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| https://www.westsussexcpd.co.uk/_images/14106/Care%20Act/The_Care_Certificate.jpg | ***Learner Resource******Question Workbook*** |
| **Care Certificate Question Workbook – Standard 9** |

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| --- | --- |
| **Name of Care Worker:** |  |
| **Start Date:** |  |
| **Completion Date:** |  |

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# The Care Certificate for Adult Social Care Workers

## Introduction

Welcome to the Care Certificate Question Workbook for Standard 9. This sets out a series of questions that you need to complete to demonstrate that you have the knowledge, skills and behaviours of an effective Care Worker within Adult Social Care.

The details you provide in this Workbook will be used by your Assessor to determine if you meet the requirements set out in the Standard. There may be times that your Assessor will come back to you and ask for some more information or further details to demonstrate your knowledge, skills and behaviours.

## Developing Knowledge, Skills and Behaviours

You may be an experienced Care Worker or new to a care giving role, but it is essential that you develop and keep your knowledge, skills and behaviours up-to-date to ensure we provide quality service user focussed care services.

We have made available a range of learning resources and eLearning to help you develop and aid the completion of the Care Certificate. These can be accessed on the **Induction Hub for new Care Workers** is available on ASC LeadER ([www.ascleader.co.uk](http://www.ascleader.co.uk)).

Although the majority of learning resources and eLearning are available for those without an ASC LeadER Account, it is recommended that Care Workers create an account. This provides a broader range of services and learning resources.

Care Workers can request an ASC LeadER account on the following link - [https://www.ascleader.co.uk/login/signup.php?](https://www.ascleader.co.uk/login/signup.php), or by clicking the *Login* button at the top of the screen and then clicking the *Create new account* button. Account requests are validated by the Social Care Academy and approval is normally given within 24 hours.

## Assessment

This Workbook will be assessed by a nominated person that has experience and competence of working in the Adult Social Care Sector.

* Within the East Riding of Yorkshire Council, this will be carried out by an Assessor from the Social Care Academy.
* In the Independent Care Sector this may be a Trainer, Champion or Manager appointed by the provider. You need to discuss this with your Senior or Manager and they will advise who will support you.

# Key Terminology

The following key terms are used throughout the Care Certificate Assessment.

|  |  |
| --- | --- |
| **Term** | **Details** |
| Demonstrate | This means to show how a task is completed in the course of real work or a simulated activity |
| Describe | This means to create a picture with words but not simply writing a list of bullet points |
| List | This means to identify the main points which can be written as bullet points |
| Explain | This means you will need to provide a clear account of your understanding, including details like why and how. |
| Define | This means to provide a definition, **in your own words**, to demonstrate your understanding. |
| Identify | This means to point out, highlight or note down the main answers or examples that relate to the subject. |
| Summarise | This means to think about the main points and simplify or shorten these points to provide a basic outline. |

**Note:** Please ensure you refer to and follow the above terminology guidelines when completing your answers to the activity questions.

# Standard 9 - Mental Health, Dementia and Learning Disabilities

**Activity 9.1a, b & c Part i):** The issues that someone may experience if they have mental health needs, dementia or learning disabilities could be physical, social or psychological and will affect the individual in different ways.

**List how someone may feel if they have each of the following conditions (this can include physical, social or psychological issues).**

|  |
| --- |
| **Anxiety** |
|  |
| **Depression** |
|  |
| **Psychosis** |
|  |
| **Dementia** |
|  |
| **Learning Disabilities** |
|  |

**Explain how each condition may influence a person’s individual care needs:**

|  |
| --- |
| **Anxiety** |
|  |
| **Depression** |
|  |
| **Psychosis** |
|  |
| **Dementia** |
|  |
| **Learning Disabilities** |
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**Activity 9.1a, b & c Part ii):** Why is it important to understand that the causes and support needs are different for people with mental health conditions, dementia and learning disabilities?

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**Activity 9.2a:** When working with individuals with mental health conditions, dementia and / or learning disabilities, your attitude can have both positive and negative impacts. In the boxes below **identify** one example of a negative attitude and the impacts it may have. Then give an example of how to positively change and the impacts it could have on the individual.

|  |
| --- |
| **Negative attitude** |
|  |
| **Impacts** |
|  |

|  |
| --- |
| **Positive change** |
|  |
| **Impacts** |
|  |

**Activity 9.2b:** Fill in the boxes below to **describe** what is meant by the social model of disability and how it supports positive attitudes of workers and person centred practice.

|  |
| --- |
| **The social model of disability suggests that…** |
|  |

|  |
| --- |
| **It supports positive attitudes of workers because…** |
|  |

|  |
| --- |
| **It supports person-centred practice because…** |
|  |

**Activity 9.3a:** When supporting an individual with mental health conditions, dementia or learning disabilities, changes or adjustments might need to be made to a service in order to provide the best quality of care.

In the table below, a suggested adaptation has been included for each condition. **Describe** what actions should be taken and why it would be useful for the condition:

|  |  |  |
| --- | --- | --- |
| **Condition** | **Actions to be taken** | **What it is and why it would be useful** |
| **Psychosis** | **Additional training for workers** |  |
| **Depression / Mood Disorder** | **Access to information, such as helplines** |  |
| **Anxiety** | **Emotional support provided by workers** |  |
| **Dementia** | **Access to support groups** |  |
| **Learning Disability** | **An occupational therapy assessment** |  |

**Activity 9.3b.** Reporting: Using your own organisation’s agreed procedure (where possible) **describe** how to report concerns associated with any unmet needs which may arise from mental health conditions, dementia or learning disability through agreed ways of working.

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**Activity 9.4a:** An early detection of mental health conditions, dementia or learning disabilities can support an individual to maximise their quality of life. Complete the boxes below to **list** and **explain** the benefits of early detection.

|  |
| --- |
| **1** |
|  |

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| --- |
| **2** |
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|  |
| --- |
| **3** |
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| **4** |
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**Activity 9.4b:** Care and support might need to be adjusted when mental health conditions, dementia or learning disabilities are identified. For each of the examples below, state how and why care and support might need to be adjusted:

|  |  |  |
| --- | --- | --- |
| **Condition** | **Adjustment – how?** | **Adjustment – Why?** |
| **Mental health - anxiety** Rashid suffers from an anxiety disorder called claustrophobia. He is afraid of small spaces, which makes it impossible for him to go in a car or a bus or use a lift. Even using the bathroom Rashid even finds using the bathroom challenging at times. Next week he has an appointment he needs to go to. |  |  |
| **Dementia** Paul has difficulties with activities such as preparing meals and eating regularly. This is because he loses track of time and forgets what time he needs to eat. |  |  |

|  |  |  |
| --- | --- | --- |
| **Condition** | **Adjustment – how?** | **Adjustment – Why?** |
| **Learning disability**Eliza is living with Down’s syndrome and is finding it difficult to communicate verbally with others around her. |  |  |

**Activity 9.5a & b:** There are a number of pieces of legislation and polices that have been developed to promote the human rights, inclusion, equal life chances and citizenship of individuals with mental health conditions, dementia or learning disabilities. Complete the table below that identifies four examples of legislation and policies, along with their main requirements and how these can influence the day-to-day experiences of individuals with mental health conditions, dementia or learning disabilities and their families. Examples have been started for you to complete.

| **Condition** | **Adjustment – how?** | **Adjustment – Why?** |
| --- | --- | --- |
| The Human Rights Act 1988 | This act sets a number of basic human rights that all people should have, including the right to life, the right to freedom from torture and degrading treatment, and the right to respect for private and family life. |  |
| Mental Capacity Act 2005 | This act… |  |
|  | This act ensures that those who hold personal information such as organisation’s and public bodies keep it confidential, accurate and only as long as necessary. |  |
|  |  | This act helps to improve individuals’ independence and wellbeing, allowing them access to the care they need before they develop into more serious needs & access to information to make informed decisions. |

**Activity 9.6a:** In your own words **explain** what is meant by the term capacity.

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**Activity 9.6b** At times you might be working with individuals where you are unsure whether they fully understand the choices they have or what type of support and care they need. It is important to assume that someone has capacity to make decisions unless there is evidence that they do not. **Explain** why this is so important?

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**Activity 9.6c:** You will come across the term **consent** and **informed** **consent** on a daily basis when working in health and social care. Answer the questions below to show your understanding of consent.

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| **1a. What is meant by the term ‘consent’?** |
|  |

|  |
| --- |
| **1b. What is meant by the term ‘informed consent’?** |
|  |

**2. Write TWO examples to show how consent may change depending upon the decision that is being made.**

|  |
| --- |
| **1** |
|  |

|  |
| --- |
| **2** |
|  |

**Activity 9.6d:** Complete the boxes below to **describe** where an assessment of capacity might need to be carried out and **describe** the meaning and significance of ‘advance statements’ regarding future care:

|  |
| --- |
| **An assessment of capacity might need to be carried out where…** |
|  |

|  |
| --- |
| **Advance statements are very important and significant for future care because…** |
|  |