

Unit 52: Equality, Diversity and Inclusion in Dementia Care Practice

Unit code:	DEM 313
Unit reference number:	F/601/4686
QCF level:	3
Credit value:	4
Guided learning hours:	31

Unit summary

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

This unit forms part of the Dementia pathway of the Edexcel Level 3 Diploma in Health and Social Care (Adults) for England (QCF)

Forbidden combination

Learners taking the Edexcel Level 3 Diploma in Health and Social Care (Adults) for England (QCF) must **not** take this unit with:

Unit 16: Understand the Diversity of Individuals with Dementia and the Importance of Inclusion (DEM 310, Y/601/3544)

Assessment requirements

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

1 Understand that each individual's experience of dementia is unique

Why it is important to recognise and respect an individual's heritage: recognising eg, diversity, inclusion and interaction and respect heritage including the person's unique culture, history and personal experiences; the legal and organisational requirements around equality, diversity, discrimination, rights; providing active support and place the preferences and best interest of individuals at the centre of provision eg care planning includes choice of food, clothing, beliefs, lifestyle, preferred means of communication

Experiences of dementia for an individual who acquired it as an older person: availability of support; availability of services; recognition of individual needs

Experiences of dementia for an individual who acquired it as a younger person: availability of support; availability of services; recognition of individual needs

Experiences of dementia for individuals who have a learning disability: services and support available for people with learning disabilities and dementia, delay in diagnosis for people with learning disabilities; variety of learning disabilities eg link between Down's syndrome and Alzheimer's disease; link between learning disabilities and dementia

Experiences of dementia for individuals who are from different ethnic backgrounds: recognition of individual needs; services and support available for people from different ethnic backgrounds; increasing incidence of dementia in young people from ethnic minorities

Experiences of dementia for individuals who are at the end of life: services and support for those with dementia at the end of life; CG42 Dementia: A NICE-SCIE Guideline on supporting people with dementia and their carers in health and social care

How the experience of an individual's dementia may impact on carer: positive impact enabling carers to understand dementia and develop skills to care for individuals with dementia; negative impact such as physical demands of the role on ageing partners, inability to step out of carer role, need for care becomes constant; physical, social, emotional, financial impact on dependants

2 Understand the importance of diversity, equality and inclusion in dementia care and support

How current legislation, government policy and agreed ways of working support inclusive practice for dementia care and support: legislation eg Human Rights Act 1998; Mental Capacity Act 2005 and Deprivation of Liberty Safeguards (DOLS); Adults with Incapacity (Scotland) Act 2000; Mental Health Act 2007; The Disability Discrimination Act 1995; Safeguarding Vulnerable Groups Act 2006; Carers (Equal opportunities) Act 2004; Equality Act 2010; policy eg *Putting People First – the personalisation agenda*; *Living Well with Dementia – the National*

Dementia Strategy; agreed ways of working eg person-centred care, dementia care mapping, dementia

The ways in which an individual with dementia may be subjected to discrimination and oppression: stigma and prejudice; stereotyping; social isolation; denial of services eg support for people with dementia is aimed at older people, with little support for younger people with dementia

The potential impact of discrimination on an individual with dementia: denial of services eg lack of specific end-of-life care for people with dementia; social isolation; lack of support for carers; abuse; neglect

How diversity, equality and inclusion are addressed in dementia care and support: early intervention to enable the individual to stay in their own home for longer; seamless integrated working to provide transition from domiciliary care, day care and eventually if needed to residential care; equality policy; care planning process; person-centred care, Dementia Care Mapping, dementia; policies such as CG42 *Dementia: A NICE-SCIE Guideline on supporting people with dementia and their carers in health and social care*

3 Be able to work in a person-centred manner to ensure inclusivity of the individual with dementia

How to identify an individual's uniqueness: person-centred assessment that involves the individual and their advocate; Dementia Care Mapping; establishing effective communication to determine individual choices

Using life experiences and circumstances to ensure inclusion: using life experiences eg one-to-one or small group discussion of childhood games or school or starting work

Practical ways of helping an individual with dementia to maintain their dignity: communicating effectively by giving time, listening and providing appropriate support physically and emotionally; treating the person with dignity and respect eg if they have become confused and think the corner of the dining room is the toilet, talking to them and leading them to the appropriate place without making a fuss; promoting choice and independence eg quietly checking with them if they would like help to get to the toilet if they are indicating they need to go; respecting privacy and rights eg ensuring they have privacy when undressing or when at the toilet; respecting a person's culture eg arranging for them to attend the religious service of their choice with a relative or friend

Engaging and including an individual with dementia in daily life: including the individual in everyday activities such as a discussion; including them when planning an event such as a birthday celebration; not talking over them or about them when they are there; behaving positively by looking at what they can do instead of what they cannot do eg they may be able to help set the table or arrange flowers for the sitting room

4 Be able to work with others to encourage support for diversity and equality

Work with others to promote diversity and equality for individuals with dementia: integrated working across statutory, private and third sector provision eg a district nurse cares for an individual's leg ulcer while he is supported to live at home by a private domiciliary care worker who comes in twice a day, and he attends a day centre run by his local Sikh temple; service provision to include integrated working across private, statutory and 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

How to share the individual's preferences and interests with others: eg using life story books and sharing information in team meetings; writing up reminiscence group notes and sharing them with other professionals at reviews; maintaining confidentiality where appropriate

How to challenge discrimination and oppressive practice of others when working with an individual with dementia: recognising signs and symptoms of danger, harm and abuse and using the organisation's systems and procedures to report these; developing relationships in which individuals are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution; supporting individuals and key people to understand own responsibilities to pass on information about actual and likely danger, harm and abuse and protect them and others from danger, harm and abuse; using supervision and support to cope with own thoughts and feelings about any suspected and/or disclosed danger, harm and abuse; complete accurate timed and dated records and reports, on suspicions of danger, harm and abuse within confidentiality agreements, according to legal and organisational requirements and that avoid statements that could adversely affect the use of evidence in future investigations

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand that each individual's experience of dementia is unique	<p>1.1 Explain why it is important to recognise and respect an individual's heritage</p> <p>1.2 Compare the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person</p> <p>1.3 Describe how the experience of dementia may be different for individuals</p> <ul style="list-style-type: none"> - who have a learning disability - who are from different ethnic backgrounds - who are at the end of life <p>1.4 Describe how the experience of an individual's dementia may impact on carers</p>			
2 Understand the importance of diversity, equality and inclusion in dementia care and support	<p>2.1 Describe how current legislation, government policy and agreed ways of working support inclusive practice for dementia care and support</p> <p>2.2 Describe the ways in which an individual with dementia may be subjected to discrimination and oppression</p> <p>2.3 Explain the potential impact of discrimination on an individual with dementia</p> <p>2.4 Analyse how diversity, equality and inclusion are addressed in dementia care and support</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to work in a person centred manner to ensure inclusivity of the individual with dementia	3.1 Demonstrate how to identify an individual's uniqueness 3.2 Demonstrate how to use life experiences and circumstances of an individual who has dementia to ensure their inclusion 3.3 Demonstrate practical ways of helping an individual with dementia to maintain their dignity 3.4 Demonstrate how to engage and include an individual with dementia in daily life			
4 Be able to work with others to encourage support for diversity and equality	4.1 Work with others to promote diversity and equality for individuals with dementia 4.2 Demonstrate how to share the individual's preferences and interests with others 4.3 Explain how to challenge discrimination and oppressive practice of others when working with an individual with dementia			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)