

Unit 5: Understand Equality, Diversity and Inclusion in Dementia Care

Unit code:	A/601/2886
Reference number:	DEM207
QCF Level 2:	BTEC Specialist Course
Credit value:	2
Guided learning hours:	20

Unit aim

This unit is aimed at those who provide care or support to individuals with dementia in a wide range of settings. The unit introduces the concepts of equality, diversity and inclusion that are fundamental to person-centred care practice.

Unit introduction

This unit gives learners the opportunity to gain an understanding of the importance of providing care and support which meets the unique needs and preferences of each individual, as is required by law. Research has demonstrated that this approach is beneficial to individuals who have dementia, by enhancing quality of experience and extension of cognitive function. Learners will gain an understanding of how misunderstandings about the nature of dementia can lead to inappropriate care and misinterpretation of signs and symptoms.

Learners will examine the differences in experience between older and younger individuals with dementia and how that affects support provision. Learners will also consider the importance of recognising ethnic differences when providing care and support. The unit also invites learners to consider ways of working in a person-centred way with individuals who have a learning disability, in addition to dementia.

Achievement of this unit, alongside *Unit 6: Equality, Diversity and Inclusion in Dementia Care Practice*, can confirm competence.

This unit provides learners with opportunities to achieve Functional Skills in English and ICT at level 2.

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. See *Annexe F* for more details.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand and appreciate the importance of diversity of individuals with dementia</p>	<p>1.1 explain the importance of recognising that individuals with dementia have unique needs and preferences</p> <p>1.2 describe ways of helping carers and others to understand that an individual with dementia has unique needs and preference</p> <p>1.3 explain how values, beliefs and misunderstandings about dementia can affect attitudes towards individuals</p>
<p>2 Understand the importance of person-centred approaches in the care and support of individuals with dementia</p>	<p>2.1 describe how an individual may feel valued, included and able to engage in daily life</p> <p>2.2 describe how individuals with dementia may feel excluded</p> <p>2.3 explain the importance of including the individual in all aspects of their care</p>
<p>3 Understand ways of working with a range of individuals who have dementia to ensure diverse needs are met.</p>	<p>3.1 describe how the experience of an older individual with dementia may be different from the experience of a younger individual with dementia</p> <p>3.2 describe what steps might be taken to gain knowledge and understanding of the needs and preferences of individuals with dementia from different ethnic origins</p> <p>3.3 describe what knowledge and understanding would be required to work in a person-centred way with an individual with a learning disability and dementia.</p>

Unit content

1 Understand and appreciate the importance of diversity of individuals with dementia

Recognising individuality: concept of personhood; promotion of self-identity; rights of the individual, dignity, respect, anti-discriminatory/anti-bias approach; quality of experience; promotion of independence; importance of culture, beliefs and value systems; Rogers' growth promoting climate, Maslow's hierarchy of needs; effects of discrimination on eg self-esteem, communication, mental health

Supporting carers and others: involvement of team in care plans, use of one-page profiles to share information with teams; use of life stories; involvement of family, friends, partners; use of advocates; individualised activities to develop rapport; involvement of others eg care workers, colleagues, managers, social workers, occupational therapists, GPs, speech and language therapists, pharmacists, nurses, specialist nurses, psychologists, psychiatrists, independent mental capacity advocates, dementia care adviser, support groups

Effects of values, beliefs and misunderstanding: assumptions regarding mental health status; attribution of apathy, depression, lack of communication to dementia; disengagement between carers and individuals; reduced standard of care and support

2 Understand the importance of person-centred approaches in the care and support of individuals with dementia

Involvement of individuals: a person-centred approach to care and support eg taking into account of individuality, promotion of physical exercise, provision of appropriate activities

Exclusion: lack of respect; effects of discrimination; lack of support to participate in daily life; inappropriate attitudes of staff; lack of appropriate provision for culture, beliefs or value systems; wrong assumptions regarding communication difficulties; inappropriate activities which do not take account of personal preferences; non-involvement of family, partner or friends in care and support

Importance of inclusion: effects on self-esteem, self-confidence; effects on self identity; preservation of personhood; rights of the individual; legislative requirements eg Human Rights Act 1998, Mental Capacity Act 2005, Care Standards Act 2000; quality of experience; effects on cognitive functioning; effects on mental health status

3 Understand ways of working with a range of individuals who have dementia to ensure diverse needs are met

Effects of age on experience: differences in life experience; acceptance of disengagement in older age; effects on eg employment, lifestyle, partners, families and friends, finances, differences in interests and preferences; matching staff to individuals through the use of key workers

Needs and preferences of individuals from different ethnic origins: involvement of family, friends, partners; consulting relevant organisations eg The King's Fund, The Council for Racial Equality (CRE), involvement of representatives from relevant community groups; knowledge of customs, food requirements, cultural and religious requirements with regard to personal care, activities; celebration of festivals and other special days; involvement of religious representatives eg imams, priests; use of preferred language; recognition that individuals may revert to first language as dementia progresses; use of interpreters and translators; need for support; use of preferred names

Supporting individuals with a learning disability: implementing a person-centred approach; use of person-centred thinking tools eg 'one-page profiles', The for/To sort/, Good day/Bad Day; supported self-advocacy; government requirements eg Valuing People Now, Disability Discrimination Act 2005; recognition of what is dementia and what is learning disability