

Unit 8: Approaches to Enable Rights and Choices for Individuals with Dementia Whilst Minimising Risks

Unit code:	H/601/9282
Reference number:	DEM211
QCF Level 2:	BTEC Specialist Course
Credit value:	3
Guided learning hours:	25

Unit aim

This unit provides knowledge, understanding and skills required to promote individuals' rights and choices whilst minimising risk.

Unit introduction

This unit gives learners understanding of the key legislation which underpins the fulfilment of rights and choices of individuals, and which seeks to minimise the risk of harm for an individual with dementia. Learners will investigate how agreed ways of working can relate to the rights of an individual and enable them to make personal decisions. The unit examines ways of enabling an individual with dementia to achieve their potential through the provision of appropriate environments which support the use of skills and abilities.

The unit considers common anxieties experienced by carers and examines their legal rights with regard to individuals with dementia. Learners are required to demonstrate their skills in working with individuals and carers to enable the achievement of potential and ensure their rights and choices are respected.

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. Assessment criteria 3.1, 3.2, 3.3, 4.3, and 4.5 must be assessed in real work situations.

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
1 Understand key legislation and agreed ways of working that ensure the fulfilment of rights and choices of individuals with dementia while minimising risk of harm	<p>1.1 outline key legislation that relates to the fulfilment of rights and choices and the minimising of risk of harm for an individual with dementia</p> <p>1.2 describe how agreed ways of working relate to the rights of an individual with dementia</p> <p>1.3 explain why it is important not to assume that an individual with dementia cannot make their own decisions</p> <p>1.4 explain how the best interests of an individual with dementia must be included when planning and delivering care and support</p> <p>1.5 explain what is meant by providing care and support to an individual with dementia in the least restrictive way</p>
2 Understand how to maintain the right to privacy, dignity and respect when supporting individuals with dementia	<p>2.1 describe how to maintain privacy when providing personal support for intimate care to an individual with dementia</p> <p>2.2 give examples of how to show respect for the physical space of an individual with dementia</p> <p>2.3 give examples of how to show respect for the social or emotional space of an individual with dementia</p> <p>2.4 describe how to use an awareness of the life history and culture of an individual with dementia to maintain their dignity</p> <p>2.5 outline the benefits of knowing about the past and present interests and life skills of an individual with dementia</p>

Learning outcomes	Assessment criteria
<p>3 Be able to support individuals with dementia to achieve their potential</p>	<p>3.1 demonstrate how the physical environment may enable an individual with dementia to achieve their potential</p> <p>3.2 demonstrate how the social environment may enable an individual with dementia to achieve their potential</p> <p>3.3 support an individual with dementia to use their abilities during personal care activities</p> <p>3.4 explain how the attitudes of others may enable an individual with dementia to achieve their potential</p>
<p>4 Be able to work with carers who are caring for individuals with dementia.</p>	<p>4.1 identify some of the anxieties common to carers of an individual with dementia</p> <p>4.2 outline the legal rights of the carer in relation to an individual with dementia</p> <p>4.3 involve carers in planning support that enables the rights and choices and protects an individual with dementia from harm</p> <p>4.4 describe how the need of carers and others to protect an individual with dementia from harm may prevent the individual from exercising their rights and choices</p> <p>4.5 demonstrate how a carer can be supported to enable an individual with dementia to achieve their potential.</p>

Unit content

1 **Understand key legislation and agreed ways of working that ensure the fulfilment of rights and choices of individuals with dementia while minimising risk of harm**

Key legislation: relevant sections from current legislation eg Human Rights Act 1998, Mental Capacity Act 2005, Mental Capacity and Deprivation of Liberty Safeguards 2005, Adults with Incapacity (Scotland) Act 2000, Mental Health Act 2007, Disability Discrimination Act 1995, Safeguarding Vulnerable Groups Act 2006, Carers (Equal Opportunities) Act 2004, No Secrets – Government Policy Document

Agreed ways of working: use of active support; enabling individuals to maximise their own potential and independence; use of advocates and interpreters to enable expression of views, wishes and feelings; involvement of key people; allowing access to information about themselves; involving individuals in identifying and managing risks when planning support and care; involvement of individuals in all aspects of planning their support and care; recognition of risk as an integral part of enjoyment of life

Recognition of capacity: Mental Capacity Act 2005 (to support the financial health, emotional and social wellbeing of an individual and to take into consideration their past and present wishes and feelings, advance directives, beliefs and values); assuming capacity unless proved otherwise; consideration of whether capacity may return; seeking the least restrictive option; process of authorisation where deprivation of liberty is the only option; objective assessment of the individual and the situation; process of appeal and review

2 **Understand how to maintain the right to privacy, dignity and respect when supporting individuals with dementia**

Provision of intimate care: use of screens; role of the chaperone; avoidance of unnecessary exposure of the individual; avoidance of unnecessary comments; avoidance of interruptions by other staff unless in an emergency; avoidance of discussion with other members of staff; use of same gender staff; providing explanations for the individual; identifying unprofessional behaviour

Respecting personal space: avoiding inappropriate use of touch; allowing space when working with an individual; not enforcing participation in activities; routines; not assuming friendship; maintenance of the professional relationship; gaining permission to enter personal space, rooms; allowing individuals to be by themselves; not pressuring an individual to discuss issues; not asking direct questions; respecting physical space eg bedroom, handbag, personal belongings; respecting social or emotional space eg personal boundaries, subjective feelings

Benefits of using life history, culture and skills: defining the person; concept of personhood; reinforcement of self-identity; reinforcement of the uniqueness of the individual; enhancing peace of mind and autonomy by the use of activities which reflect previous expertise and interests; building on strengths; enabling staff to gain an understanding of an individual

3 **Be able to support individuals with dementia to achieve their potential**

Physical environments: supporting individuals to achieve their potential eg use of assistive technologies to enable routine tasks, accompanying individuals to support rather than 'taking over the task', enhancement of visual access, use of contrasting colours to assist identification of crockery and utensils, effective lighting, control of stimuli, for example noise; safety measures eg safety switches, locks on outside gates, secure storage of household cleaners, removal of hazards

Social and emotional environments: supporting individuals to achieve their potential eg expression of feelings, sharing activities with friends, positive reinforcement for success or attempts, physical exercise, use of reminiscence, activities which use current skills, maintenance of community links, use of sensory stimulation, positive responses to affection, positive verbal and non-verbal communication; a consistent approach

Enabling personal care activities: providing privacy; ensuring personal comfort; providing limited choices to prevent confusion; providing necessary prompts, one at a time; using simple language when guiding; laying out clothes/equipment in the order of use; use of familiar routines; observing safety measures; use of positive reinforcement

Enabling attitudes: expectations of others; raising the expectations of the individual; recognition of personhood; preservation of self-respect and self-identity; promotion of self-belief; promotion of independence

4 **Be able to work with carers who are caring for individuals with dementia**

Common anxieties: ability to cope; financial concerns; feelings of failure; effects on personal relationships; safety issues; prognosis and life expectancy of the individual

Legal rights of carers: assessment of relative's suitability for residential placement; means-tested carers allowance for care/respite care; financial assessment under the Carers Equal Opportunities Act 2004; Care Programme Approach Assessment of needs under the National Service Framework for Mental Health

Involvement of carers: listening to concerns; discussion of safety measures; involvement of key personnel in discussions with carers eg physiotherapists, occupational therapists, care staff, dementia support workers; provision of factsheets; encouraging the promotion of independence; involvement in planning support and care; identifying risks as an integral part of life; use of advocates and interpreters; partnership approach

Restriction of independence: preventing choices; over-assessment of perceived risks; performing personal care tasks for the individual; restriction of movements; inability to access support services; influencing the wishes of the individual, speaking for them

Support for carers: involvement in all aspects of planning support and care; forming positive relationships; working in partnership with carers; use of a person-centred approach to working with carers; encouragement to allow the individual to have control; modelling good practice; provision of fact sheets/other sources of information; linking with support groups; suggestions for activities