise in dementia care would enhance delivery of this unit. They could provide a range of examples to prevent a stereotypical view of people with the disease, answer learners' questions and support them to explain the effects of dementia.

Learners could be encouraged to carry out internet research into legislation and Government frameworks, which are relevant to the care of individuals with dementia, and then describe their findings in small groups. Learners could interrogate examples of policies and procedures from a relevant organisation, either provided by the tutor or obtained by learners themselves, going on to links these to the legislation and guidelines which govern them. Legislation, frameworks and policies are subject to change so care should be taken to use the most current.

Guest speakers, with experience of supporting individuals with dementia, would broaden learners' knowledge and understanding to achieve learning outcome 3. Learners should be introduced to the principles of the sector and the importance of a person-centred approach. How individuals may be protected from harm and safeguarded from possible abuse could be introduced by challenging learners to think critically about, not only how these strategies protect individuals, but also the potential to restrict independence and choice. Time should be given for discussion or debate around the balance between safety and choice for individuals. Learners could work in small groups to plan, with justifications, an enabling environment. Ways to maintain health should be introduced and explored by learners. Learners could then research the range of services who contribute to maintaining the health and wellbeing of individuals, and the benefits of these services working together. Learners should be encouraged to extend their thinking and consider less obvious strategies for support including alternative medicines, therapeutic and other activities. More complex examples, perhaps at later stages of the disease, could be introduced to enable learners to identify the range of organisations and services which may support individuals and their families. Learners should consider 'end-of-life' needs and the support available for both the individual and their family and friends.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Unit introduction.
<b>Learning outcome 1</b> Tutor input: defining dementia and introduction to types. Group work: signs of dementia. Learner research: signs and symptoms/presenting information. Role play. Guest speakers/DVD.
<b>Assignment 1: Understanding dementia (P1, P2, M1)</b>
<b>Learning outcome 2</b> Tutor input: legislation and frameworks which govern dementia care. Learner/group research: legislation. Learner/group research: frameworks. Group work/discussion: interrogate policies. Work placement activity: investigate policies and procedures. Share information.
<b>Learning outcome 3</b> Tutor input: introduction to person-centred approach. Learner research: health, safety and safeguarding policy and procedures. Home/work placement activity: investigate procedures to minimise risks. Group activity: discussion on enabling environments/present/display information. Learner research: needs of individuals with dementia. Guest speaker(s). Learner/group research: services available to support individuals and their families and friends. Case studies: individuals at different stages of dementia. Discussion: end-of-life support.
<b>Assignment 2: Supporting individuals with dementia P3, P4, M2, D1</b>
Unit review and assessment.

## Assessment

This unit could be assessed through an holistic assignment, or through two or three separate assignments. Evidence for P1, P2 and M1 may be a report, presentation or information booklet. P3, P4, M2 and D1 may be evidenced in response to examples in health and social care environments or a case study.

To achieve P1, learners must describe the main types of dementia identified in the unit content. They will understand the common signs and symptoms which are associated with dementia and link these to the types identified. For P2, learners will outline the possible effects of dementia on an individual's health and quality of life. To achieve P3, learners will describe key legislation and frameworks showing how they affect and support the care of individuals with dementia.

To achieve P4, learners must explain the work of health and social care workers to support the identified needs and to promote and maintain an individual's holistic health and wellbeing. Learners should include information on current policies and strategies used to minimise the risk of abuse, harm and injury. They should also provide more specific examples of how health and social care workers and families prepare and maintain the individual's environment to promote and maintain safety, giving examples of the potential to restrict an individual's rights. Learners should explain the broad role and responsibilities of health and social care workers to meet the holistic needs of individuals with dementia and which focuses on a person-centred approach.

At merit grade, learners will consider the types of dementia in more detail assessing ways in which different types of dementia affect, not only the individual, but also their family, considering the effects as the disease progresses (M1). To achieve M2, learners will draw on their explanation from P4 relating to roles and responsibilities. Learners must discuss the wider role and responsibilities of workers showing how each aspect of their role contributes to supporting individuals with dementia, and also the interrelationship of different roles and responsibilities through integrated working practices and how this meets the holistic needs of people with dementia.

At distinction grade, learners will work independently to research information on dementia. They will demonstrate an understanding of the complexity of the disease and the possible effects when evaluating the roles and responsibilities of health and social care workers, including inter-agency working practices. (D1).

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1	Understanding dementia	Preparation for work with people with dementia.	Information pack for the families of people with dementia including an introduction to dementia, the types, signs and possible effects on the life of the individual and their family.
P3, P4, M2, D1	Supporting individuals with dementia	Case study of a person with dementia.	Review of case study information on roles of responsibilities of services and the legislation and frameworks which govern work with individuals with dementia.

## Links to National Occupational Standards (NOS), other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Health and Social Care sector suite (see *Appendix A*) and has links with units from other qualifications in that suite. See *Appendix E* for NOS links and *Appendix G* for a mapping of the NHS Knowledge and Skills Framework against particular units in this qualification.

## Essential resources

The following resources are essential for delivery of the unit:

- an appropriately qualified tutor
- library resources with key texts, journals, and other reference materials.
- case study materials
- current policy papers and frameworks; government, professional associations and third sector
- audio/visual materials.

## Employer engagement and vocational contexts

Work experience opportunities in environments which provide services for people with additional needs.

Guest speakers from organisations which offer services that support people with dementia; statutory, private and third sector would also be beneficial to delivery of this unit.

## Indicative reading for learners

### Textbooks

Adams T – *Dementia Care Nursing: Promoting Well-being in People with Dementia and their families* (Palgrave MacMillan, 2007) ISBN 9781403916518

Brooker D – *Person Dementia Care* (Jessica Kingsley, 2007) ISBN 9781843103370

Hughes J, Baldwin C – *Ethical Issues in Dementia Care* (University of Bradford, 2006) ISBN 9781843103578

Kerr D – *Understanding Learning Disability and Dementia* (Jessica Kingsley, 2007) ISBN 9781843104421

May H and Edwards P – *Enriched Care Planning for People with Dementia: A Good Practice Guide for Delivering Person-Centred Care* (Jessica Kingsley, 2009) ISBN 9781843104056

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 1* (Pearson, 2010) ISBN 9781846907663

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 2* (Pearson, 2010) ISBN 9781846907470

Walsh D – *Dementia Care Training Manual for Staff Working in Nursing and Residential Settings* (Jessica Kingsley, 2006) ISBN 9781843103189

Woolham J – *Assistive Technology in Dementia Care* (Hawker Publications, 2006) ISBN 9781874790839

### Journals and magazines

*Community Care*

*Care and Health*

*Caring Times*

*Nursing Times*

*The Journal of Dementia Care*

### Other publications

*Living Well with Dementia – the National Dementia Strategy* (Department of Health, 2009)

*Our health, our care, our say* (Department of Health, 2006)

*Putting People First: A shared vision and commitment to the transformation of adult social care* (Department of Health, 2007)

## Websites

[www.ageconcern.org.uk](http://www.ageconcern.org.uk)

[www.alzheimers.org.uk](http://www.alzheimers.org.uk)

[www.carersuk.org](http://www.carersuk.org)

[www.community-care.co.uk](http://www.community-care.co.uk)

[www.dh.gov.uk](http://www.dh.gov.uk)

[www.dh.org.uk](http://www.dh.org.uk)

[www.elderabuse.org.uk](http://www.elderabuse.org.uk)

[www.endoflifecare.org.uk](http://www.endoflifecare.org.uk)

[www.healthyplace.com](http://www.healthyplace.com)

[www.helptheaged.org.uk](http://www.helptheaged.org.uk)

[www.integratedcarenetwork.gov.org](http://www.integratedcarenetwork.gov.org)

[www.ncpc.org.uk](http://www.ncpc.org.uk)

[www.nhs.uk](http://www.nhs.uk)

[www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)

[www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)

[www.valuingpeople.gov.uk](http://www.valuingpeople.gov.uk)

Age Concern

Alzheimer's society

Carers' Voice

Community Care

Dignity in Care campaign

Department of Health

Action on Elder Abuse

End of Life care

Health issues

Help the Aged (Rights at Risk publication)

Care Networks

The National Council for Palliative Care

National Health Service

Sector Skills Council for Care and Development

Sector Skills Council for the UK Health Sector

Guide to the Human Rights Act

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	[IE3] exploring the effects of dementia from the perspective of the individual and their family [IE4] researching legislation and frameworks and judging their relevance to working with people with dementia [IE6] supporting conclusions and using reasoned arguments about ways to protect and safeguard individuals from abuse, injury or harm and roles and responsibilities of health and social care workers
<b>Creative thinkers</b>	[CT2] asking questions about types of dementia and the possible signs and symptoms [CT5] exploring different possibilities, when generating ideas for assessment, on ways to ensure a safe environment and to support individuals with dementia.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Find and select information</b>	
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	accessing websites to research information on legislation, frameworks, policies and working practices in the sectors
<b>ICT – Develop, present and communicate information</b>	
Bring together information to suit content and purpose	organising information clearly and logically
Present information in ways that are fit for purpose and audience	producing information in a format which meets the requirements of the assignment
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	contributing to group and class discussions generating and asking questions of guest speakers and professionals in work placements
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading course texts, journals and summarising information
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing assignments and reports for assessment purposes.