



**Meeting the Health Care Needs of
People with Multiple Disabilities**

Pack 2

Epilepsy

awareness

LEARNER MATERIALS



Resource L1
**How to use Pack 2 as
an individual learner**

Meeting the Health Care Needs of People with Multiple Disabilities

Pack 2

Epilepsy awareness

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Learning outcomes of Pack 2

General

On completion of the training you should be able to:

- discuss the types of epilepsy and what treatments are used to control it
- demonstrate an understanding of what effect having epilepsy may have on an individual
- discuss the different types of seizures and the signs and symptoms that indicate their onset
- describe the management of an epileptic seizure
- identify the potential hazards during an epileptic seizure and describe the appropriate action to be taken
- describe the process of recording an epileptic seizure.

Specific

On completion of the training you should be able to:

- discuss the type of epilepsy the person has and what treatment controls it
- discuss the signs displayed by the person which indicate onset of a seizure
- describe the specific management of an epileptic seizure in relation to the person you are supporting
- be able to describe and follow the person's intervention strategy and administer the required emergency medication as outlined in the agreed guidance
- identify the potential hazards, for the person, during an epileptic seizure and describe the appropriate action to be taken
- be able to explain to the person, using the appropriate means of communication, what is happening
- describe the process of recording the epileptic seizure in the person's file
- describe the reason for the person requiring the medication.

Disclaimer

This pack has been developed to give practical advice regarding the teaching of health care skills to social care staff. It does not constitute a textbook or an exclusive course of action and therefore variations, taking individual circumstances into account, may be appropriate.

The authors have made considerable efforts to ensure that the information on which this pack is based is accurate and up-to-date. The authors accept no responsibility for any inaccuracies or information that is perceived as misleading, or the success of any training programme outlined in this pack.

Materials

You will need the following materials, which can all be found in **Learner materials**:

- **Resource L2: Reference notes for learners**
- **Resource L3: Case examples and scenarios**
- **Resource L4: Workbook**
- **Resource L5: Individual person profile**
- **Resource L6: Guidance for teaching/learning individual skills and assessing competency**
- **Resource L7: Additional reading and references**
- **Resource L8: Continuing professional development**

Instructions

- This pack is best used with the support of a trainer or supervisor who is experienced in providing support in relation to health care needs. The pack will take you through five stages of learning. Please note that you will only be able to complete **Stage four: Learning and becoming confident and competent to carry out any skills required in supporting an individual's health care needs**, if you have a trainer/supervisor to teach you the skill and assess your level of competence. It is essential for you to have skilled coaching and mentoring if you are to successfully complete all five stages of learning. If you are working through this pack as an individual, however, the following instructions will help you to do so.

Stage one: Acquiring the underpinning knowledge

- You will find a document on the CD called **Resource L2: Reference notes for learners**, which you should read. You can either print out the text or work from the electronic version.
- You will also find a document called **Resource L3: Case examples and scenarios**. Take a look at this and use the knowledge you have gained from **Resource L2: Reference notes for learners** to note down how you would respond in each of the situations.
- Go back to **Resource L2: Reference notes for learners** and see if your answers reflect the responses that are noted.

Stage two: Using the workbook to evidence your level of knowledge and understanding

- Complete **Resource L4: Workbook**.
- At this stage, you will need to discuss what you have learned, and your completed workbook, with either your trainer or your supervisor.

Stage three: Applying your knowledge to the individual(s) you are supporting

- Once you and your trainer/supervisor are satisfied that you have acquired the necessary level of underpinning knowledge, you can go on to complete a profile for the person/people you will be directly supporting, using **Resource L5: Individual person profile**. Again, once you have completed this you will need to discuss the profile with your trainer/supervisor to ensure that you have all the information you need to meet the individual needs of the person/people you will be supporting.

Stage four: Learning and becoming confident and competent to carry out any skills required in supporting an individual's health care needs

- The next stage is for you to develop the skills you will need to support somebody, with the administration of medication in practice. You will not be able to complete this part of the training on your own, and must work alongside an experienced colleague, initially so that you can observe their practice and then so they can support you as you develop the skills yourself.
- Once you have learned each skill, you will need to complete the appropriate competency to the required level. You will then need to demonstrate that you can use the skill to the required level (in other words, that you have achieved the 'appropriate competency'). Again, you can only do this with the support of an experienced trainer/supervisor.
- Work through each step as outlined in **Resource L6: Guidance for teaching/learning individual skills and assessing competency** with someone who is experienced in carrying out the skill you want to learn. The framework gives a step-by-step guide to how each skill is performed. This will allow you to demonstrate those steps of the skill that you are confident in, as well as highlighting to yourself and your supervisor the steps for which you need further knowledge or practice, before you will be able to carry them out confidently and competently.

Stage five: Continuing personal and professional development

- Finally, you might want to develop your level of understanding and knowledge further, by doing some additional reading. You will find a list of suggestions in **Resource L7: Additional reading and references**. If you do this, you might want to use the **Continuing professional development record** in **Resource L8: Continuing professional development** to note how your knowledge has developed and the difference that this has made to the standard of your practice.

- If you don't already have a continuing professional development (CPD) plan or record, you might find it useful to speak to your supervisor about this. Learning is an ongoing process and it is important that you have an ongoing plan in place that identifies:
 - what you need to learn
 - how this will be achieved
 - what resources or support will be needed
 - the timescale.

You should expect to review any development plan at least annually, and should be aiming to identify what new skills or knowledge you will need to develop, and those you will need to enable you to keep up with advances in practice and changes in the needs of the person or people you are supporting. You may also want to use your CPD plan to develop any new additional skills and knowledge you will need in order to take on a different or promoted role.

Links to S/NVQs

Completing the training as outlined in this pack may help you evidence, in practice, elements of the following units:

Health and Social Care Level 2	<i>Core units</i>	DK3V 04 (HSC21)	Communicate with, and complete records for individuals
		DK8W 04 (HSC22)	Support the health and safety of yourself and individuals
		DK6D 04 (HSC23)	Develop your knowledge and practice
		DK6X 04 (HSC24)	Ensure your own actions support the care, protection and well being of individuals
	<i>Optional units</i>	DL4A 04 (HSC221)	Assist in the administration of medication
		DK3G 04 (HSC25)	Carry out and provide feedback on specific plan of care activities
		DK72 04 (HSC27)	Support individuals in their daily living
		DK7M 04 (HSC214)	Help individuals to eat and drink
		DK49 04 (HSC223)	Contribute to moving and handling individuals
		DK9W 04 (HSC224)	Observe, monitor and record the conditions of individuals
		DK8J 04 (HSC225)	Support individuals to undertake and monitor their own health care
		DK60 04 (HSC227)	Contribute to working in collaboration with carers in the caring role
	Health and Social Care (Adults) Level 3	<i>Mandatory units</i>	DK4R 04 (HSC31)
DK4K 04 (HSC32)			Promote, monitor and maintain health, safety and security in the working environment
DK57 04 (HSC33)			Reflect on and develop your practice
DK41 04 (HSC35)			Promote choice, well-being and the protection of all individuals
<i>Optional units</i>		DK2X 04 (HSC375)	Administer medication to individuals
		DK44 04 (HSC328)	Contribute to care planning and review

Continued...

		DK82 04 (HSC343)	Support individuals to live at home	
		DK8G 04 (HSC344)	Support individuals to retain, regain and develop the skills to manage their lives and environment	
		DK9V 04 (HSC360)	Move and position individuals	
		DK8N 04 (HSC369)	Support individuals with specific communication needs	
Health and Social Care (Children and Young People) Level 3	<i>Mandatory units</i>	DK4R 04 (HSC31)	Promote effective communication for and about individuals	
		DK4K 04 (HSC32)	Promote, monitor and maintain health, safety and security in the working environment	
		DK57 04 (HSC33)	Reflect on and develop your practice	
	<i>Optional units</i>	DK2X 04 (HSC375)	Administer medication to individuals	
		DK5J 04 (HSC36)	Contribute to the assessment of children and young people's needs and the development of care plans	
		DK99 04 (HSC313)	Work with children and young people to promote their physical and mental health needs	
		DK9A 04 (HSC315)	Work with children and young people with additional requirements to meet their personal support needs	
		DK8X 04 (HSC316)	Support the needs of children and young people with additional requirements	
		DK9V 04 (HSC360)	Move and position individuals	
		DK8N 04 (HSC369)	Support individuals with specific communication needs	
	Note: The first six-digit code indicates the SQA unit code; the code in brackets indicates the National Vocational Qualification/National Occupational Standards Unit.			
	Full details of SVQs can be found at www.sqa.org.uk			

Skills for Care – Social care (Adults, England)

Knowledge sets

Knowledge sets are sets of key learning outcomes for specific areas of work within adult social care. They are designed to improve consistency in the underpinning knowledge learnt by the adult social care workforce in England.

There are currently no specific knowledge sets that relate to supporting somebody with epilepsy. However, you may find that by completing this training pack you are able to evidence some of the learning outcomes in relation to the medication knowledge set.

There are also specific knowledge sets in relation to learning disability, which include:

Series 1

- History and context of learning disability services
- Communication
- Relationships
- Accessing and using information
- Independence and well-being

Series 2

- Working in partnership with family carers
- Supporting people with autistic spectrum condition
- Supporting people positively with their behaviour
- Supporting people to be part of their community
- All knowledge sets can be accessed at www.skillsforcare.org.uk