

## Introduction

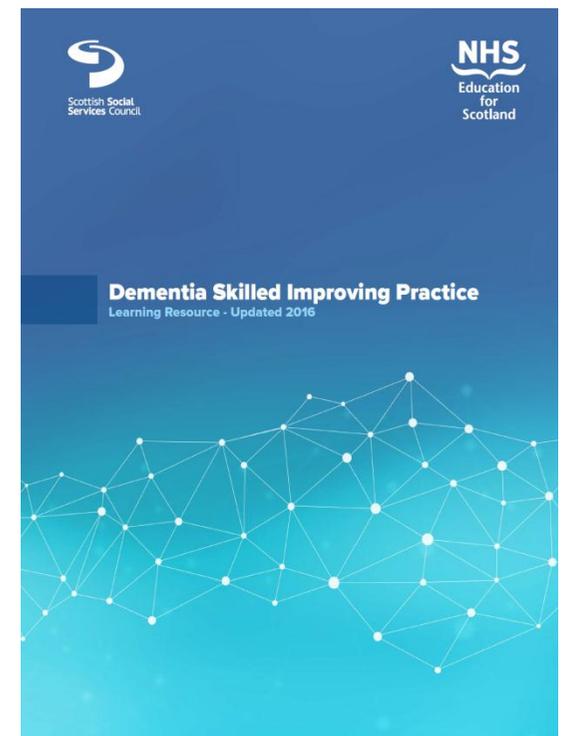
The Scottish Social Services Council (SSSC) and NHS Education for Scotland (NES) developed a learning framework called Promoting Excellence to help the health and social service sectors develop the right knowledge and skills for working with people living with dementia, their families and carers. Further information and access to free learning resources can be found by visiting [www.sssc.uk.com/promotingexcellence](http://www.sssc.uk.com/promotingexcellence).

Promoting Excellence helps you to:

- understand the knowledge and skills expected for different roles
- identify and explore areas of strengths or gaps in learning
- prepare for work based qualifications and registration
- create job descriptions and outlines for workers
- assess and develop the content of learning programmes.

Promoting Excellence defines four levels of knowledge and skills which will help to identify learning needs and plan appropriate learning activities. These are: **informed**, **skilled**, **enhanced** and **expertise** practice level.

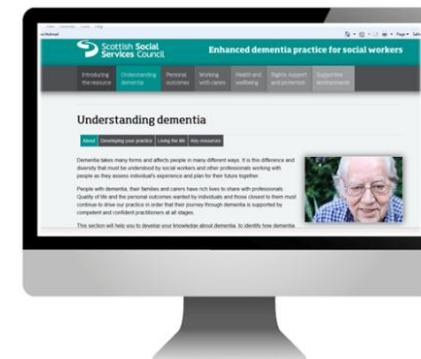
There is an aspiration that newly qualified social workers leave their programmes having developed core dementia knowledge and skills as defined at the **skilled** level. The intention of this document is to support Higher Education Institutions (HEIs) in recognising existing links between the **Standards in Social Work Education** (SiSWE) and the **Dementia Skilled – Improving**



**Practice** learning resource (a core resource produced for the workforce by the SSSC and NES as one method of achieving the **skilled** level).

In-keeping with Promoting Excellence’s aspirations, and the responsibilities they hold in practice, newly qualified social workers should continue their learning to the **enhanced** level. The SSSC has developed a specific online resource (right) to support social workers to achieve this. View the free resource at [learn.sssc.uk.com/edp](https://learn.sssc.uk.com/edp).

It is recognised that HEIs are using a range of methods to support dementia learning within existing programmes. It should be noted however that there are some very obvious links between the SiSWE and the desired **skilled** level. Exploring these links and building upon existing educational content will enable students to demonstrate all learning outcomes at this level.



This mapping resource links the **Dementia Skilled – Improving Practice** learning resource with the SiSWE and highlights **skilled** level learning outcomes which HEIs may already be meeting within their individual programmes. It also highlights three SSSC apps (below) as a complementary source of learning. These provide other opportunities to bridge gaps between the SiSWE and the **skilled** level. They are designed for tablet devices and are available on both Android and Apple iOS platforms. Further information is available at [learn.sssc.uk.com](https://learn.sssc.uk.com).



HEIs may use other methods to meet the **Dementia Skilled – Improving Practice** learning outcomes but we would ask that these are recorded. The outcomes, particularly in module one, are vital to the learner’s basic understanding about dementia. Students will be unable to achieve **skilled** level unless all learning outcomes have been addressed, as these are considered crucial to the contextualisation of learning from social work programmes.

Programme leaders, other university staff and practice educators can use this resource and we would encourage students to use it to increase awareness of their dementia learning. This is good practice and consistent with commitments made in Scotland’s National Dementia Strategies. Further information about the strategies can be found on the Scottish Government’s dementia topic page [www.gov.scot/Topics/Health/Services/Mental-Health/Dementia](http://www.gov.scot/Topics/Health/Services/Mental-Health/Dementia).

The use of the **Dementia Skilled – Improving Practice** learning resource and the three SSSC dementia apps are simple ways for learners to gain the missing knowledge. However, there will be other learning resources that could bridge the identified gaps between the SiSWE and the Promoting Excellence **skilled** level. HEIs may prefer to use these and use more rigorous methods of assessment. This guidance therefore also provides HEIs with an opportunity to record which additional learning resources would be useful for social work students to use to gain the learning outcomes identified.

The mapping described above is illustrated in a table and arranged in four columns:

- Column one: the **Dementia Skilled – Improving Practice** learning outcomes
- Column two: SiSWE where mapped to **Dementia Skilled – Improving Practice** learning outcomes
- Column three: the dementia learning apps which can address the gaps in learning
- Column four: gives the opportunity for programmes to identify their own resources to address gaps.

Learning outcomes	Standards in Social Work Education	Complementary learning	Existing learning
<b>Module one - Understanding dementia</b>			
1. Identify and describe the different causes and types of dementia, and understand the symptoms and difficulties people will experience.		SSSC app: <b>Understanding Dementia</b>	
2. Understand the concept of the dementia journey and its different stages.		SSSC app: <b>Understanding Dementia</b>	
3. Understand the impact of a diagnosis of dementia on the person and their family.	<p><b>1: Prepare for, and work with, individuals, families, carers, groups and communities to assess their needs and circumstances.</b></p> <p><b>Assessing needs and options in order to recommend a course of action.</b></p> <p>The range of need expressed by, and attributed to, people who use services and their carers and the social processes by which such needs become defined and acted upon.</p>	SSSC app: <b>Understanding Dementia</b>	

Learning outcomes	Standards in Social Work Education	Complementary learning	Existing learning
4. Distinguish between dementia, depression and delirium.		SSSC apps: <b>Understanding Dementia</b> , and <b>Understanding Stress and Distress</b>	
5. Explain the risk factors relating to dementia.		SSSC apps: <b>Understanding Dementia</b> , and <b>Personal Outcomes for People Living with Dementia</b>	
6. Reflect on the factors that can influence communication with people who have dementia.	<p><b>2: Plan, carry out, review and evaluate social work practice with individuals, families, carers, groups, communities and other professionals.</b></p> <p><b>Working with individuals, families, carers, groups and communities to achieve change, promote dignity, realise potential and improve life opportunities.</b></p> <p>Psychological and physiological theories of individual and social development, identity and functioning from infancy to old age</p>	SSSC apps: <b>Understanding Dementia</b> , and <b>Understanding Stress and Distress</b>	

Learning outcomes	Standards in Social Work Education	Complementary learning	Existing learning
(cont.)	Communicate effectively across potential barriers resulting from differences, for example in culture, language, ability and age.		
7. Understand the impact of the environment on people with dementia.		SSSC apps: <b>Understanding Dementia</b> , and <b>Understanding Stress and Distress</b>	
8. Recognise the importance of equality, diversity and inclusion when working with people with dementia.	<p><b>1: Prepare for, and work with, individuals, families, carers, groups and communities to assess their needs and circumstances.</b></p> <p><b>Working with individuals, families, carers, groups and communities so they can make informed decisions.</b></p> <p>The nature of social work services in a diverse society (with particular reference to concepts such as social need, informed choice, prejudice, inter-personal, institutional and structural discrimination, empowerment and anti-discriminatory practices).</p>	SSSC app: <b>Understanding Dementia</b>	

Learning outcomes	Standards in Social Work Education	Complementary learning	Existing learning
(cont.)	Different explanations for the characteristics and circumstances of people who use services and the services they need.		
<b>Module two - Promoting person and family centred care and community connections</b>			
1. Describe what is meant by a person centred approach.	<p><b>1: Prepare for, and work with, individuals, families, carers, groups and communities to assess their needs and circumstances.</b></p> <p><b>Working with individuals, families, carers, groups and communities so they can make informed decisions.</b></p> <p>Different explanations for the characteristics and circumstances of people who use services and the services they need.</p> <p>Listen actively to others, respond appropriately to their life experiences and understand accurately their viewpoint.</p>	SSSC app: <b>Understanding Stress and Distress</b>	
2. Identify the role of Life Story Work in supporting the quality of life for people with dementia their families and carers.		SSSC app: <b>Understanding Stress and Distress</b>	

Learning outcomes	Standards in Social Work Education	Complementary learning	Existing learning
<p>3. Identify and explain the relationship between person-centred care and support, personal outcome focussed approaches and personalised services.</p>	<p><b>1: Prepare for, and work with, individuals, families, carers, groups and communities to assess their needs and circumstances.</b></p> <p><b>Assessing needs and options in order to recommend a course of action.</b></p> <p>The range of need expressed by, and attributed to, people who use services and their carers and the social processes by which such needs become defined and acted upon.</p> <p>Models and methods of assessment in different practice contexts.</p> <p>Explanations of the links between processes contributing to social difference (for example, social class, gender, racial and ethnic differences) and the problems of inequality and differential need that people who use services face.</p>	<p>SSSC app: <b>Personal Outcomes for People Living with Dementia</b></p>	

Learning outcomes	Standards in Social Work Education	Complementary learning	Existing learning
(cont.)	<p>Assess human situations, taking account of a number of factors including the views of those involved, theoretical concepts, research evidence, legislation and organisational policies and procedures.</p> <p>Analyse the information they have gathered, weighing competing evidence and changing their viewpoint in light of new information, then relate this information to a particular task, situation or problem.</p>		
4. Describe approaches to supporting people with dementia to maintain their social networks and community connections.	<p><b>2: Plan, carry out, review and evaluate social work practice with individuals, families, carers, groups, communities and other professionals.</b></p> <p><b>Developing networks to meet assessed needs and planned outcomes.</b></p>	SSSC app: <b>Personal Outcomes for People Living with Dementia</b>	

Learning outcomes	Standards in Social Work Education	Complementary learning	Existing learning
(cont.)	<p>The current range and appropriateness of statutory, voluntary and private agencies providing community-based, day care, residential and other services and the organisational systems within these.</p> <p>The significance of interrelationships with other social services, especially education, housing, health, criminal justice, income maintenance and other services provided by partners.</p> <p>Develop effective helping relationships and partnerships with other individuals, groups and organisations that bring about change and achieve planned outcomes.</p> <p>Consult actively with others, including people who use services and their carers, who have relevant experience, information or expertise.</p>	<p>SSSC app: <b>Personal Outcomes for People Living with Dementia</b></p>	

Learning outcomes	Standards in Social Work Education	Complementary learning	Existing learning
(cont.)	<p>Negotiate goals and plans with others, analysing and dealing creatively with human, organisational and structural barriers to change.</p> <p>Challenge others when necessary, in ways that are most likely to produce positive outcomes.</p>		
Module three - Promoting health and wellbeing for people with dementia			
<p>1. Recognise the importance of self-management of health and well-being for people with dementia.</p>	<p><b>2: Plan, carry out, review and evaluate social work practice with individuals, families, carers, groups, communities and other professionals.</b></p> <p><b>Working with groups to promote choice and independent living.</b></p> <p>Involve users of social work services and, where appropriate their carers, in ways that increase their resources, capacity and power to influence factors affecting their lives and promote social inclusion.</p>		

Learning outcomes	Standards in Social Work Education	Complementary learning	Existing learning
(cont.)	<p>Identify and use opportunities for purposeful and supportive communication with people who use services within their everyday living situations.</p> <p><b>6: Support individuals to represent and manage their needs, views and circumstances.</b></p> <p><b>Representing in partnership with, and on behalf of, individuals, families, carers, groups and communities to help them achieve and maintain greater independence.</b></p> <p>Links between processes contributing to social differences (for example, social class, gender and ethnic differences) and the problems of inequality and differential need faced by people who use services.</p> <p>Act effectively with others to promote social justice by identifying and responding to prejudice, institutional discrimination and structural inequality.</p>		

Learning outcomes	Standards in Social Work Education	Complementary learning	Existing learning
	Overcome personal prejudices to respond appropriately to a range of complex personal and interpersonal situations.		
2. Understand the factors that can impact on the health and well-being of people with dementia.		SSSC app: <b>Understanding Stress and Distress</b>	
3. Describe the common physical health and well-being issues that may be experienced by people with dementia.		SSSC app: <b>Understanding Dementia</b>  SSSC app: <b>Understanding Stress and Distress</b>	
3. Describe the common physical health and well-being issues that may be experienced by people with dementia.		SSSC app: <b>Understanding Dementia</b>  SSSC app: <b>Understanding Stress and Distress</b>	

Learning outcomes	Standards in Social Work Education	Complementary learning	Existing learning
4. Describe the common mental health and well-being issues that may be experienced by people with dementia.		SSSC app: <b>Understanding Dementia</b>	
5. Understand the importance of memory support methods and approaches for people with dementia.		SSSC app: <b>Understanding Stress and Distress</b>	
<b>Module four - Meeting the needs of the person with dementia who is distressed</b>			
1. Understand that when a person is expressing stress and distress they can be communicating unmet needs.		SSSC app: <b>Understanding Stress and Distress</b>	
2. Identify the common types, causes and triggers for distressed behaviour.		SSSC app: <b>Understanding Stress and Distress</b>	
3. Contribute to recording and understanding distressed behaviours using an antecedent, behaviour and consequences approach.	<b>5: Manage and be accountable, with supervision and support, for their own social work practice within their organisation.</b>	SSSC app: <b>Understanding Stress and Distress</b>	

Learning outcomes	Standards in Social Work Education	Complementary learning	Existing learning
(cont.)	<p><b>Managing, presenting and sharing records and reports.</b></p> <p>The statutory basis of reports and the requirement to share these with relevant parties.</p> <p>Write accurately and clearly in styles that are adapted to the audience, purpose and context of the communication.</p> <p>Present conclusions verbally and on paper, in a structured form that is appropriate to the audience for which these have been prepared.</p> <p>Synthesise information and lines of enquiry and sustain detailed reasoning at length and over time.</p>		
4. Describe how to respond when a person with dementia is expressing stress and distress.		SSSC app: <b>Understanding Stress and Distress</b>	

Learning outcomes	Standards in Social Work Education	Complementary learning	Existing learning
<p>5. Recognise the importance of gaining access to professional support and interventions to alleviate stress and distress.</p>	<p><b>5: Manage and be accountable, with supervision and support, for their own social work practice within their organisation.</b></p> <p><b>Working effectively with professionals within integrated, multi-disciplinary and other service settings.</b></p> <p>Factors and processes facilitating effective service integration, inter-agency collaboration and partnership.</p> <p>Understand and take account of the views of others who are involved in collaborative work.</p>		
<p>Module five - Supporting and protecting people's rights</p>			
<p>1. Understand and apply the Charter of Rights for People with Dementia in Scotland to inform and develop your practice.</p>	<p><b>1: Prepare for, and work with, individuals, families, carers, groups and communities to assess their needs and circumstances.</b></p> <p><b>Preparing for social work contact and involvement.</b></p>	<p>SSSC app: <b>Personal Outcomes for People Living with Dementia</b></p>	

Learning outcomes	Standards in Social Work Education	Complementary learning	Existing learning
	<p>Social processes such as racism, poverty, unemployment, poor health, disability, lack of education, unemployment, unsuitable housing, victimisation and other sources of disadvantage that are associated with the risks of crime, marginalisation, isolation and exclusion.</p> <p>The effect these processes have on the demand for social work services.</p> <p>Legal bases for intervention and the significance of relationships with statutory social services, especially education, housing, health, criminal justice, income maintenance and with other services provided by partner voluntary organisations and support groups.</p> <p>The importance of inter-personal factors in delivering effective social work services.</p>		

Learning outcomes	Standards in Social Work Education	Complementary learning	Existing learning
<p>2. Understand the principles and provisions of legislation in place to protect people with dementia, and their families/carers rights and choices and how this should inform your practice.</p>	<p><b>1: Prepare for, and work with, individuals, families, carers, groups and communities to assess their needs and circumstances.</b></p> <p><b>Preparing for social work contact and involvement.</b></p> <p>Legal bases for intervention and the significance of relationships with statutory social services, especially education, housing, health, criminal justice, income maintenance and with other services provided by partner voluntary organisations and support groups.</p>		
<p>3. Understand the principles and provisions of policy and legislation that are in place to provide people with dementia and their families/carers with safeguards and protection, and how this should inform your practice.</p>	<p><b>1: Prepare for, and work with, individuals, families, carers, groups and communities to assess their needs and circumstances.</b></p> <p><b>Preparing for social work contact and involvement.</b></p>		

Learning outcomes	Standards in Social Work Education	Complementary learning	Existing learning
(cont.)	<p>Social processes such as racism, poverty, unemployment, poor health, disability, lack of education, unemployment, unsuitable housing, victimisation and other sources of disadvantage that are associated with the risks of crime, marginalisation, isolation and exclusion.</p> <p>The effect these processes have on the demand for social work services.</p> <p>Legal bases for intervention and the significance of relationships with statutory social services, especially education, housing, health, criminal justice, income maintenance and with other services provided by partner voluntary organisations and support groups.</p> <p>The importance of inter-personal factors in delivering effective social work services</p>		

Learning outcomes	Standards in Social Work Education	Complementary learning	Existing learning
<p>4. Understand the principles of capacity and consent and how this applies to your role to inform and develop your practice.</p>	<p><b>5: Manage and be accountable, with supervision and support, for their own social work practice within their organisation.</b></p> <p><b>Preparing for, and taking part in, decision-making forums.</b></p> <p>Factors that inhibit effective participation in decision-making in different settings.</p> <p>Communicate clearly, accurately and precisely (both verbally and in writing) with individuals and groups in a range of formal and informal situations.</p> <p>Make effective preparation for meetings and lead them in a productive way.</p> <p>Follow and develop lines of argument and evaluate the viewpoints of, and evidence presented by, others.</p>	<p>SSSC app: <b>Personal Outcomes for People Living with Dementia</b></p>	

Learning outcomes	Standards in Social Work Education	Complementary learning	Existing learning
<p>5. Contribute to the assessment and support of people with dementia who may be experiencing neglect, harm or abuse.</p>	<p><b>2: Plan, carry out, review and evaluate social work practice with individuals, families, carers, groups, communities and other professionals.</b></p> <p><b>Tackling behaviour which presents a risk to individuals, families, carers, groups, communities and the wider public.</b></p> <p>Social workers' roles as statutory agents with duties and responsibilities to protect the public and uphold the law.</p> <p><b>3: Assess and manage risk to individuals, families, carers, groups, communities, self and colleagues.</b></p> <p><b>Assessing and managing risks to individuals, families, carers, groups and communities.</b></p>	<p>SSSC app: <b>Personal Outcomes for People Living with Dementia</b></p>	

Learning outcomes	Standards in Social Work Education	Complementary learning	Existing learning
(cont.)	<p>The nature of risks and harm associated with intervention in the lives of vulnerable, dangerous or socially excluded individuals and groups.</p> <p>Analyse the nature of risks and potential for harm associated with the circumstances and nature of planned interventions.</p> <p>Undertake practice in a way that tries to protect the safety of everyone involved whilst promoting the well-being of people who use services.</p>		
6. Examine the concepts of risk and risk enablement in relation to your role in supporting people with dementia.	<p><b>2: Plan, carry out, review and evaluate social work practice with individuals, families, carers, groups, communities and other professionals.</b></p> <p><b>Tackling behaviour which presents a risk to individuals, families, carers, groups, communities and the wider public.</b></p>	SSSC app: <b>Personal Outcomes for People Living with Dementia</b>	

Learning outcomes	Standards in Social Work Education	Complementary learning	Existing learning
(cont.)	<p>Social workers' roles as statutory agents with duties and responsibilities to protect the public and uphold the law.</p> <p>Models and methods of assessment, the use of relevant research, selection and testing of relevant information, the nature of professional judgement and the processes of risk assessment and management.</p> <p>Help people to gain, regain or maintain control of their own affairs, insofar as this is compatible with their own or others' safety, well-being and rights.</p> <p>Use both verbal and non-verbal cues to guide interpretation of behaviour and to assess risk.</p> <p>Plan for and manage situations in which there is a significant element of risk.</p>		

Learning outcomes	Standards in Social Work Education	Complementary learning	Existing learning
(cont.)	<p><b>3: Assess and manage risk to individuals, families, carers, groups, communities, self and colleagues.</b></p> <p><b>Assessing and managing risks to individuals, families, carers, groups and communities.</b></p> <p>The concepts of rights, responsibility, freedom, authority and power associated with the practice of social workers as moral and statutory agents.</p> <p>Social workers' roles as statutory agents with duties and responsibilities to protect the public and uphold the law.</p> <p>Up-to-date legislation defining the rights of people, especially measures designed to tackle all forms of discrimination.</p> <p>The nature of risks and harm associated with intervention in the lives of vulnerable, dangerous or socially excluded individuals and groups.</p>		

Learning outcomes	Standards in Social Work Education	Complementary learning	Existing learning
(cont.)	<p>Analyse the nature of risks and potential for harm associated with the circumstances and nature of planned interventions.</p> <p>Undertake practice in a way that tries to protect the safety of everyone involved whilst promoting the well-being of people who use services.</p>		

## References and further reading

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