Dementia core skills education and training framework

- 1. Dementia awareness
  - Learning outcomes
    - All 3 tiers
      - a) know the most common types of dementia in the UK and their underlying causes
      - b) understand the signs and symptoms of dementia that would indicate the need for further assessment
      - c) know why early diagnosis of dementia is important and the likely outcomes if assessment and treatment is delayed
      - d) know the progressive nature of dementia and some of the major impairments and difficulties people may face as dementia progresses
      - e) understand the criteria and the process to be used to gain a diagnosis
      - f) be able to explain the need for an investigation of signs of dementia with sensitivity and in a way that is appropriate to the person
      - g) be able to appropriately refer patients to access specialist services and support networks
  - Resources
    - Guidance
      - Department of Health (2009), Living Well with Dementia: A National Dementia Strategy, Chapter 3: Raising awareness and understanding
      - Department of Health (2015) Prime Minister's challenge on dementia 2020
      - Skills for Care & Skills for Health (2011), Common Core Principles for Supporting People with Dementia, Principle 1: Know the early signs of dementia
    - Legislation
      - Mental Capacity Act 2005
      - Care Act (2014)
    - National Occupational Standards
      - SCDHSC0419 Provide advice and information to those who enquire about health and social care services
      - SCDHSC0026 Support individuals to access information on services and facilities
      - SFHCHS177 Advise on access to and use of services
- 2. Dementia identification, assessment and diagnosis
  - Learning outcomes
    - 2 Intermediate
      - a) know the most common types of dementia in the UK and their underlying causes
      - b) understand the signs and symptoms of dementia that would indicate the need for further assessment
      - c) know why early diagnosis of dementia is important and the likely outcomes if assessment and treatment is delayed
      - d) know the progressive nature of dementia and some of the major impairments and difficulties people may face as dementia progresses
      - e) understand the criteria and the process to be used to gain a diagnosis
      - f) be able to explain the need for an investigation of signs of dementia with sensitivity and in a way that is appropriate to the person
      - g) be able to appropriately refer patients to access specialist services and support networks
    - 3 Specialist
      - a) understand the different types of dementia, the stages or variants of these diseases and their primary symptoms
      - b) understand how to differentiate between dementia, delirium, depression and other conditions presenting with similar symptoms
      - c) be able to undertake a comprehensive assessment for dementia utilising appropriate investigations and tools
      - d) be able to establish a differential diagnosis of dementia and the underlying disease processes, where appropriate to role
      - e) be aware of the potential impact of diagnostic errors
      - f) be able to act on the findings in partnership with people affected by dementia and the multi-professional team
      - g) be aware of the experience of a person with dementia and their family and carers and be able to communicate with sensitivity about the diagnosis of dementia and related implications
      - h) know how to enrol the person with dementia in post-diagnosis support services and advanced care planning
      - i) understand the particular impact of a diagnosis for younger people with dementia and their families
      - j) understand the needs of people with learning disabilities and dementia
      - k) understand the importance of equal access to dementia assessment and diagnosis for people from diverse communities
      - l) be able to document assessment and diagnosis decisions
  - Resources
    - Guidance
      - Department of Health (2009), Living Well with Dementia: A National Dementia Strategy, Chapter 3: Raising awareness and understanding
      - NICE quality standard [QS1] (2010), Dementia quality standard
      - Skills for Care & Skills for Health (2011), Common Core Principles for Supporting People with Dementia, Principle 1: Know the early signs of dementia
    - Legislation
      - Mental Capacity Act 2005
      - Care Act (2014)
      - Equality Act 2010
    - National Occupational Standards
      - SFHCHS38 Plan assessment of an individual's health status
      - SFHCHS168 Obtain a patient/client history
      - SFHCHS39 Assess an individual's health status
      - SFHCHS40 Establish a diagnosis of an individual's health condition
      - SFHCHS41 Determine a treatment plan for an individual
      - SFHCHS45 Agree courses of action following assessment to address health and wellbeing needs of individuals
      - SFHCHS48 Communicate significant news to individuals
      - SFHCHS84 Develop and agree care management plans with individuals diagnosed with long term conditions
- 3. Dementia risk reduction and prevention
  - Learning outcomes
    - 2 Intermediate
      - a) know the lifestyle factors that may increase the risk of developing certain types of dementia and how lifestyle changes may delay the onset and severity of certain types of dementia
      - b) understand motivational factors that may impact on the ability to make changes
      - c) be aware of the challenges to healthy living that may be experienced by different socio-economic and/or ethnic groups
      - d) be able to signpost sources of health promotion information and support
      - e) know how to effectively communicate messages about healthy living according to the abilities and needs of individuals
    - 3 Specialist
      - a) be aware of dementia risk reduction evidence-based research and national health promotion strategies
      - b) be able to develop and disseminate health promotion information and advice
      - c) be able to encourage behavioural change in individuals and organisations to promote health and well-being, reduce risk and potentially delay the onset and severity of certain types of dementia
      - d) understand the importance of an approach to risk reduction which challenges myths and stigma
      - e) be able to monitor, evaluate and improve the effectiveness of health promotion activities
  - Resources
    - Guidance
      - Department of Health (2009), Living Well with Dementia: A National Dementia Strategy, Chapter 3: Raising awareness and understanding
      - Public Health England and UK Health Forum (2014), Blackfriars Consensus on promoting brain health
    - Legislation
      - Mental Capacity Act 2005
      - Care Act (2014)
    - National Occupational Standards
      - SFHHT2 Communicate with individuals about promoting their health and wellbeing
      - SFHHT3 Enable individuals to change their behaviour to improve their own health and wellbeing
      - SFHPHP13 Provide information to individuals, groups and communities about promoting health and wellbeing
      - SFHPHP15 Encourage behavioural change in people and agencies to promote health and wellbeing
      - SFHPHP41 Enable people to address issues related to health and wellbeing
      - SFHGEN127 Assess the need for, and plan awareness raising of health and wellbeing issues
      - SFHGEN128 Support the implementation, monitoring, evaluation and improvement of awareness raising around health and wellbeing issues
      - SCDHSC0438 Develop and disseminate information and advice about health and social well-being
- 4. Person-centred dementia care
  - Learning outcomes
    - 2 Intermediate
      - understand the value of person-centred care in therapeutic relationships and communication
      - b) understand the importance of person-centred approaches in the management and development of services
      - c) be able to incorporate person-centred approaches in the management and development of services
      - a) understand the principles of person-centred dementia care i.e.
        - the human value of people with dementia, regardless of age or cognitive impairment, and those who care for them
        - the individuality of people with dementia, with their unique personality and life experiences among the influences on their response to the dementia
        - the importance of the perspective of the person with dementia
        - the importance of relationships and interactions with others to the person with dementia, and their potential for promoting well-being7
      - b) understand how person-centred care can provide insights into the experiences of the person with dementia and support care approaches and solutions to meet individual needs
      - c) understand the role of family and carers in person-centred care and support of people with dementia
      - d) understand how a person-centred approach can be implemented, including the use of advance planning and life story work
      - e) understand that a person's needs may change as the disease progresses
      - f) know how to adapt the physical environment to meet the changing needs of people with dementia
      - g) understand the significance of a person's background, culture and experiences when providing their care
      - h) understand the importance of clear documentation to communicate the care needs of the person with dementia
    - 3 Specialist
      - a) understand the value of person-centred care in therapeutic relationships and communication
      - b) understand the importance of person-centred approaches in the management and development of services
      - c) be able to incorporate person-centred approaches in the management and development of services
  - Resources
    - Guidance
      - Care Fit for VIPS
      - NICE quality standard [QS1] (2010), Dementia quality standard
      - NICE Guidelines [CG42] (2006), Dementia: Supporting people with dementia and their carers in health and social care
      - Open Learn: The importance of person-centred approaches to nursing care
      - Alzheimer's Society: Person-centred care
    - Legislation
      - Mental Capacity Act 2005
      - Human Rights Act 1998
    - National Occupational Standards
      - SCDHSC0332: Promote individuals' positive self-esteem and identity
      - SCDHSC0234: Uphold the rights of individuals
      - SCDHSC0414 Assess individual preferences and needs
      - SCDHSC0415 Lead the service delivery planning process to achieve outcomes for individuals
      - SFHGEN111 Enable individuals, their family and friends to explore and manage change
      - SFHCHS233 Contribute to the assessment of needs and the planning, evaluation and review of individualised programmes of care for individuals
- 5. Communication, interaction and behaviour in dementia care
  - Learning outcomes
    - 2 Intermediate
      - a) understand the importance of effective communication in dementia care
      - b) understand the impact of memory and language difficulties on communication
      - c) be able to demonstrate active listening skills
      - d) be able to gain a person's attention before asking a question or beginning a task with them
      - e) understand the importance of speaking clearly, calmly and with patience
      - f) know how to adapt the environment to minimise sensory difficulties experienced by an individual with dementia
      - g) know the importance of ensuring that individuals have any required support (e.g. spectacles, hearing aids) to enable successful communication
      - h) know how life story information may enable or support more effective communication
      - i) understand the importance of effective communication with family and carers and the expertise that they may be able to offer to support effective communication with the person with dementia
      - j) be able to adapt communication techniques according to the different abilities and preferences of people with dementia
      - k) be aware of the importance of non-verbal communication e.g. body language, visual images and the appropriate use of touch
      - l) understand that the behaviour of a person with dementia is a form of communication and how behaviours seen in people with dementia may be a means for communicating unmet needs
      - m) understand how a person's feelings and perception may affect their behaviour
      - n) understand how the behaviour of others might affect a person with dementia
      - o) understand common causes of distressed behaviour by people with dementia
      - p) be able to recognise distressed behaviour and provide a range of responses to comfort or reassure the person with dementia
    - 3 Specialist
      - a) be able to contribute to the development of practices and services that meet the communication needs of people with dementia
      - b) be able to promote effective communication in a health and care environment
  - Resources
    - Guidance
      - The VERA Framework (Blackhall et al, 2011)
      - Skills for Care & Skills for Health (2011), Common Core Principles for Supporting People with Dementia, Principle 3: Communicate sensitively to support meaningful interaction
      - Alzheimer's Society (2012), Factsheet: Communicating
      - Skills for Health (2015), Stand By Me [Person-centred communication in dementia care]
    - Legislation
      - Mental Capacity Act 2005
      - Care Act (2014)
    - National Occupational Standards
      - SFHGEN97: Communicate effectively in a healthcare environment
      - SFHGEN98: Promote effective communication in a healthcare environment
      - SCDHSC0031: Promote effective communication
      - SCDHSC0369 Support individuals with specific communication needs
- 6. Health and well-being in dementia care
  - Learning outcomes
    - 2 Intermediate
      - a) understand the importance for individuals with dementia to maintain good physical and mental health through nutrition, exercise and a healthy life style that includes social engagement
      - b) be aware of anticipating an individual's health needs e.g. to prevent fatigue, falls, dehydration and hunger
      - c) know the action to take in response to identification of fatigue, dehydration and hunger
      - d) know how to recognise and manage pain in people with dementia
      - e) be able to support an individual in maintaining personal appearance and hygiene
      - f) be aware of the impact of delirium, depression and social stressors
      - g) understand triggers and responses to stressed or distressed behaviours
      - h) understand the role of family and carers in supporting the health and well-being of people with dementia
      - i) be aware of the benefits and limitations of medication to manage behavioural and psychological issues including associated risks
      - j) be able to support individuals in undertaking psycho-social interventions including validation, counselling, reminiscence and life story work
      - k) be aware of the role of therapeutic work including complementary therapies and sensory stimulation
      - l) know how to support people with dementia to access local services and referral pathways including voluntary and community services which would promote their physical and mental health.
    - 3 Specialist
      - a) understand the signs of dementia, depression and delirium and appropriate responses and treatment options
      - b) understand the complexity of ageing and co-morbidity in dementia
      - c) understand the benefits and implications of pharmacological interventions that may enhance memory
      - d) understand the evidence for the effectiveness of different psycho-social approaches in different situations
      - e) understand the principles and key aspects of psycho-social approaches used to enhance the well-being of people with dementia
      - f) be aware of new and emerging knowledge of psycho-social approaches that can be used to enhance the well-being of people with dementia
  - Resources
    - Guidance
      - Department of Health (2009), Living Well with Dementia: A National Dementia Strategy, Chapter 5: Living well with dementia
      - NICE quality standard [QS30] (2013), Quality standard for supporting people to live well with dementia
      - Skills for Care & Skills for Health (2011), Common Core Principles for Supporting People with Dementia, Principle 4: Promote independence and encourage activity.
    - Legislation
      - Care Act (2014)
      - Equality Act 2010
    - National Occupational Standards
      - SCDHSC0212 Support individuals during therapy sessions
      - SCDHSC0213 Provide food and drink to promote individuals' health and well being
      - SCDHSC0214 Support individuals to eat and drink
      - SCDHSC0216 Help address the physical comfort needs of individuals
      - SCDHSC0218 Support individuals with their personal care needs
      - SCDHSC0219 Support individuals to manage continence
      - SCDHSC0025 Contribute to implementation of care or support plan activities
      - SCDHSC3112 Support individuals to manage their own health and social well-being
      - SCDHSC0393 Promote participation in agreed therapeutic group activities
      - SFHGEN105 Enable individuals to maintain their personal hygiene and appearance
      - SFHGEN107 Enable individuals and families to put informed choices for optimising their health and wellbeing into action
      - SFHCHS62 Provide interventions to individuals with long term conditions
      - SFHCHS68 Support individuals with long term conditions to manage their nutrition
      - SFHCMA4 Plan, implement, monitor and review therapeutic interventions with individuals who have a long term condition and their carers
      - SFHCMC3 Enable individuals with long term conditions to make informed choices concerning their health and wellbeing
- 7. Pharmacological interventions in dementia care
  - Learning outcomes
    - 2 Intermediate
      - a) know the most common medications used to treat the symptoms of dementia
      - b) know the main risks and benefits of using anti-psychotics, anti-depressants, anxiolytics, anticonvulsants and cognitive enhancers
      - c) be aware of issues around polypharmacy for people with dementia
      - d) understand the importance of recording and reporting side effects and/or adverse reactions to medication
      - e) be able to administer and review medication safely and appropriately in consultation with people affected by dementia
    - 3 Specialist
      - a) understand the range of cognitive enhancers, what they do, criteria for eligibility and sources of guidance
      - b) understand processes for assessing and prescribing cognitive enhancers
      - c) understand the range of drugs to manage behavioural and psychological symptoms of dementia and when such drugs should or should not be used
      - d) understand the ethical issues around drug treatments in the care of people living with dementia
      - e) understand contra-indications for prescribing anxiolytics and anti-psychotic medication
      - f) understand the range of medication to address common physical health problems of people with dementia, including the risks associated with how these drugs may interact with cognitive enhancers and drugs prescribed to address behavioural and psychological issues
      - g) understand the importance of regular reviews of prescribed medication
      - h) understand how to assess pain experienced by people with dementia and prescribing practice to address pain effectively
      - i) be aware of new and emerging knowledge of pharmacological interventions that can be used to enhance the well-being of people with dementia
  - Resources
    - Guidance
      - Department of Health (2009), Living Well with Dementia: A National Dementia Strategy, Chapter 5: Living well with dementia / sections 31 & 32
      - Department of Health (2015) Prime Minister's challenge on dementia 2020
      - Minister of State for Care Services (2009), The use of antipsychotic medication for people with dementia: Time for action
      - NICE Guidelines [CG42] (2006), Dementia: Supporting people with dementia and their carers in health and social care
    - Legislation
      - Mental Capacity Act 2005
      - Equality Act 2010
    - National Occupational Standards
      - SFHCHS2 Assist in the administration of medication
      - SFHCHS3 Administer medication to individuals
      - SFHCMA7 Prescribe medication for individuals with a long term condition
      - SFHAH12 Enable individuals to take their medication as prescribed
      - SCDHSC3122 Support individuals to use medication in social care settings
- 8. Living well with dementia and promoting independence
  - Learning outcomes
    - 2 Intermediate
      - a) understand the importance of physical activity (including access to outside space) in maintaining a person's independence and abilities
      - b) be able to support individuals to meet their daily living needs
      - c) be able to support individuals to continue their interests, social life and community involvement and know why this is important
      - d) know about community initiatives such as the development of dementia friendly environments
      - e) understand the needs of individuals for day to day closeness with others e.g. sharing thoughts and feelings
      - f) understand how to recognise and respond to cultural, spiritual and sexual needs of people with dementia
      - g) understand the role of family and carers in enabling people with dementia to live well
      - h) understand how activities can be adapted to suit an individual's changing needs
      - i) be able to incorporate assistive technology to support self-care and meaningful activity
      - j) be able to develop strategies to reduce the struggle with unfamiliar environments
      - k) be aware of ways to adapt the physical environment to promote independence, privacy, orientation and safety (e.g. to reduce risk of falls)
      - l) know about perceptual distortions that may occur in dementia and how the impact of such distortion can be minimised by changes to the environment
    - 3 Specialist
      - a) be able to contribute to the development of practices and services that meet the individual needs of people with dementia
      - b) understand the principles, processes and options for self-directed support
      - c) be able to support the person with dementia and their family to access self-directed support if desired
      - d) be able to provide dementia specific advice and guidance on adapting the physical and social environment to ensure physical safety and emotional security
      - e) be able to lead on the introduction of assistive technology to support self-care and meaningful activity
  - Resources
    - Guidance
      - Department of Health (2009), Living Well with Dementia: A National Dementia Strategy, Chapter 5: Living well with dementia
      - NICE quality standard [QS30] (2013), Quality standard for supporting people to live well with dementia
      - Skills for Care & Skills for Health (2011), Common Core Principles for Supporting People with Dementia, Principle 4: Promote independence and encourage activity
      - Alzheimer's Society (2013), The dementia guide: Living well after diagnosis
    - Legislation
      - Mental Capacity Act 2005
      - Equality Act 2010
    - National Occupational Standards
      - SCDHSC210 Support individuals to participate in recreational activities
      - SCDHSC0027 Support individuals in their daily living
      - SCDHSC345 Support individuals to manage their financial affairs
      - SCDHSC0346 Support individuals to manage direct payments
      - SCDHSC0350 Support the spiritual well-being of individuals
      - SCDHSC0370 Support the use of technological aids to promote independence
      - SCDHSC0393 Promote participation in agreed therapeutic group activities
      - SCDHSC0450 Develop risk management plans to promote independence in daily living
      - SFHCHS153 Enable individual expression using creative arts therapies
      - SFHCHS239 Enable individuals to use assistive devices and assistive technology
      - SFHGEN75 Collaborate in the assessment of the need for, and the provision of, environmental and social support in the community
      - SFHMH68.2013 Co-produce action plans which assist stakeholders in improving environments and practices to promote mental health
      - SFHMH66.2013 Assess how environments and practices can be maintained and improved to promote mental health
- 9. Families and carers as partners in dementia care
  - Learning outcomes
    - 2 Intermediate
      - a) understand how duty of care contributes to safe practice
      - b) be aware of dilemmas that may arise between the duty of care and an individual's rights and carers wishes
      - c) be able to communicate effectively about proposed treatment or care to enable people with dementia to make informed choices as far as practicable
      - d) understand the protocols regarding consent to treatment or care for people who may lack mental capacity
      - e) understand how 'best interests' decisions may need to be made for those lacking capacity
      - f) know how advance directives can be used to provide information about the wishes of an individual
      - g) be able to recognise a range of factors which may indicate neglect, abusive or exploitative practice
      - h) know what to do if neglect, abusive or exploitative practice is suspected, including how to raise concerns within local safeguarding or whistle blowing procedures
      - i) be aware of key legislation relevant to mental capacity, deprivation of liberty, equality and human rights
    - 3 Specialist
      - a) understand the options available when informed consent may be compromised
      - b) be able to respond to safeguarding alerts / referrals
      - c) know the evidence based approaches and techniques to assess neglect or abuse
      - d) understand the roles and responsibilities of the different agencies involved in investigating allegations of neglect or abuse
      - e) understand the importance of sharing safeguarding information with the relevant agencies
      - f) know the actions to take if there are barriers to alerting the relevant agencies
      - g) understand key legislation relevant to mental capacity, deprivation of liberty, equality and human rights
  - Resources
    - Guidance
      - Department of Health (2009), Reference guide to consent for examination or treatment
      - Department of Health (2014), Care and Support Statutory Guidance: Issued under the Care Act 2014
      - Nuffield Council on Bioethics (2009), Dementia: ethical issues
      - NICE quality standard [QS1] (2010), Dementia quality standard
      - Alzheimer's Society (2014), Fact Sheet: Deprivation of Liberty Safeguards (DoLs)
    - Legislation
      - Care Act (2014)
      - Data Protection Act 1998
      - Equality Act 2010
      - Human Rights Act 1998
      - Mental Capacity Act 2005
      - Safeguarding Vulnerable Groups Act 2006
    - National Occupational Standards
      - SCDHSC0024: Support the safeguarding of individuals
      - SCDHSC0035: Promote the safeguarding of individuals
      - SCDHSC0045: Lead practice that promotes the safeguarding of individuals
      - SCDLMCB1 Lead and manage practice that promotes the safeguarding of individuals
      - SCDHSC0234 Uphold the rights of individuals
      - SCDHSC0395 Contribute to addressing situations where there is risk of danger, harm or abuse
      - SCDHSC0430 Lead practice to reduce and prevent the risk of danger, harm and abuse
      - SCDHSC431 Support individuals where abuse has been disclosed
      - SFHCHS167: Obtain valid consent or authorisation
      - SFHCHS229 Assess individuals' needs and circumstances and evaluate the risk of abuse, failure to protect and harm to self and others
      - SFHOP10 Create an environment to protect older people from abuse
- 10. Equality diversity and inclusion in dementia care
  - Learning outcomes
    - 2 Intermediate
      - a) be aware of cultural diversity and equality issues, and how they may impact on people with dementia
      - b) be able to adapt assessment and care planning taking account of equality issues (e.g. cultural diversity, disabilities, gender and sexual orientation)
      - c) understand diversity in family arrangements and the local community
      - d) be aware of the stigma, myths and stereotypes associated with dementia
      - e) be aware of the prevalence and impact of younger onset dementia
      - f) be aware of legislation to support carers, including young carers
      - g) understand the additional concerns of younger carers
      - h) be aware of the impact of dementia on people with learning disabilities
      - i) be aware of socio-cultural differences in the perception of the care giving role e.g. based on gender
      - j) be able to actively challenge any discriminatory practice that may compromise a person's right to dignity, respect and safety
    - 3 Specialist
      - a) understand the impact that discrimination and stigma may have on the life of the person with dementia, their family and carers
      - b) be able to lead practice and an organisational culture that values and respects the diversity of individuals
      - c) understand legislation relevant to equality, diversity and human rights
  - Resources
    - Guidance
      - Department of Health (2014), Care and Support Statutory Guidance: Issued under the Care Act 2014
      - Department of Health (2011), National Dementia Strategy: Equalities Action Plan
    - Legislation
      - Care Act (2014)
      - Equality Act 2010
      - Human Rights Act 1998
    - National Occupational Standards
      - SFHSS01 Foster people's equality, diversity and rights
      - SCDHSC0234 Uphold the rights of individuals
      - SCDHSC3111 Promote the rights and diversity of individuals
      - SCDHSC0452 Lead practice that promotes the rights, responsibilities, equality and diversity of individuals
- 11. Law, ethics and safeguarding in dementia care
  - Learning outcomes
    - 2 Intermediate
      - a) understand the importance of effective communication in dementia care
      - b) understand the impact of memory and language difficulties on communication
      - c) be able to demonstrate active listening skills
      - d) be able to gain a person's attention before asking a question or beginning a task with them
      - e) understand the importance of speaking clearly, calmly and with patience
      - f) know how to adapt the environment to minimise sensory difficulties experienced by an individual with dementia
      - g) know the importance of ensuring that individuals have any required support (e.g. spectacles, hearing aids) to enable successful communication
      - h) know how life story information may enable or support more effective communication
      - i) understand the importance of effective communication with family and carers and the expertise that they may be able to offer to support effective communication with the person with dementia
      - j) be able to adapt communication techniques according to the different abilities and preferences of people with dementia
      - k) be aware of the importance of non-verbal communication e.g. body language, visual images and the appropriate use of touch
      - l) understand that the behaviour of a person with dementia is a form of communication and how behaviours seen in people with dementia may be a means for communicating unmet needs
      - m) understand how a person's feelings and perception may affect their behaviour
      - n) understand how the behaviour of others might affect a person with dementia
      - o) understand common causes of distressed behaviour by people with dementia
      - p) be able to recognise distressed behaviour and provide a range of responses to comfort or reassure the person with dementia
    - 3 Specialist
      - a) be able to contribute to the development of practices and services that meet the communication needs of people with dementia
      - b) be able to promote effective communication in a health and care environment
  - Resources
    - Guidance
      - The VERA Framework (Blackhall et al, 2011)
      - Skills for Care & Skills for Health (2011), Common Core Principles for Supporting People with Dementia, Principle 3: Communicate sensitively to support meaningful interaction
      - Alzheimer's Society (2012), Factsheet: Communicating
      - Skills for Health (2015), Stand By Me [Person-centred communication in dementia care]
    - Legislation
      - Mental Capacity Act 2005
      - Care Act (2014)
    - National Occupational Standards
      - SFHGEN97: Communicate effectively in a healthcare environment
      - SFHGEN98: Promote effective communication in a healthcare environment
      - SCDHSC0031: Promote effective communication
      - SCDHSC0369 Support individuals with specific communication needs
- 12. End of life dementia care
  - Learning outcomes
    - 2 Intermediate
      - a) understand the use of end of life care pathways and individualised care plans taking into account psycho-social needs
      - b) understand how advanced decisions/directives and best interest decision will affect caring activities
      - c) know how to recognise and manage pain in people with advanced dementia
      - d) be able to identify symptoms associated with end of life and how these symptoms can be managed with care and compassion
      - e) be aware of concerns and needs affecting younger people at the end of life
      - f) be aware of the needs of bereaved families and friends including the potential for conflicting emotions
      - g) be able to support family and friends to celebrate the life of the deceased person
      - h) be aware of cultural and religious differences associated with death, care of the dying and the deceased person.
    - 3 Specialist
      - a) be able to contribute to the development of practices and services that meet the end of life needs of people with dementia
      - b) understand the processes involved in deciding when a person with dementia is deemed to be at end of life
      - c) be able to provide dementia specific advice and guidance on end of life care
  - Resources
    - Guidance
      - Department of Health (2009), Living Well with Dementia: A National Dementia Strategy, Objective 12: Improved end of life care for people with dementia
      - Department of Health (2015) Prime Minister's challenge on dementia 2020
      - NICE quality standards [QS13] (2011), Quality standard for end of life care for adults
      - NICE Guidelines [CG42] (2006), Dementia: Supporting people with dementia and their carers in health and social care
      - NICE quality standard [QS1] (2010), Dementia quality standard
    - Legislation
      - Equality Act 2010
      - Mental Capacity Act 2005
    - National Occupational Standards
      - SCDHSC0384 Support individuals through bereavement
      - SCDHSC0385 Support individuals at the end of life
- 13. Research and evidence-based practice in dementia care
  - Learning outcomes
    - 2 Intermediate
      - a) understand the difference between service evaluation and research
      - b) be able to participate in service evaluation and research in the workplace
      - c) understand how people affected by dementia may be involved in service evaluation and research
    - 3 Specialist
      - a) understand systematic research methods to facilitate evidence-based practice
      - b) understand the range of evidence that informs decision-making, care practice and service delivery
      - c) understand approaches to evaluating services and measuring impact, including the use of outcomes reported by people affected by dementia
      - d) understand the ethical issues related to conducting research with people who have a cognitive impairment
      - e) be able to disseminate research findings clearly and accurately in written reports or verbal presentations
      - f) understand the importance of continuing professional development to ensure the methods used are robust, valid and reliable
  - Resources
    - Guidance
      - Department of Health (2009), Living Well with Dementia: A National Dementia Strategy, Objective 17: A clear picture of research evidence and needs
    - National Occupational Standards
      - SFHR&D8 Conduct investigations in selected research and development topics
      - SFHR&D9 Collate and analyse data relating to research
      - SFHR&D10 Interpret results of research and development activities
      - SFHR&D11 Record conclusions and recommendations of research and development activities
      - SFHR&D12 Present findings of research and development activities in written form
      - SFHR&D13 Present findings of research and development activities orally
      - SFHR&D14 Translate research and development findings into practice
      - SFHR&D15 Evaluate and report on the application of research and development findings within practice
- 14. Leadership in transforming dementia care
  - Learning outcomes
    - 3 Specialist
      - a) understand the key drivers and policies which influence national dementia strategy and service development
      - b) be aware of evidence-based research, innovations and developments in dementia interventions and care
      - c) be able to disseminate and promote new and evidence-based practice and to challenge poor practice
      - d) be able to plan care to promote the use of appropriate, specific, evidence based interventions
      - e) understand the importance of demonstrating leadership in delivering compassionate person-centred care
      - f) understand the importance of quality assurance and service improvement
      - g) know how to ensure team members are trained and supported to meet the needs of people with dementia
      - h) understand the importance of collaborative working in the provision of support, care and services for people with dementia, their families and carers
      - i) understand the roles and responsibilities of different agencies involved in dementia care
      - j) understand the principles of equality and diversity for access to, and delivery of services.
  - Resources
    - Guidance
      - Skills for Care & Skills for Health (2011), Common Core Principles for Supporting People with Dementia, Principle 7: Managers need to take responsibility to ensure members of their team are trained and well supported to meet the needs of people with dementia and Principle 8: Work as part of a multi-agency team to support the person with dementia
    - National Occupational Standards
      - SFHGEN13 Synthesise new knowledge into the development of your own practice
      - SFHGEN126 Monitor, evaluate and improve inter-agency services for addressing health and wellbeing needs
      - SCDLMCA2 Lead and manage change within care services
      - SCDHSC0439 Contribute to the development of organisational policy and practice
      - SCDHSC0433 Develop joint working arrangements for health and social care services
      - SCDLMCB3 Lead and manage the provision of care services that deals effectively with transitions and significant life events
      - CFAM&LBA2 Provide leadership in your area of responsibility

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