# Guidance for managers to accompany
# Dementia Skilled – Improving Practice

**Scottish Social Services Council**

In this guidance for managers there is a range of useful information and advice to help you implement the **Promoting Excellence**[1] dementia learning framework and the **Standards of Care for Dementia in Scotland**[2] in your workplace. You can find out more about the framework and the standards in the introductory guidance[3]. As with other guidance in this suite, this resource for managers focuses on **Dementia Skilled - Improving Practice**[4].

As the demand for support and services for people with dementia increases, it is crucial that we address the development of the workforce, paying particular attention to the knowledge and skills workers need to perform their duties well and in a way that supports the personal outcomes identified by people with dementia, their families and carers. The workforce already has skills and knowledge in relation to dementia, and/or has more generic transferable skills, for example in relation to assessing risk, in person centred care planning or in communication. These skills can be developed and knowledge increased.

As a manager, you will want to use dementia learning resources in a way that adds value to workforce development through making connections between different strands of training and learning. By doing this you will improve practice in a holistic manner across a variety of areas. You will want to address the different learning pace, needs and styles of individual workers at different stages in their professional career. There are many ways that you can use the **Promoting Excellence** dementia learning resources to support these aims. Using the resources will also support you to meet your employer responsibilities within the **SSSC Code of Practice for Employers of Social Service Workers**. View the codes on the SSSC website.

Using the **Dementia Skilled – Improving Practice** learning resource will help workers to consolidate and develop their knowledge and skills in supporting people with dementia. Each module in the resource is a rich source of learning. The resource focuses on individual journeys through dementia, asks key questions, encourages reflection, provides a range of activities and highlights key learning points.

The impact of Promoting Excellence in social service settings
Dementia learning journeys
www.sssc.uk.com/promotingexcellence

Find out how organisations have already used the Dementia Skilled resource in our case study booklets:

**Booklet one (2015)**

**Booklet two (2017)**

Available at learn.sssc.uk.com/dementiaskilled

## Reflective account questions

There is an optional Reflective Account question at the end of each module to further encourage the application of learning into practice and encourage the creation of a portfolio of evidence which can be used by those undertaking a relevant award, for example an HNC or SVQ. The alignment of the resource to particular awards is discussed in more detail in the next part of this guidance, titled Guidance for assessors and learners[5].

## How can **Dementia Skilled – Improving Practice** be used?

The following list is provided as a guide and is by no means exhaustive. It offers examples and suggestions, and may help you to generate more ideas. It focuses primarily on the **Dementia Skilled – Improving Practice** learning resource which contains the required learning by all workers who have a direct role supporting people with dementia, their families and carers. Resources at other practice levels are also highlighted where relevant.

- **Workforce planning** - identify the training and learning needs of your workforce in relation to dementia and meet them through flexible use of the resource.

- **Recruitment -** use the knowledge and skills identified in **Promoting Excellence** at the Dementia Skilled practice level to contribute to job descriptions and person specifications for relevant posts.

- **Induction -** identify initial learning needs of new workers from both the **Informed about Dementia** DVD and the **Dementia Skilled – Improving Practice** learning resource.

- **Specific knowledge and skill development for newly appointed/newly qualified workers -** identify appropriate learning for new workers from the **Informed about Dementia**[6] DVD or the **Dementia Skilled – Improving Practice** learning resource.  Enhanced practice resources are also available for particular parts of the workforce, such as the **Enhanced dementia practice for social workers**[7] online resource.

- **Review of best practice -** use **Promoting Excellence's** knowledge and skills statements, quality of life outcome indicators and the **Standards of Care for People with Dementia in Scotland** to guide your review of practice. Your review should include the views of people with dementia, their families and carers, and the views of your workforce.

- **Shared learning between workers, carers and family members -** use the **Dementia Informed DVD** and the **Dementia Skilled – Improving Practice** learning resource with carers and families to facilitate shared discussion and relationship building.

- **Continued professional development –** use the resources to support continuous professional development. This can include encouraging experienced and skilled workers to become mentors so that they can guide the learning of others.

- **Supervision -** discuss the reflective accounts and practice commitments written by workers at the end of each module in **Dementia Skilled – Improving Practice** to review progress and agree new learning and skills goals.

- **Team building -** use the activities contained in the **Dementia Skilled – Improving Practice** learning resource, for example the creation of posters, to enhance team events, meetings and discussions.

- **Training sessions -** use the **Dementia Skilled – Improving Practice** learning resource in facilitated sessions with groups of workers.

- **Inspection and improvement –** the resources can be highlighted during inspection feedback and used by services to research and guide improvement.

- **Preparing workers for the SVQ Social Services and Healthcare at SCQF levels 6 and 7** and **HNC Social Services SCQF level 7**– use the **Dementia Skilled – Improving Practice** learning resource to support the learning and skill development of workers undertaking these awards in view of transferability of knowledge and potential for accumulation of a portfolio of evidence.

- **Preparing workers to undertake SQA Professional Development Awards, for example Promoting Excellence in Dementia Skilled Practice at SCQF level 7** – use the **Dementia Skilled – Improving Practice** learning resource to support the learning and skill development of workers undertaking this qualification.

- **Preparing workers to undertake future dementia related post qualifying awards and/or enhanced learning** – use the **Dementia Skilled – Improving Practice** and other Enhanced Practice level learning resources to support workers to prepare for further study, for example a Post-Graduate Certificate or MSc in dementia studies or mental health.

- **Volunteer training** – use **Dementia Skilled - Improving Practice** as a resource to support the learning and skill development of volunteers working with people with dementia, their families and carers.

- **Mentoring** – encourage mentors to use the resources as a tool with mentees.

## Module summaries

The [introductory guidance][8] outlined the titles of the five modules in **Dementia Skilled – Improving Practice**.

In the next pages the content and learning outcomes of each module are set out in more detail so that you can consider how the resource can be used to meet the needs of your workforce. We recommend that module one is always completed first as a good understanding of dementia can support learners to better relate their existing knowledge and skills to dementia practice.

| Module one — Understanding dementia | |
|---|---|
| **Content** | **Learning outcomes** |
| What is dementia?<br><br>The dementia journey.<br><br>Common difficulties people with dementia will experience.<br><br>Dementia, depression and delirium – you need to know the difference.<br><br>What are the protective and risk factors relating to dementia?<br><br>The impact of a diagnosis of dementia.<br><br>The impact of dementia on communication.<br><br>The impact of the environment on people with dementia.<br><br>Core principles for working with carers as equal partners.<br><br>Promoting equality and respecting diversity when working with people with dementia. | 1. Identify and describe the different causes and types of dementia, and understand the symptoms and difficulties people will experience.<br><br>2. Understand the concept of the dementia journey and its different stages.<br><br>3. Understand the impact of a diagnosis of dementia on the person, and their family.<br><br>4. Distinguish between dementia, depression and delirium.<br><br>5. Explain the risk factors relating to dementia.<br><br>6. Reflect on the factors that can influence communication with people who have dementia.<br><br>7. Understand the impact of the environment on people with dementia.<br><br>8. Recognise the importance of equality, diversity and inclusion when working with people with dementia. |

| Module two — Promoting person and family centred care and community connections | |
| --- | --- |
| **Content** | **Learning outcomes** |
| What is person centred care?<br><br>Valuing people with dementia.<br><br>Valuing the person with dementia as an individual.<br><br>Taking the perspective of the person with dementia.<br><br>Supporting the person's social environment.<br><br>Personalised approaches to maintaining networks and community connections.<br><br>Self-directed Support and personal outcomes.<br><br>Top communication tips.<br><br>Tele-healthcare. | 1. Describe what is meant by a person-centred approach.<br><br>2. Identify the role of life story work in supporting quality of life for people with dementia, their families and carers.<br><br>3. Identify and explain the relationship between person-centred care and support, personal outcomes focused approaches and personalised services.<br><br>4. Describe approaches to supporting people with dementia to maintain their social networks and community connections. |

| Module three — Promoting health and well-being for people with dementia | |
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| **Content** | **Learning outcomes** |
| Self-management of health and well-being for people with dementia.<br><br>What are the factors that can impact on the health and well-being of people with dementia?<br><br>Physical health and well-being and dementia – exploring the issues.<br><br>Mental health and well-being and dementia.<br><br>Supporting people with dementia with memory problems. | 1. Recognise the importance of self-management of health and wellbeing for people with dementia.<br><br>2. Understand the factors that can impact on the health and wellbeing of people with dementia.<br><br>3. Define and describe the common physical health and wellbeing issues that are experienced by people with dementia.<br><br>4. Define and describe the common mental health and wellbeing issues that are experienced by people with dementia.<br><br>5. Understand the importance of memory support methods and approaches for people with dementia. |

## Module four — Meeting the needs of the person with dementia who is distressed

| Content | Learning outcomes |
|---|---|
| What do we mean by stressed and distressed behaviour in a person with dementia? | 1. Understand that when a person is expressing stress and distress they can be communicating unmet needs. |
| What are the common types, causes and triggers for distressed behaviours? | 2. Identify the common types, causes and triggers for distressed behaviour. |
| Approaches to understanding distressed behaviour. | 3. Contribute to recording and understanding distressed behaviours using an antecedent, behaviour and consequences approach. |
| Using person centred approaches to support people with dementia who are communicating. | 4. Describe how to respond when a person with dementia is expressing stress and distress. |
| Pharmacological approaches to distressed behaviour. | 5. Recognise the importance of gaining access to professional support and interventions to alleviate stress and distress. |
| Accessing professional support and interventions to alleviate stress and distress. | |

## Module five — Supporting and protecting people's rights

| Content | Learning outcomes |
|---|---|
| What are rights?<br><br>How the law in Scotland helps to protect people's rights.<br><br>The Human Rights Act 1998.<br><br>Adults with Incapacity Act (Scotland) Act 2000.<br><br>Mental Health (Care and Treatment) (Scotland) Act 2003.<br><br>Adult Support and Protection (Scotland) Act 2007.<br><br>Risk and Risk Enablement.<br><br>The Equality Act 2010. | 1. Understand and apply the Charter of Rights for People with Dementia in Scotland to inform and develop your practice.<br><br>2. Understand the principles and provisions of legislation in place to protect people with dementia, their families and carers', rights and choices and how this should inform your practice.<br><br>3. Understand the principles and provisions of policy and legislation that are in place to provide people with dementia and their families and carers with safeguards and protection, and how this should inform your practice.<br><br>4. Understand the principles of capacity and consent and how this applies to your role to inform and develop your practice.<br><br>5. Contribute to the assessment and support of people with dementia who may be experiencing neglect, harm or abuse.<br><br>6. Examine the concepts of risk and risk enablement in relation to your role in supporting people with dementia. |

[1] http://www.gov.scot/Publications/2011/05/31085332/0

[2] http://www.gov.scot/Publications/2011/05/31085414/0

[3] http://learn.sssc.uk.com/s/dg0

[4] http://www.sssc.uk.com/about-the-sssc/multimedia-library/publications/70-education-and-training/2906-dementia-skilled

[5] http://learn.sssc.uk.com/s/dg2

[6] http://learn.sssc.uk.com/dementiainformed

[7] http://learn.sssc.uk.com/edp

[8] http://learn.sssc.uk.com/s/dg0