

# Unit 149: Assist in Implementing Treatment Programmes for Individuals with Severely Reduced Movement/Mobility

Level:	3
Unit type:	Optional
Credit value:	4
Guided learning hours:	29

## Unit Aim

This unit develops the learner’s ability to assist the practitioner to implement treatment programmes. A knowledge of the rationale for the programmes and associated anatomy and physiology is required.

## Assessment requirements

This unit must be assessed in line with Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence document. Detailed information can be found in *Annexe A* of the qualification specification.

Evidence for skills within learning outcome 4 must come from real work activities.

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1 Understand current legislation, national guidelines, policies, protocols and good practice which inform own role in assisting in treatment programmes for individuals with severely reduced movement/mobility	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines and how these inform own role and practice
2 Understand anatomical and physiological issues related to providing treatment programmes for individuals with severely reduced movement/mobility	2.1 Describe the normal range of movements of the major joints and what can cause restrictions for movement in <b>individuals</b>
	2.2 Describe the physiological benefits of movement

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
	<p>2.3 Describe the aspects of the anatomy and physiology of the skin and lungs which inform treatment programmes for <b>individuals</b> with severely reduced mobility</p> <p>2.4 Describe the basic reaction to pain within the body</p> <p>2.5 Explain the principles of asymmetric practice t and pressure area care</p>
<p>3 Understand treatment programmes for individuals with severely reduced movement/mobility</p>	<p>3.1 Describe the types and purpose of treatment programmes used for different conditions</p> <p>3.2 Identify the functions of equipment and materials used in different treatment programmes</p> <p>3.3 Identify the potential dangers associated with: <ul style="list-style-type: none"> <li>• treatment programmes for <b>individuals</b> with severely reduced movement/mobility</li> <li>• the equipment and the materials used</li> </ul> </p> <p>3.4 Identify potential adverse reactions to different treatment programmes</p> <p>3.5 Explain the actions to be taken when adverse reactions occur and the potential consequences of not taking action</p> <p>3.6 Explain the rationale for and importance of monitoring an <b>individual's</b> condition</p>
<p>4 Be able to implement treatment programmes for individuals with severely reduced movement/mobility</p>	<p>4.1 Position the <b>individual</b> appropriately for the treatment programme</p> <p>4.2 Obtain <b>valid consent</b> from the <b>individual</b> before commencing treatment</p> <p>4.3 Explain how consent would be gained from <b>individuals</b> who do not have the capacity to consent</p> <p>4.4 Carry out activities specified in the <b>individual's</b> treatment plan within scope of own role</p> <p>4.5 Monitor the <b>individual's</b> condition during and after treatment</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
	4.6 Provide verbal and physical support and encouragement during and after treatment
	4.7 Give feedback to <b>relevant others</b> on the progress of the treatment programme in line with local policy or protocol
	4.8 Explain the importance of seeking advice and assistance on problems beyond own scope of competence
	4.9 Make records of the treatment in line with national/local policy and protocol

## Additional information about the unit

Exemplification of terms used in assessment criteria:

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

**Valid consent (must be in line with agreed UK country definition)** may include:

- The individual must have the mental capacity to make the decision
- The individual must have sufficient non-bias information to make an informed choice
- The individual must not be pressured into making a decision and must give consent freely.

**Relevant others** could include:

- Practitioner
- Supervisor
- Families, informal carers, advocates.