

Module one – reflective account

Sheena has just completed module one. She has chosen to complete the reflective account activity to consolidate her learning and help her think about the impact it has had on her practice. She has been asked to identify and describe a situation when she was supporting a person with dementia. The reflective account question suggests that she considers:

- the type of dementia the person was living with
- the changes and difficulties that the person may have been experiencing
- communication issues
- the impact of the physical and social environment.

Read the completed reflective account for module one below, and then explore how this piece of work can help Sheena to progress her practice further.

Reflective account

I had just completed module 1 of the Dementia Skilled - Improving Practice resource when I met B, who was admitted to Greenwood for emergency respite.

B was accompanied by his son, we had little information about B but his notes said he had Alzheimer's disease, but that he was otherwise physically fit. I introduced myself and explained that I was to be B's keyworker during his stay. B's son said he hadn't seen his dad for ages because he lived in the South of England, he said he was shocked to see the deterioration in his dad's condition. He knew he had been diagnosed with Alzheimer's two years ago and B had been active and a regular walker until last year. B's son was unable to give more information about B and had to leave. I tried to get to know B as we unpacked his clothes.

B appeared to have very little verbal communication but did seem to understand and hear me when I said it was tea time, and we walked along to the dining room. B seemed a little distressed during his meal but that seemed natural because of the unfamiliar surroundings.

After tea, B wanted to get out of the dining room. He pushed past other residents who were less fit. I immediately went over as I was concerned for both B and the other residents. I asked him if he wanted to go back to his room, he seemed disorientated but accompanied me. I asked another member of staff to ensure the safety and wellbeing of the other residents.

Over the next few days I realised that B did not seem to enjoy being in a group with others, he preferred one to one. I sat with him in his room and spoke to him when I could, he seemed less distressed when I did this but continued to offer no response. I knew that the environment was important and reasoned that this was perhaps what he was used to doing when at home with his wife.

When I returned from my days off, I noticed that B was more distressed than usual and asked my colleague what was wrong. I was told that B had tried several times to leave the building on his own and had become aggressive both verbally and physically when staff had tried to stop him.

I thought about the little we knew about B and remembered that he liked walking. We were fully staffed and so I asked if I could go a walk with B. We both dressed for the outdoors and we strolled for about 30 minutes. B seemed happy and calm.

While I was on duty, I tried to go for a walk each day with B, I asked a colleague to do the same on my days off. I also sourced a radio for B and he appeared to enjoy the sound, tapping his hands and feet along to the music. With a bit of trial and error I was able to establish his favourite channel.

I thought about my learning from module one. I knew that I was now much more aware of how the environment impacted on a person with dementia's behaviour and what I could do to improve their experience. I thought about B's communication and although he didn't communicate his thoughts and feelings verbally under everyday circumstances, he was able to show both pleasure and displeasure through his behaviour and facial expressions. I wondered if B's Alzheimer's was affecting the Temporal lobe of his brain due his difficulty in everyday speech and a noted short attention span. The only time B ever spoke was when he was angry and then his language was clear but could appear aggressive. These periods lessened as B was able to have his regular walks. Through module one learning, I knew that walking would benefit B's physical health and could also play a part in improving his mood.

I discussed my reflection and learning at my next supervision, I wanted to discuss how I felt my knowledge and practice had improved due to completing the first module in the resource.

How Sheena can use this work towards her SVQ award

As described in the case studies (see [Guidance for assessors and learners¹](#)) Sheena is currently working towards her SVQ in Social Services and Healthcare at SCQF level 7. Set out below are the core and optional units that make up Sheena's award.

Core units

- **SCDHSC0031** Promote effective communication
- **SCDHSC0032** Promote health, safety and security in the work setting
- **SCDHSC0033** Develop your practice through reflection and learning
- **SCDHSC0035** Promote the safeguarding of individuals

Optional units

- **SCDHSC0328** Contribute to the planning process with individuals
- **SCDHSC0331** Support individuals to develop and maintain social networks and relationships
- **SCDHSC0332** Promote individuals' positive self-esteem and sense of identity
- **SFHCHS3** Administer medication to individuals

Sheena's SVQ assessor read Sheena's reflective account that she previously completed for module one of **Dementia Skilled – Improving Practice**. Looking at the reflective account, the assessor was able to pick out the following high level links to four of Sheena's SVQ units:

- **SCDHSC0031** Promote effective communication
- **SCDHSC0033** Develop your practice through reflection and learning
- **SCDHSC0035** Promote the safeguarding of individuals
- **SCDHSC0332** Promote individuals' positive self-esteem and sense of identity

The SVQ assessor asked Sheena to copy this reflective account onto a Scottish Qualifications Authority (SQA) evidence form so that it could be used towards her award.



Remember, this reflective account was not written for an SVQ however it can be used as evidence as long as the work is relevant.

Sheena's SVQ assessor knew that since this reflective account, Sheena had done a lot more work on personal outcomes focussed care planning. Therefore, Sheena and her assessor agreed that a further reflective account focused on this work should be planned which could be used to provide evidence for:

- **SCDHSC0328** Contribute to the planning process with individuals
- **SCDHSC0031** Promote effective communication
- **SCDHSC0035** Promote the safeguarding of individuals

¹ <http://learn.sssc.uk.com/s/dg2>

How Sheena can use this work to demonstrate personal capabilities (See [Guidance about the Continuous Learning Framework and leadership capabilities²](#))

Sheena's manager is exploring how the Continuous Learning Framework (CLF) can be used to enhance supervision at Greenwood care home. Sheena and her manager used the reflective account in a discussion about the personal capabilities.

The manager helped Sheena to realise that she had demonstrated a range of soft skills and behaviours that contributed towards better outcomes for the person she was supporting. This discussion helped Sheena and her manager to develop a reflective dialogue and identify the capabilities Sheena already had, and those she could develop.

Managing relationships

Empathy

Engaged

- I can recognise people's emotions and this helps me to understand their behaviour and change my own behaviour in response.

Established

- I can interpret the emotions of the people I support, including those whose behaviour can be challenging, and use this to anticipate their behaviour and respond appropriately.

Dealing with conflict

Engaged

- I treat others with dignity and respect in dealing with situations where there is conflict.

Established

- I proactively identify potential problems and work with others toward finding and implementing creative solutions.

² <http://learn.sssc.uk.com/s/dg3>

How Sheena can use this work to demonstrate personal capabilities

Managing Self

Professional autonomy

Engaged

- I can use my initiative and act on opportunities to improve outcomes for the people supported by my service and those who care for them.

Lifelong learning

Engaged

- I keep my knowledge, values and skills up to date and reflect on how my learning makes a difference to my practice.

Flexibility

Established

- I can adjust my practice approach depending on the needs of different situations.

Awareness of impact on others

Engaged

- I am aware of how what I do and say and how I behave affects other people.

How Sheena can use this work to demonstrate her leadership capability

(See [Guidance about the Continuous Learning Framework and leadership capabilities³](#))

During supervision, Sheena and her manager also had the opportunity to talk about leadership. Sheena had not thought that she had a leadership role, however reflecting on the support with her manager helped her to realise that leadership was needed at all levels in Greenwood.

Thinking over how she supported B when he first arrived at Greenwood, Sheena and her manager agreed that the following leadership capabilities were emerging in Sheena's practice.

Leadership capabilities

Self-leadership

Sheena had responded to B's emergency admission in a thoughtful and resourceful way. She understood that B's dementia had impacted on his ability to communicate his thoughts and feelings verbally, and looked for other ways to communicate including by observing his reaction to music. Sheena sourced a radio for B which he responded to positively.

Motivating and inspiring

Sheena supported B to participate in a therapeutic and recreational activity. As B's keyworker, Sheena acted as a role model for others who supported B.

Collaboration and influencing

Sheena had limited information about B however focussed on what she had been told, for example his interest in walking. Sheena ensured that her colleagues, where possible, would support B to walk most days. This had a profound and positive effect on his wellbeing.



Sheena can develop her leadership capability by planning a development pathway on the SSSC's Step into Leadership website.

³ <http://learn.sssc.uk.com/s/dg3>