

# **Unit 14: Person-centred Approaches to the Care and Support of Individuals with Dementia**

**Unit reference number:** H/601/2879

**Level:** 2

**Unit type:** Optional

**Credit value:** 2

**Guided learning hours:** 17

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## **Unit summary**

Understanding how a person-centred care approach provides assistance and support to individuals who have various kinds, symptoms and stages of dementia is the focus of this unit. It provides the knowledge and understanding required to enable the individual with dementia to experience wellbeing.

In this unit, you will explore the person-centred approach and the positive impact it has on the health and well being of an individual with dementia. You will also cover the role of others in the care and support of individuals with dementia.

You will also develop transferable skills needed to operate within a care setting, while putting particular emphasis on the level and varied care needed to support individuals with dementia.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand approaches that enable individuals with dementia to experience wellbeing	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
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
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

## Content

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### What needs to be learned

#### **Learning outcome 1: Understand approaches that enable individuals with dementia to experience wellbeing**

##### **Individual**

- Someone requiring care or support; it will usually mean the person or people supported by the learner.

##### **Person-centred approach**

- Recognising individuality.
- Enabling choice and social relationships.
- Valuing the individual.
- Inclusion.
- Providing the opportunity for stimulation.
- Empowerment.
- The 6 Cs (choice, care, compassion, competence, courage and commitment).

##### **Benefits to the individual**

- Improvement to individual's, e.g. physical, intellectual, emotional and social well-being, confidence, self-esteem, responsiveness.

#### **Learning outcome 2: Understand the role of carers in the care and support of individuals with dementia**

##### **Role of carers**

- Carers e.g. family, partner, friends, neighbours.
- Providing for the care needs of the individual, e.g. physical, emotional, cognitive.
- Developing professional relationships with others.
- Promoting contact with friends and neighbours.
- Recognition of family, partner and friends as being part of the caring relationship.
- Providing opportunities for families and partners to express concerns.
- Involvement in decisions.

##### **Value of professional working relationships**

- Values, e.g. increased co-operation, improved communication, continuity of care, learning from each other.

## What needs to be learned

### Learning outcome 3: Understand the roles of others in the support of individuals with dementia

#### Role of others

- Others, e.g. care workers, colleagues, managers, social workers, occupational therapists, GP, speech and language therapists, physiotherapists, pharmacists, nurses, psychologists, Admiral Nurses, dementia care advisers and community psychiatric nurses.
- Role, e.g. personal care and support, emotional support, helping with daily living tasks, helping with the administering of medication, providing information and advice, recognition of family, partner and friends as being part of the caring relationship, carers as experts.
- Benefits of multi-disciplinary/inter-agency working, e.g. skills mix, sharing responsibilities and support of the team.

#### Support and referral

- Referring to others, e.g. reaching a point of not managing, needing specialised advice.
- Support:
  - accessing support
  - medical or care referral
  - case meetings
  - requests from family and friends.

## Information for tutors

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### Books

Brooker D – *Person-Centred Dementia Care, Second Edition: Making Services Better with the VIPS Framework* (Jessica Kingsley Publishers, 2015), ISBN 13 9781849056663

Downs M – *Excellence in Dementia Care* (Open University Press, 2008) ISBN 9780335223756

James O – *Contented Dementia: A Revolutionary New Way of Treating Dementia: 24-hour Wraparound Care for Lifelong Well-being* (Vermillion, 2010) ISBN 13 9780091901813

### Websites

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

Comprehensive information about dementia.

[www.nhs.uk/conditions/dementia-guide](http://www.nhs.uk/conditions/dementia-guide)

Brief overview of dementia.

[www.open.edu/openlearn](http://www.open.edu/openlearn)

Open Learn – Designing space for dementia care.

[www.scie.org.uk/socialcaretv](http://www.scie.org.uk/socialcaretv)

SCIE Social Care TV video (2013) – Getting to know the person with dementia.

### DVD's

*Still Alice* (2015) DVD or available online for download.

## **Assessment**

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

### **Unit assessment requirements**

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment of all learning outcomes (knowledge) may take place in or outside of a real work environment.