

# *CERTIFICATE IN THE PRINCIPLES OF DEMENTIA CARE*

## Module C assessment

**After completing your assessment please return it to your tutor/assessor**

### **ADVICE TO ALL CANDIDATES**

- Please complete your personal details and candidate statement below.
- Complete all questions in this assessment.
- Write your answers in the spaces provided. Add any additional work for any of the questions on plain paper and attach to this assessment.
- You do not need to return your completed activities for the units – just this assessment.
- If you require any assistance or guidance please contact your tutor/assessor.

### **PERSONAL DETAILS**

Name \_\_\_\_\_

Contact Address \_\_\_\_\_  
\_\_\_\_\_

Postcode \_\_\_\_\_

Telephone no. (evening) \_\_\_\_\_ (day) \_\_\_\_\_

Email (home) \_\_\_\_\_ (work) \_\_\_\_\_

### **CANDIDATE STATEMENT**

I Certify that I began the learning materials for Module C on \_\_\_\_\_ \* and have completed all sections in this assessment. I confirm that this is my own work.

Signature \_\_\_\_\_ Date \_\_\_\_\_

\*Please insert the date you started working through the course materials for the module.

**Understand the administration of medication to individuals with dementia using a person-centred approach** **Unit 5**

**Assessment 5.1: Understand the common medications available to, and appropriate for, individuals with dementia**

(The reference in brackets at the end of each question refers to the learning outcome within the syllabus of this qualification and is for your assessor's use.)

**1. a) Outline the most common medications used to treat the cognitive symptoms of dementia. (1.1)**

**b) Outline the most common medications used to treat the behavioural and psychological symptoms of dementia. (1.1)**

**2. Identify the two types of anti-dementia drugs and describe how both these types of drugs work and their possible side effects. (1.2)**

a)

b)

**3. Describe how drugs used to treat depression work and their possible side effects. (1.2)**

**4. Describe how drugs used to treat anxiety work and their possible side effects. (1.2)**

**5. Describe how drugs used to treat sleep disturbance work and their possible side effects. (1.2)**

**6. Describe how antipsychotic medication works. (1.2)**

**7. Explain the risks and benefits of antipsychotic medication for individuals with dementia. (1.2 and 1.3)**

**8. Explain why it is important to record and report the side effects/adverse reactions to medication. (1.4)**

**9. Describe how 'as required' (PRN) medication can be used to support individuals with dementia who may be in pain. (1.5)**

**Assessment 5.2: Providing person-centred care to individuals with dementia through the appropriate and effective use of medication**

**1. Describe four methods that help to support the person-centred approach to the administration of medicines. (2.1)**

a)

b)

c)

d)

**2. Explain why it is important to advocate for an individual with dementia who may be prescribed medication. (2.2)**



**Assessment 6.1: Seeing behaviour as a means of communication**

(The reference in brackets at the end of each question refers to the learning outcome within the syllabus of this qualification and is for your assessor's use.)

**1. Why is it important to look for the meaning behind the behaviour of people with dementia? (1.2)**

**2. Explain why it is important to look behind the meaning of the words used by people with dementia. (1.2)**

**3. Identify some of the external factors that can influence and shape a person's behaviour. (1.1)**

**4. A) What is meant by the term 'insight impairment'? (1.3)**

**b) Describe how insight impairment can affect a person's behaviour. (1.4)**

## **Assessment 6.2: Responding to behaviours associated with dementia**

**1. Describe two ways in which you could support a person who is looking for the home in which they once lived. (2.5)**

a)

b)

**2. Describe two ways in which you could support a person who tells you or displays emotions that convey the message that they feel 'trapped'. (2.5)**

a)

b)

**3. Suggest three ways in which you could support a person with dementia who has difficulties or disturbances to their sleep. (2.3)**

a)

b)

c)

**4. Explain two ways that you could respond to a person who is searching for or asking for a long-dead relative. (2.5)**

a)

b)

**5. Case study:**

Mrs McDaid seems to have taken a shine to you. However, she has started to become upset whenever you are not around. She has taken to following you around the home and often starts to cry when you leave the room she is in.

**a) What needs or emotions might explain Mrs McDaid's behaviour?**

**b) Outline three ways in which you could respond to Mrs McDaid in order to support her. (2.5)**

i)

ii)

iii)

**6. Imagine that you have insulted by a person with dementia. Outline how you should and should not respond to situations like this. (2.5)**

**7. A person with dementia may ask you the same question over and over again despite the fact you have repeatedly given them an answer. What factors might explain why an individual persistently asks you for things, such as the time of day or when a relative is due to arrive? (2.4)**

**8. Some individuals with dementia may repeat the same action over and over again. Explain why some people appear to get 'stuck' in a certain mode. (2.4)**

**9. What is the meaning of the term 'apraxia'? (2.1)**

**10. What is the meaning of the term 'visual agnosia'? (2.1)**

**11. Describe how you would respond to a situation where a person with dementia was engaging in a sexual activity in a communal area. (2.6)**

**12. Provide a definition for each of the following terms. (2.2)**

a) Delusion:

b) Hallucination:

## **Assessment 6.3: Understand why people with dementia may need additional emotional support**

**1. Think about the effects depression can have upon the symptoms of dementia. Why is it important to treat depression and to tackle its causes? (3.2)**

**2. Identify six reasons why a person with dementia may become depressed. (3.1)**

a)

b)

c)

d)

e)

f)



**3. Describe three ways in which you could respond to and support a person with depression. (3.3)**

a)

c)

d)

**4. Explain how you should and should not respond to a person with dementia who becomes angry or aggressive with you. (3.5)**

**5. Describe five possible 'triggers' for aggressive behaviour. (3.4)**

a)

b)

c)

d)

e)



**3. Describe the relationship between a positive experience of an activity and a person's physical and mental well-being. (1.3)**

**4. a) Describe the range of potential physical benefits of activities. (1.3)**

**b) Describe the range of potential mental benefits from activities. (1.3)**

**5. From your own experience, give an example of a person having a bad experience of an activity. Explain why the activity failed to meet the person's needs and the ways in which the experience was negative for the individual concerned. (1.4)**

**6. Describe the potentially damaging effects of a negative experience of an activity on a person's physical and mental well-being. (1.5)**

## Assessment 7.2: The Social benefits of activities

1. Describe the social benefits of engaging in person-to person activity. (2.1)

2. Describe four ways in which engaging in group activity can benefit the people concerned. (2.2)

a)

b)

c)

d)

3. Outline three approaches to activities that focus on social interaction. (2.3)

a)

b)

c)

4. Explain various ways in which activity provision can be used to encourage social interaction.  
(2.4)

## **Assessment 7.3: Understand how activity can be the basis for a model of care and support**

**1. Describe four ways in which health and social care staff can embed activity provision into their existing role. (3.1)**

a)

b)

c)

d)



**2. Explain how activity providers can contribute to an activity-based model of care. (3.2)**

**3. Explain how information carers can be supported to take part in an activity-based model of care. (3.3)**

**4. Outline three ways in which activities can be used to develop a team culture in a care setting. (3.4)**

a)

b)

c)

Well Done!

You have now completed the assessment questions for Module C. Please make sure the header sheet is attached to you answer sheets before submitting them to you tutor/assessor for their assessment decision and feedback. If you require any guidance please contact your tutor/assessor.