

National Unit Specification: general information

UNIT Recognising and Reporting Abuse and Challenging Behaviour In A Home Care Setting (Intermediate 1)

NUMBER D3H4 10

COURSE

SUMMARY

This unit is designed to develop an understanding of challenging behaviour and how to respond to it appropriately in a home care setting. It also raises awareness of the forms of abuse that can be experienced by clients and how to deal with suspected abuse in the home care setting.

This unit may provide candidates with underpinning knowledge for SVQ unit Z1 (Protection from Abuse).

OUTCOMES

- 1 Recognise and respond appropriately to abuse experienced by clients in a home care setting.
- 2 Describe appropriate ways of dealing with challenging behaviour in a home care setting.

RECOMMENDED ENTRY

Candidates must satisfy course entry requirements. This unit has been designed to be a component of a professional development award for Home Carers. Candidates should be employed in a home care setting or have significant relevant care experience.

CREDIT VALUE

0.5 Credit at Intermediate 1.

CORE SKILLS

Administrative Information

Superclass: PN

Publication date: August 2000

Source: Scottish Qualifications Authority 2000

Version: 01

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Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

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National Unit Specification: statement of standards

UNIT Recognising and Reporting Abuse and Challenging Behaviour In A Home Care Setting (Intermediate 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Recognise and respond appropriately to abuse experienced by clients in a home care setting

Performance criteria

- a) Identify forms of abuse.
- b) Identify signs and symptoms which might be an indication of abuse.
- c) Identify the possible effects of abuse.
- d) Discuss the role and responsibilities of a home carer in responding to suspected abuse ensuring that it is in line with current agency policies.

Evidence requirements

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

OUTCOME 2

Describe appropriate ways of dealing with challenging behaviour in a home care setting

Performance criteria

- a) Identify the behaviours which may be perceived as challenging.
- b) Identify and describe factors which may give rise to challenging behaviour.
- c) Describe appropriate responses to challenging behaviour in line with current agency policies.
- d) Discuss the role and responsibilities of a home carer in reporting incidents of challenging behaviour ensuring that it is in line with current organisational policies and procedures.

Evidence requirements

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

EVIDENCE REQUIREMENTS FOR THE UNIT

Outcome 1

Written and/or oral evidence to show the candidate has met all the performance criteria.

Outcome 2

Written and/or oral evidence to show the candidate has met all the performance criteria.

National Unit Specification: support notes

UNIT Recognising and Reporting Abuse and Challenging Behaviour In A Home Care Setting (Intermediate 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 20 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

It is expected that candidates undertaking this unit are employed as, or seeking work as home care workers. Therefore the content should reflect the circumstances which would be realistically encountered within their work role and their organisations policies and procedures.

The focus should be on raising awareness of the potential risks of abuse occurring and the candidate's role as a carer in recognising and disclosing appropriately according to their organisation's policies and procedures. The candidates should also be encouraged to reflect on and develop the appropriate skills for identifying and de-escalating potentially challenging behaviour with clients and/or significant others.

Outcome 1

The home carer should be encouraged to consider their "duty to care" as a starting point for their role and responsibility to disclose suspected abuse. This should be linked to confidentiality and social care values. The social care values as a basis of good practice to enable protection from abuse should be emphasised throughout the learning for this outcome. The organisation's policy and procedure on disclosure should be used as the basis for understanding the home carer's role in disclosure of abuse. This includes written referral/reporting of the situation in a factual and confidential manner.

The forms of abuse that should be covered for all client groups are physical, sexual, emotional, neglect, non organic failure to thrive, financial and racial. The interrelated nature of some of the forms of abuse should be highlighted.

Physical

Patterned bruising, cuts, burns with no obvious explanation i.e. non accidental injury, also failure to ensure the client's safety.

Neglect

Deprivation of basic physiological needs. This will result in ill health and failure or delay in development.

Emotional

More difficult to detect. It includes intimidation, humiliation, threats, deliberate isolation. It can also be seen as a result of other forms of abuse.

Sexual

Where there is any form of sexual activity or exploitation where the individual is either unable or has not given consent.

National Unit Specification: support notes (cont)

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Non organic failure to thrive

Usually applies to children and young people. This is where they are not reaching their development milestones for their age range and there is no organic (medical/physical) reasons for this.

It should be highlighted that all forms of abuse are a denial of the clients basic rights as identified in the European Convention of Human Rights. This has been incorporated into the Scottish legal system. From this starting point the signs and symptoms of each form should be identified and the fact that the signs and symptoms should not be taken in isolation emphasised.

There are some common effects that can be observed across client groups these may include:

Behavioural changes – eg: unexplained fear of carers, hostility, aggression, over friendly or overly sexual behaviour, immature behaviour for age, self neglect, self mutilation, withdrawn, frightened, passive.

Psychological effects – eg: loss/reduced sense of self esteem and self worth, reduced expectations of self.

Outcome 2

It should be highlighted that challenging behaviour may result from the individual's emotional state due to a perceived threat. As a result of this an individual may speak forcibly to the point of making verbal threats, using threatening body language particularly hand movements. On occasions, due to lack of control of emotional state, the individual may resort to physical violence.

Some of the perceived threats are – invasion on personal space, feelings of disempowerment, ridicule, being ignored, "losing face", cultural differences, exclusion and feelings of loss of control over the situation.

Factors that may give rise to challenging behaviour can be discussed under the following headings.

Physical – eg: Parkinson's disease, Alzheimer's and other forms of Dementia, confusion, brain injury, the use of certain drugs (ie. alcohol can have a disinhibiting effect on an individual's behaviour).

Environmental – eg: group settings, lack of physical space, lack of privacy/personal space, noise levels.

Psychological and Emotional – eg: feelings of grief and loss, anxiety, fear, changes in circumstances, reaction to stressful situations.

National Unit Specification: support notes (cont)

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Abuse of Power – eg. Restricting choice or making choices for the client.

Age – eg. An older person being treated like a child.

The carer's response to challenging behaviour should be in line with their organisation's policy and procedures. At no time should a carer compromise their own safety. In some situations the most appropriate response is to withdraw from the situation and seek assistance.

Carers should be aware that their own responses and reactions may trigger incidents of challenging behaviour.

Calming measures aimed at de-escalating the situation include;

Verbal communication skills

Calm tone of voice and verbal responses that clearly indicate that the carer is actively listening and is willing to discuss the situation.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Staff/Trainers should ensure that this emotive subject is discussed in a sensitive manner.

Outcome 1

Brainstorming of the home carer's role and responsibilities in protecting the individual from abuse could be the starting point with an emphasis on social care values and anti discriminatory practice. Case studies for group discussion/analysis to aid identifying forms, signs, symptoms and effects of abuse. Organisation's guidelines on disclosure should be utilised for comparison and understanding of the home carer's role. A guest speaker involved in client protection from abuse may be beneficial.

Outcome 2

A range of learning techniques could be used to establish an understanding of challenging behaviour. These could include discussion groups, video analysis, individual reflection on work experiences. Practical role play scenarios could be beneficial in enabling candidates to develop the skills required to intervene effectively in a potentially challenging situation.

Calm tone of voice and verbal responses that clearly indicate that the carer is actively listening and willing to discuss the situation.

Body posture open, relaxed posture, usually face on with calm, unhurried body movement.

Hand position should be low with palms open. Clenched fists can be perceived as an aggressive signal.

Eye contact should be established and non threatening i.e. not staring. Where bystanders are present eye contact should be established with them also.

National Unit Specification: support notes (cont)

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Personal Space - our personal space ratio doubles when we are angry and carers should ensure they respect this by keeping an appropriate distance.

Carer's should familiarise themselves with their organisations policy and procedures for reporting and recording challenging situations. The Health and Safety at Work Reg. 1992 and R.I.D.D.O.R. 1995 should be highlighted as the legal framework for risk assessment and reporting of incidents.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcome 1

Candidates could be presented with a case study to analyse and answer questions covering the performance criteria.

Outcome 2

Observation checklist and candidate's written reflective account of role play scenarios dealing with a potentially challenging situation.

or

Candidate's reflective account of dealing with a challenging situation in the work environment that is verified by their supervisor/line manager.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).