



SEVERN
BUSINESS
COLLEGE

Qualifi Level 3 Diploma in Health and
Social Care

Course Handbook

Qualification

Qualifi Level 3 Diploma in Health and Social Care

Ofqual Number

603/0819/9

Level

3

Total Qualification Time

600

Credit Value

60

Aim of the Course

The programmes offered provide the opportunity for individuals to forge a career in health and social care by seeking a greater knowledge and understanding industry, and to support the individual's development into senior positions.

Assessment

Assessment is through practical assignments, with no exams - to more accurately reflect the real working environment.

Course Structure

Qualifi Level 3 Diploma in Health and Social Care			
Unit number	Units	Unit level	Unit credit
HSC 301	An Introduction to Health and Social Care	3	10
HSC 302	Communication for Health and Social Care	3	10
HSC 303	Promoting Health in the Population	3	10
HSC 304	Person-Centred Care	3	10
HSC 305	Understanding Diabetes Care (optional unit any 2 from 3)	3	10
HSC 306	Understanding Stroke Care (optional unit any 2 from 3)	3	10
HSC 307	Understanding Dementia Care (optional unit any 2 from 3)	3	10

Assessment Grades

Grade	Marking Criteria
Pass	All learning outcomes are achieved. All assessment criteria are met.
Fail	All learning outcomes are not achieved. All assessment criteria are not met.
No Marks	Plagiarism

UNIT SPECIFICATIONS

Unit Title

An Introduction to Health and Social Care

Level

3

Learning Time Hours

100

Credit Value

10

Unit aim

Learners will come to understand what it is like to work in Health and Social Care, the responsibilities in line with maintaining the health and safety and safeguarding rights of individuals in their care. Always being aware of issues around data protection, confidentiality and possibilities for discriminatory practice. Learners will come to understand the role of regulatory bodies and their impact upon their working lives as well as the monitoring processes in place to ensure the delivery of high quality care. Learners will begin to examine the many different professionals who may be involved in the delivery of care to an individual, what their roles are and how and where these services are delivered. Potential barriers to inter-professional working and the

sharing of information will be covered and the effect this can have on the individual receiving care. The assessment will be by a written assignment using case studies to give real life scenarios that you may come across in Health and Social care. Each Learning outcome will have a separate case study to allow you to display an in-depth knowledge of each outcome.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Show understanding of the main roles and responsibilities of Health and Social care workers when delivering care	1.1 Explain how health and social care professionals protect individuals in their care 1.2 Discuss the mechanisms for reporting poor practice in Health and Social care
2. Show understanding of the importance of regulatory bodies in delivery of high quality care	2.1 Discuss the roles of regulatory bodies that inspect Health and Social care provision. 2.2 Identify the professional bodies that regulate the professions within health and social care
3. Evaluate the role of the interprofessional team in delivering Health and Social care	3.1 Explain the roles and responsibilities of the inter-professional team in meeting care needs in the case study 3.2 Discuss the difference between multidisciplinary and inter-professional team working 3.3 Discuss the potential barriers to team working and how they could be overcome.

Indicative Content

- Understand the multiple responsibilities of Health and Social care workers:
 - What are their organisations policies and procedures?
 - Importance of providing dignified personal care
 - How to assess needs of individuals and joint care planning with individual and family
 - How to Encouraging Independence
 - Promoting anti-discriminatory practices
 - Empowering Individuals
 - How do we ensure safety for both clients and staff?
 - Ensuring confidentiality and data protection, codes of practice and legislation.
- Understand the ways that Health and social care providers are regulated and inspected:
 - Care Quality Commission (CQC), National Institute for Health and Care Excellence (NICE) and what they do.
 - Professional body regulation e.g. NMC, HCPC etc. and how they work.
 - The Organisations role in helping their employees meet standards, implementing codes of practice, CPD etc.
- Evaluate the role of inter-professional teams:
 - What is the difference between inter-professional and multi-disciplinary teams?
 - Why do we need inter-professional working and what are the benefits for individuals receiving care?
 - Barriers to inter-professional working and how can they be overcome.
 - Involving everyone in care decisions, the holistic approach to care delivery.
 - Learners must be exposed to the relevant legislations/ resources covering these topic areas

Supplementary Text and Reading

- Cribb, A. and Gerwitz, S. (2015) Professionalism- Key themes in Health and Social care, Polity Press
- Glasby, J. and Dickinson, H. (2008) Partnership Working in Health and Social Care. Polity Press

Suggested Resources

- www.communitycare.co.uk
- www.england.nhs.uk
- www.nice.org.uk
- www.cqc.org.uk

UNIT SPECIFICATIONS

Unit Title

Communication for Health and Social Care

Level

3

Learning Time Hours

Credit Value

10

Unit aim

Being able to communicate effectively is a pre-requisite in any positive interaction, be this with a service user, carer, colleague or external agency. We take communication for granted but in Health and Social care there are many methods of communication which we need to be proficient in.

During this unit learners will look at the variety of methods of communication used within Health and Social care practice. Be able to outline principles of effective communication and how to identify and overcome common barriers to high quality communication.

Learners will also become familiar with the different methods of oral and written communication used, be that in handing over information to colleagues face to face, or by telephone and the benefits and potential weaknesses of each. They will also learn how to produce and present orally via a presentation, this skill is very useful within the Health and Social Care arena. How to present written information in a formal way via care plans, reports etc. will also be covered.

Finally, learners will look at the range of IT innovations within the Health and Social care sector by which service user information can be communicated within the team and to external partners in care. Issues around data protection and confidentiality will be discussed.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Understand the role of communication in effective Health and Social care practice.	1.1. Describe the methods used to communicate in Health and Social care. 1.2. Discuss the strengths and weaknesses of both formal and informal communication methods. 1.3. Outline the principles of effective communication. 1.4. Explain potential barriers and how they can be overcome.
2. Be able to communicate information in a variety of formats.	2.1. Discuss the different methods of oral and written communication found commonly in Health and Social care. 2.2. Produce an oral presentation and deliver to an audience at appropriate level. 2.3. Produce a written communication that is appropriate for your organisational role.
3. Understand the importance of ICT in communication in Health and Social care.	3.1. Discuss the benefits and potential hazards of using technology in communications for organisations. 3.2. Discuss the benefits and potential hazards of using technology in communications for service users. 3.3. Explain the issues around Data protection and how it is implemented in Health and Social care.

Indicative Content:**1: Understand the Role of Effective communication in Health and Social Care Practice**

- Methods of communication and an understanding of basic models of communication used in Health and Social care.
- Non-verbal, verbal, visual, face to face, formal and informal, vertical and horizontal, internal and external.
- When to choose different communication methods
- Differences between communication channels in large and small organisations
- The strengths and weaknesses of different communication methods
- Principles of effective communication, clarity of message, and language, choice of channel, listening to response

2: Be able to communicate information in a variety of formats

- Styles and methods of oral communication, conversation, formal presentation, discussion groups, case discussions, interviews, formal and informal, adapting communication methods for the audience, the use of non-verbal cues to strengthen the message.
- Producing and delivering a presentation, using appropriate software, producing handouts and answering questions. Show subject knowledge, adapting answers to audience.
- Looking at written styles in Health and Social care, note writing following care intervention, care plans, report writing for case discussions. Letters and e-mails. Formal and informal written communication. Integrating images, tables and graphs into reports.

3: Understand the importance of ICT in communication in Health and Social care

- Use of technology in Health and Social care
- Use of communication technology for benefits of carers and organisations, social media, e-mail, web –sites, presentation software.

- Use of Communication technology for service users with communication needs, communication aids available for various disabilities to promote communication.
- The use of Tele-medicine
- Issues of data protection and confidentiality.

Supplementary Text and Reading:

- McCorry, L.K and Mason, J. (2011) Communication skills for Healthcare Professionals
- Moss, B. (2015) Communication Skills for Health and Social Care. Sage Publications
- Taylor, J. (2003) Study Skills in Healthcare. Nelson Thornes

Suggested Resources

- www.RNIB.org.uk

UNIT SPECIFICATIONS

Unit Title

Promoting Health in the Population

Level

3

Learning Time Hours

100

Credit Value

10

Unit aim

Promoting Health is the responsibility of everyone who works in Health and Social care. It is also an important government agenda. So how do we as individuals promote the health of our service users and the government promote health within the wider population?

Within this unit we will look at how the government through organisations such as Public Health England try to improve the health of the population, we will look at policies and activities they undertake to improve the health of the nation. We will also look at their role in monitoring the populations health. What factors can affect health and the government's role in trying to reduce these will be discussed.

From an individual's view, we will look at the role of health promotion and some common approaches and models used by practitioners to promote and protect the health of the communities they serve. We will look at how to run a small health campaign and how to overcome barriers to participation.

It may seem strange to look at this area if you currently care for service users with long term conditions but we must as professional always be looking at ways to support our service users to maintain as healthy a lifestyle as possible to minimise development of future health conditions.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Examine how public health policy is developed to improve the health of the population.	1.1. Discuss the process for developing a public health policy. 1.2. Identify the potential groups who can influence public health policy. 1.3. Explain how the government monitors the health of the nation.
2. Examine factors that can affect health in the population.	2.1. Discuss the factors affecting health across the nation. 2.2. Discuss the potential benefits of improving health across the nation.
3. Discuss how Health promotion can influence individuals to adopt healthy lifestyles.	3.1. Evaluate two models commonly used in health promotion. 3.2. Discuss approaches commonly used to increase public awareness.
4. Develop a health promotion event and analyse its effectiveness	4.1 Produce health promotion material for a target audience. 4.2 Deliver a small health promotion campaign. 4.3 Analyse any effects of the campaign.

Indicative Content:

1: Examine how public Health policy is developed to improve the health of the population

- Identifying and monitoring the health needs of the population
- Identifying and protecting individuals from communicable diseases and environmental issues which could lead to health consequences
- How do we find out the health needs of the population?
- Local and national provision of public health priorities
- Groups who influence policy, government agencies (DoH) Charities and Pressure groups, British Heart foundation (BHF) Diabetes UK, Cancer Research UK etc. The role of World Health Organisation.
- How do we monitor the health of the nation?
- Important reports such as the Black report (1980) and Acheson report (1998) and their continuing impact on public Health policy

2: Examine the factors that can affect health in the population

- Looking at Socio-economic factors, environmental, lifestyle choices
- Links between the above and prevalence of health and ill health in populations
- The positive impact of improved health in populations.
- Looking at case studies of outcomes of improved public health on the nation and individuals
- Quality of life measures and life expectancy

3: Discuss how health promotion can influence individuals to adopt healthy lifestyles

- Models of health promotion: Health belief model, theory of reasoned action, stages of change model
- Approaches to deliver the health promotion messages: Health education, mass media, community involvement, empowerment, role of individuals, national campaigns.

4: Develop a Health promotion event and analyse its effectiveness

- Health promotion material- looking at different types
- Understanding your audience and how to reach them
- Planning a campaign, resources/ time/ publicising
- Running a campaign, gaining feedback from participants
- Follow up and how we can measure effects.
- Potential barriers to participation

Supplementary Text and Reading:

- Naidoo, J. and Wills, J (2016) Foundations for Health promotion (4th Edition). Elsevier
- Wilson, F. and Mabhala, M. (2009) Key Concepts in Public Health. Sage

Suggested Resources

- <https://www.gov.uk/government/organisations/public-health-england>

UNIT SPECIFICATIONS

Unit Title

Person-Centred Care

Level

3

Learning Time Hours

150

Credit Value

10

Unit aim

Within this unit learners will look at the role of person centred care in their interactions with service users. They also consider other models of care delivery and discuss their strengths and weaknesses in delivering care needs to different populations of service users. Delivering high quality care is not always easy and we will look at potential ethical issues that could arise and how these could be dealt with.

Learners will develop an understanding of the difficulties of balancing individual autonomy and minimising potential risk to vulnerable service users.

Learners will look at relevant health and social care legislation that impacts upon both those delivering care and individuals receiving care. The role of Government departments and other agencies in producing legislation and guidance and how this affects local policies, procedures and care delivery will be discussed.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Understand the professional values and attributes of a Health and Social care worker.	1.1. Compare and contrast person centred care with one other model of care delivery. 1.2. Discuss how to promote equality and diversity when working with service users. 1.3. Define the personal attributes required in Health and Social Care and how they inform practice. 1.4. Explain the concept of empathy with links to current theories.
2. Explore the ethical issues involved when meeting care needs.	2.1. Define ethics with particular reference to medical ethical principles. 2.2. Identify the ethical issues from the case study and discuss how these could be resolved.
3. Understand the policies and legislation that govern health and social care practice.	3.1. Discuss two pieces of legislation in relation to Health and Social care and how they impact upon delivery of care. 3.2. Analyse the roles of 2 agencies who provide guidance for safe and effective care delivery in the health and social care sector.

Indicative Content:

1: Understand the professional values and attributes of a Health and Social care worker

- Models of care, definitions and the aims of each model. Comparing and contrasting models.
- Person centred care – what does it mean in Health and Social care practice
- What is equality, diversity and discrimination, definitions, prevention and the care worker's role
- The 6C's of Health and Social Care Workers, definitions
- People skills such as patience, problem solving skills, Communication skills, conflict management skills and negotiating skills.
- What is empathy and why is it important for Health and Social care workers to be empathetic
- Current theories of empathy

2: Explore the ethical issues involved when meeting care needs

- Define Ethics. In particular, cover the principles which relate to interaction with service users. Duty of Care etc.
- Common ethical issues in relation to Health and Social care, balancing services against resources, minimising risk whilst maintaining individual choice, the needs of one against the needs of many. Sharing of information, issues with confidentiality.
- Link the examples to the ethical principles discussed.
- Gain examples from learners and discuss the ethical issues and possible positive outcomes of the situations.

3: Understand the policies and legislation that govern health and social care practice

- Cover the main legislative and policy making departments and organisations that influence policies in Health and Social care, NHS, DH, NICE, HSE and their role in influencing Health and Social care delivery.
- Look at legislation such as Equality Act 2010, Care Act 2014, Mental Health Act 2007 etc.
- Look at examples of NICE guidance on Care Pathways and care Plans
- Look at HSE guidance on risk assessments
- Discuss how these national guidelines are enacted in individual organisations.

Supplementary Text and Reading:

- Cuthbert, S and Quallington, L (2008) Values for Care Practice. Reflect Press
- Holland, K and Hogg, C (2010) Cultural awareness in Nursing and healthcare- an introductory text (2nd Ed). Hodder Arnold
- Kennedy, P. (2013) Key Themes in Social Policy. Routledge.
- Cranmer, P. and Nhemachena, J. (2013) Ethics for Nurses: Theory and Practice. Open University

Suggested Resources

- <https://www.nice.org.uk/>
- www.hse.gov.uk/

UNIT SPECIFICATIONS

Unit Title

Understanding Diabetes Care

Level

3

Learning Time Hours

150

Credit Value

10

Unit aim

Diabetes especially Type 2 Diabetes is a growing Healthcare issue in the UK. Many service users will have diabetes and the associated complications associated with it. This can seriously affect quality of life and in some cases, can lead to the need for limb amputation causing enormous physical and psychological challenges for the service user.

An understanding of the physiology behind the condition, associated complications and associated treatment and care needs will enhance your understanding and care of these service users.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Understand the causes and effects of Type 2 Diabetes.	1.1. Discuss the reasons for increase in Type 2 Diabetes in the population. 1.2. Explain the signs and symptoms of Type 2 Diabetes.
2. Examine the clinical investigations associated with diagnosis of Type 2 Diabetes.	2.1. Compare and contrast the clinical investigations associated with diagnosis of Type 2 Diabetes.
3. Examine the treatment and support available for service users with Type 2 Diabetes.	3.1. Explain the Treatment and support available for service users when initially diagnosed with Type 2 Diabetes. 3.2. Discuss the common complications associated with Type 2 Diabetes. 3.3. Explain the treatment and support available for service users with long term complications of Type 2 Diabetes.

Indicative Content:

1. Understand the causes and effects of Type 2 Diabetes

- What is Diabetes
- Difference between Type 1 and Type 2 Diabetes
- Causes of Type 2 Diabetes
- Prevalence in population/ potential costs to Health and Social care sector
- Signs and Symptoms of type 2 Diabetes.
- Link signs and symptoms to body physiology

2: Examine the clinical investigations associated with diagnosis of Type 2 Diabetes

- Common investigations associated with Diabetes
- Accuracy of tests

3: Examine the treatment and support available for service users with type 2 Diabetes

- Support available upon initial Diagnosis, support groups, medical and nursing support, Health education.
- Treatment regimes available, lifestyle issues, medication, diet
- The Diabetes 'Team' Vascular surgeon, G.P. Diabetes nurse specialist, Chiropodist etc.
- Complications of poorly controlled Type 2 Diabetes, ulcers, gangrene, limb amputation, sight loss, neuropathy, kidney problems, heart disease etc.
- Treatment options for complications associated with Type 2 Diabetes especially surgical interventions for ischaemic limbs and implications for care.
- Rehabilitation options post -surgery, the role of the rehabilitation team

Supplementary Text and Reading:

- Whettem, E. (2012) Diabetes (nursing and Health survival guides) Routledge
- NICE (2011) Diabetes in Adults quality standards. NICE, London

Suggested Resources

- <https://www.diabetes.org.uk/>

UNIT SPECIFICATIONS

Unit Title

Understanding Stroke Care

Level

3

Learning Time Hours

150

Credit Value

10

Unit aim

Many of the service users you care for may have had a stroke – or more correctly a Cerebrovascular accident. It is important to know the causes and effects of the condition if you are to provide quality care.

During this unit, the learners will study the types of Cerebrovascular accidents (CVA) and the symptoms displayed including mobility and speech and swallowing problems. Diagnostic tools utilised in identifying the cause of the CVA will be covered. Learners will look at the role of acute care in maximising a positive outcome and the longer-term treatment supplied by the rehabilitation team. Measures that could reduce the incidence of CVA will be examined as well as looking at support available for both those following a CVA and their family. Aids to communication will be covered. The benefit of specialised Stroke units in positive outcomes will be discussed.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Understand the causes and effects of Cerebrovascular Accident (CVA).	1.1. Explain the different types of CVA. 1.2. Discuss the signs and symptoms of left sided and right sided CVA. 1.3. Analyse the reasons for different presentations of signs and symptoms with regard to physiology of brain.
2. Examine the risk factors associated with a Cerebrovascular accident (CVA) and common investigations associated with diagnosis.	2.1. Discuss the risk factors associated with a CVA and preventative health measures. 2.2. Compare and contrast the available investigations associated with diagnosis of CVA.
3. Examine the treatment and support available for service users following a CVA and their families.	3.1. Describe the acute and long term care post CVA. 3.2. Discuss the roles and interventions of the rehabilitation team. 3.3. Evaluate the effectiveness of care in a specialised stroke unit on outcomes.

Indicative Content:

1. Understand the causes and effects of Cerebrovascular Accident (CVA)
 - Overview of Cerebrovascular Accidents, definition, prevalence etc.
 - Types of CVA (Haemorrhagic and Ischaemic).
 - Basic Physiology associated with the two types of CVA.
 - Signs and Symptoms of CVA Left sided versus right sided.
 - Mobility problems, paralysis, Speech problems (dysphasia/ Aphasia), Swallowing problems.
 - Health Education re recognising Stroke F.A.S.T.
2. Examine the risk factors associated with a Cerebrovascular accident (CVA) and common investigations associated with diagnosis.
 - Risk factors (Diabetes, Hypertension, Atrial Fibrillation etc.) and reducing prevalence, health education messages (Normalising BP, Reducing Cholesterol, Healthy diet, Exercise, stopping smoking, drinking in moderation) and links to risk factors.
 - Role of medication.
 - Diagnostic tools used in suspected CVA (Blood tests, Carotid Ultrasound, CT Scan, ECG etc.)
3. Examine the treatment and support available for service users following a CVA and their families
 - Acute Care - what does research and clinical guidelines say about best practice?
 - Long term Rehabilitation, roles of Rehabilitation team, treatment interventions, aids and adaptations.
 - Role of specialised Stroke units, evidence of impact on outcomes.
 - Support available for those post CVA and their families.
 - Quality of Life issues.

Supplementary Text and Reading:

- Riske, J. and Culver, K. (2016) Stroke: A Nurse Guide to caring for the patient. Nurseology Consultants, LLC.

Suggested Resources

- <https://www.nice.org.uk/guidance/cg162/evidence/full-guideline-190076509>

- <https://www.stroke.org.uk/>

UNIT SPECIFICATIONS

Unit Title

Understanding Dementia Care

Level

3

Learning Time Hours

150

Credit Value

10

Unit aim

Dementia is a growing healthcare issue in the UK. Many service users will have dementia and the associated complications associated with it. This can seriously affect quality of life not only for the service user but for their family and friends. The psychological and physical burden of caring for someone with dementia is huge. In this unit, learners will develop an understanding of the physiology behind the condition, associated complications and associated treatment and care needs of these service users.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Understand the causes and effects of dementia.	1.1 Discuss the reasons for an increase in dementia in the population. 1.2 Explain the signs and symptoms of dementia. 1.3 Discuss the effects of a dementia on individuals.
2. Examine the investigations associated with the diagnosis of dementia.	2.1 Compare the available investigations associated with diagnosis of dementia. 2.2 Assess the strengths and weakness of these investigations.
3. Understand the treatment and support available for service users with dementia and their families.	3.1 Explain the treatment and support available for service users when initially diagnosed with dementia. 3.2 Discuss the long-term complications associated with dementia. 3.3 Explain the treatment and support available for service users at the end stages of dementia 3.4 Explain the support available for families with relatives with end stage dementia.

Indicative Content:

1: Understand the causes and effects of dementia:

- What is dementia?
- Different types of dementia and their causes (Alzheimer's disease – degenerative changes, vascular dementia, - atherosclerosis (links to stroke) Lewy's body dementia and links to Parkinson's disease etc.
- Prevalence in population/ potential costs to health and social care sector.
- Signs and symptoms of dementia- reduced reasoning and communication ability, behaviour changes, difficulty in processing information and altered sleep patterns, reduced mobility and signs of anxiety and depression
- Look at symptoms common to all dementias (confusion and forgetfulness, behaviour changes and mood swings, anxiety, loss of control of bowel and bladder, communication issues)
- Discuss particular additional symptoms which may be present in the distinct types of dementia
- Make links between signs and symptoms and brain anatomy/ physiology.
- Effects of dementia.

2: Examine the investigations associated with the diagnosis of dementia:

- Common investigations associated with dementia
- Accuracy of tests.
- Strengths and weaknesses

3: Understand the treatment and support available for service users with dementia and their families:

- Look at the effects of quality of life issues for both service user and carers
- Support available on initial diagnosis, support groups, medical and nursing support, support available for families
- Potential treatment, regimes available, lifestyle issues, medication, diet, exercise and sensory stimulation, aids and assistive technology

- The dementia 'team', geriatrician, G.P., dementia nurse specialist, occupational therapist, family, charities
- Safeguarding issues with people who have dementia, dignity/ privacy /safety/ ethical issues around autonomy versus safety
- The course of the disease process, milestones
- End of life care
- Bereavement counselling.

Supplementary Text and Reading:

- Earlestein, F. (2016) Dementia, types, diagnosis, symptoms, treatment, causes, neurocognitive disorders, prognosis, research, history, myths and more. NRB Publishing
- Andrews, J. (2015) Dementia: The one-stop guide: practical advice for families, professionals and people living with dementia and Alzheimer's disease. Profile Books Ltd

Suggested Resources

- <https://www.alzheimers.org.uk>