

Unit 535

Understand the impact of Acquired Brain Injury on individuals (PD OP 3.3)

UAN:	Y/601/6167
Level:	Level 3
Credit value:	3
GLH:	28
Relationship to NOS:	This unit is linked to PD OP 3.3
Assessment requirements specified by a sector or regulatory body	This unit must be assessed in accordance with Skills for Care and Development's assessment principles
Aim	The aim of this unit is to acquire knowledge to support people who have Acquired Brain Injury. It covers both the impact on the individual who has the acquired Brain Injury and their carers.

Learning outcome	The learner will:
1. Understand Acquired Brain Injury	
Assessment criteria	
The learner can:	
1.1 Define Acquired Brain Injury	
1.2 Describe possible causes of Acquired Brain Injury	
1.3 Explain the difference between a Traumatic Brain Injury and other forms of Acquired Brain Injury	
1.4 Describe brain injuries that are	
<ul style="list-style-type: none">• Mild• Moderate• Severe	

Learning outcome	The learner will:
2. Understand the impact on individuals of Acquired Brain Injury	
Assessment criteria	
The learner can:	
2.1 Discuss initial effects of Acquired Brain Injury on the individual	
2.2 Explain the long term effects of Acquired Brain Injury to include:	
<ul style="list-style-type: none">• Physical• Functional• Cognitive	

<ul style="list-style-type: none"> • Behavioural effects <p>2.3 Explain the concepts of loss in relation to Acquired Brain Injury for individuals and carers</p>

Learning outcome	The learner will:
3. Understand the specialist communication needs of an individual with Acquired Brain Injury	
Assessment criteria	
The learner can:	
3.1 Define dysphasia and dysarthria	
3.2 Explain the effects of dysphasia and dysarthria on communication	
3.3 Compare the different techniques required to support an individual with dysphasia and dysarthria	
3.4 Evaluate different intervention strategies and assistive tools that support communication	

Learning outcome	The learner will:
4. Understand the impact that personality changes can have on an individual and those providing support	
Assessment criteria	
The learner can:	
4.1 Explain the impact of personality changes on the individual	
4.2 Explain the impact of personality changes on those caring for the individual	
4.3 Explain how lack of self awareness/insight may affect the individual	
4.4 Explain the skills needed to support the individual and family/ carers to come to terms with personality changes	

Range
<p>4.1, 4.2 Personality changes:</p> <ul style="list-style-type: none"> • Irritability • Disinhibited behaviour • Frustration • Loss of social skills • Lack of self awareness <p>4.4 Carers</p> <ul style="list-style-type: none"> • Spouse/partner • Child • Parent • Sibling • Friend

Learning outcome	The learner will:
5 Understand the impact of challenging behaviour	
Assessment criteria	
The learner can:	
5.1 Explain behaviours which are considered challenging	
5.2 Analyse the importance of own attitudes, values and skills when supporting an individual to manage their behaviour	
5.3 Explain measures that should be taken to manage the risk from challenging behaviour	
5.4 Explain the process for reporting and referring challenging behaviour	

Range
<p>5.1 Challenging</p> <ul style="list-style-type: none"> • Physical attack • Threatening language • Sexual disinhibition <p>5.3 Measures – actions required to manage risk e.g.</p> <ul style="list-style-type: none"> • Policies • Supervision • Support from colleagues • Make a risk assessment • Risk management plan

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Supporting information

Guidance

Definitions

Learning Outcome 2, Assessment Criterion 2.1

Individual: the individual is the person requiring support. An advocate may need to act on behalf of an individual.

Learning Outcome 2, Assessment Criterion 2.2

Functional - relates to the individual's ability to carry out day to day tasks, i.e. dressing, washing, and cooking. It does not solely mean the physical ability but also can mean concentration, motivation for doing tasks.

Learning Outcome 2, Assessment Criterion 2.3

Concepts of loss: consider stages of grief as outlined by Elisabeth Kübler-Ross and J. William Worden.

Learning Outcome 4, Assessment Criterion 4.3

Self Awareness: ability to understand the impact of behaviour on others.