

ALTAS

Assistive Living
Training and Skills

ALTAS

This project is co-funded by:



Module Two

Using assistive living technology to support effective communication and person-centred care.

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INTRODUCTION

This handbook acts as a resource for both students undertaking this Assistive Living Technology (ALT) module, and for the teachers delivering it. It is designed to be utilised both across Europe, and also in specific countries, and it therefore has content that is applicable to most European contexts, and also content that is specific to one country. There are therefore a number of handbooks in circulation, and the version will depend on the European country in which the course is being delivered.

The handbook is designed to be read while the course is being attended. The exercises will form the basis of discussion in the classroom, and in some cases, they need to be undertaken in advance of the classroom interaction. Course teachers will advise students when exercises need to be taken in advance.

Two modules have been designed to enhance and or develop knowledge, skills and competencies for health and social care staff supporting individuals who may be using or considering the use of assistive technologies to promote independence and improve quality of life.

This is the second of two modules, both have been benchmarked against Skills for Health SFHCH61 and SFHCH68 Long-term conditions and Assessment of Individuals' Psychological and Social and Emotional needs for rehabilitation and also Technology to Care eAT. A full description of a benchmarking exercise is included in appendix. The first module is entitled 'Introduction to Assistive Living Technology, Digital Literacies and Risk Management'.

LEARNING OUTCOMES

By the end of this module 2 students will be able to:

1. **Demonstrate a basic understanding of effective communication in relation to ALT.**
2. Demonstrate a basic understanding of person centred care and assessment in relation to the use of ALT.
3. Discuss the key ethical, legal and regulatory frameworks in relation to utilisation of ALT.

ASSESSMENT STRATEGY

Formative Assessment

Within this module, a range of formal and informal assessment procedures will be employed during the learning process to support you in achieving the learning outcomes and to improve your performance in the summative assessment. To meet the formative element of the module you will have access to a variety of media packages and you will be expected to provide evidence of your understanding via a range of online and class activities.

Summative Assessment

Wordage 3,500

Gwen is a 70-year-old lady. She is divorced and lives alone. She was diagnosed with bi-polar disorder almost 15 years ago. She also has diabetes type 2 and severe osteoarthritis. Gwen has managed to live independently so far. However, the last two years have been quite troublesome. She has not always taken her medication as prescribed. This exacerbated her bi polar disorder and caused problems with her blood sugar levels.

Jessica (her daughter) has asked for a representative to visit and explain what type of assistive technology is available for her Mum. She is particularly interested in CCTV which could record her Mum's activity when she is alone, thus allowing Jessica and other family members to monitor Mum remotely. Gwen is very much against this idea and states that she is entitled to her privacy. However, Jessica argues that when her blood sugar is not stable or her mood is affected by her bi polar disorder her safety can be compromised. At times like this, Gwen's mental capacity may be affected.

With reference to the scenario, answer the following questions.

1. Describe how the use of effective communication skills could assist in the assessment of health and social care needs. Identify the specific health needs of the client.

2. What are the benefits of using a person-centred approach to assessment and planning of care? Describe in detail one tool that may be used to enhance person centred thinking.

3. Briefly discuss the key ethical issues that arise within the scenario, how could the current ethical, legal and regulatory frameworks help the health care worker to meet the individual needs of the client using a person-centred approach.

4. How could the use of assistive living technology help to meet the communication and safety needs of the client? Describe in detail one example of ALT, Identify the benefits and limitations to both the client and health/social care worker/family. How could the use of ALT help to promote health, wellbeing and independence for Gwen?

ASSIGNMENT SUBMISSION

Deadline for submission of plans or drafts:	Date..TBC
Assignment Submission Date:	Date TBC
Provisional marks available by:	Date TBC
Please note:	Your assignment should be generated electronically and submitted online. The wordage should be recorded on the front cover sheet.

CONFIDENTIALITY STATEMENT

There should be no reference within your assessed work to any name or identifying information relating to patients/clients or any staff member of any organisation. Inclusion of such information will result in a failed submission. Where it is relevant to state the name of any organisation, the information should be supported by reference to published documents that are available to the general public and form approved official documentation relating to the operation and provision of that organisation.

It would be considered relevant to include the name of an organisation when:

- Discussing/debating/analysing published data relating to the performance of that organisation.
- Discussing/debating/analysing published and approved policy and strategy of that organisation.
- Discussing/debating/analysing published research/evaluations/audit/opinion, which relates to and names that organisation.

Where the assignment requires reflection or analysis of specific practice/patient/client/service user scenarios, confidentiality must be maintained using pseudonyms. Whilst retaining the essence of the scenario, where necessary some information may be altered to enhance anonymity, e.g., changing the number of siblings/children/place or type of work/accommodation or housing.

Section 1. An introduction to the use of ALT and effective communication.

The content of section one should take approximately one day to undertake. Guidance for classroom interaction is listed below.

View PowerPoint presentation (online or face to face.) Effective communication and ALT.

Activity for students to undertake individually and then share with a smaller group.

1. Offer a definition of Communication.
2. Provide some examples of methods of communication that you use on a regular basis.
3. Consider the use of the e- mail function, and identify the skills and knowledge required by the user.
4. What are the potential risks associated with this method of communication?
5. What can be done to minimise the risks occurring?

Share your finding with the group.

Individual Activity

Identify the barriers and enablers to effective communication.

Barriers to communication	Enablers to communication

It is important to find and use the right combination of communication methods for everyone. A **total communication approach** helps an individual to form connections, ensures successful interactions and supports information exchanges and conversations. When a combination of methods is used, one will reinforce the other and strengthen meaning for the individual.

Adapted from <https://www.sense.org.uk/get-support/information-and-advice/communication/total-communication/>

Examples of formal and informal methods of communication.
Please fill in the word grid below.

Method of Communication	Examples.
Non-Verbal	
Language based Communication	
Symbol Systems	

Reflective Activity

Imagine you are unable to use your mobile phone for 1 week.

1. How might you feel about this? What are your reasons?

2. What are the benefits of this kind of technology?
2. What kind of impact would this loss of communication method have on your life?
3. How might you feel if you had to rely on someone else to communicate for you?
4. If you lost this aspect of your communication, how might this loss impact upon your own health, wellbeing or overall independence?

Activity

Explore the online resources and identify examples of ALT designed to enhance personal communication. Complete the word grid below.

Category	Example	Benefit to user
Low vision aids		
Speech Aids		
Assistive Devices for Hearing Loss.		
Low Tech Communication		
Alternative and Augmentative Communication (AAC)		
Mobile technology		
Computing Aids		

Entertainment & Visual assistants		
Low Tech Communication		

Activity

In pairs, create two lists of questions, one list of open questions, and one list of closed questions that could be used to assess an individual's suitability for an ALT intervention.

Open questions frequently start with words such as what, where, when and why?

Closed questions can be answered yes or no, or a one word answer.

What are the advantages and disadvantages of each type of question list?

Individual Activity

Select one of the following short scenarios.

- Jack is 72-year-old widower, he lives alone and feels very lonely at times. He is nervous about leaving his home. He has recently attended hospital and been informed he has macular degeneration.
- Susan is a 47-year-old lady, living with multiple sclerosis. Due to her condition she has Dysarthria, her speech is slurred and slow, there is low volume to her voice and sometimes there are long pauses between words. Susan used to teach in performing arts, she would like to continue in some capacity.

- Noah is 15 years old, he has cerebral palsy. He does not have control over his speech or his body movements. Noah enjoys listening to music and being with his friends. Noah finds it hard to make new friends.
- Megan is a 54-year-old lady, she has been newly diagnosed with T2 Diabetes. During the past 6 years Megan has noticed significant hearing loss. She is very anxious about her condition, she does not really understand how her treatment works, and she does not know anyone else with Diabetes.
- Daniel is an 18-year-old college student; he has significant sight impairment because of a childhood accident. He enjoys going to college, but due to the impairment he struggles to participate in group work. He finds reading and studying quite difficult. However, Daniel does not want to fall behind in his education.

Activity.

You will need access to the internet to answer the following questions. Access the activity **Padlet**, upload your findings and discuss your findings with the group.

1. Identify one example of ALT that could meet the individual's communication needs.
2. How would ALT help to assist the process of communication?
3. Identify the potential benefits and limitations of the selected technology?
4. Identify the potential risks to the individual.
5. Briefly explain your role in supporting someone using a new piece of technology.

Section 2. Person centred care and assessment for ALT.

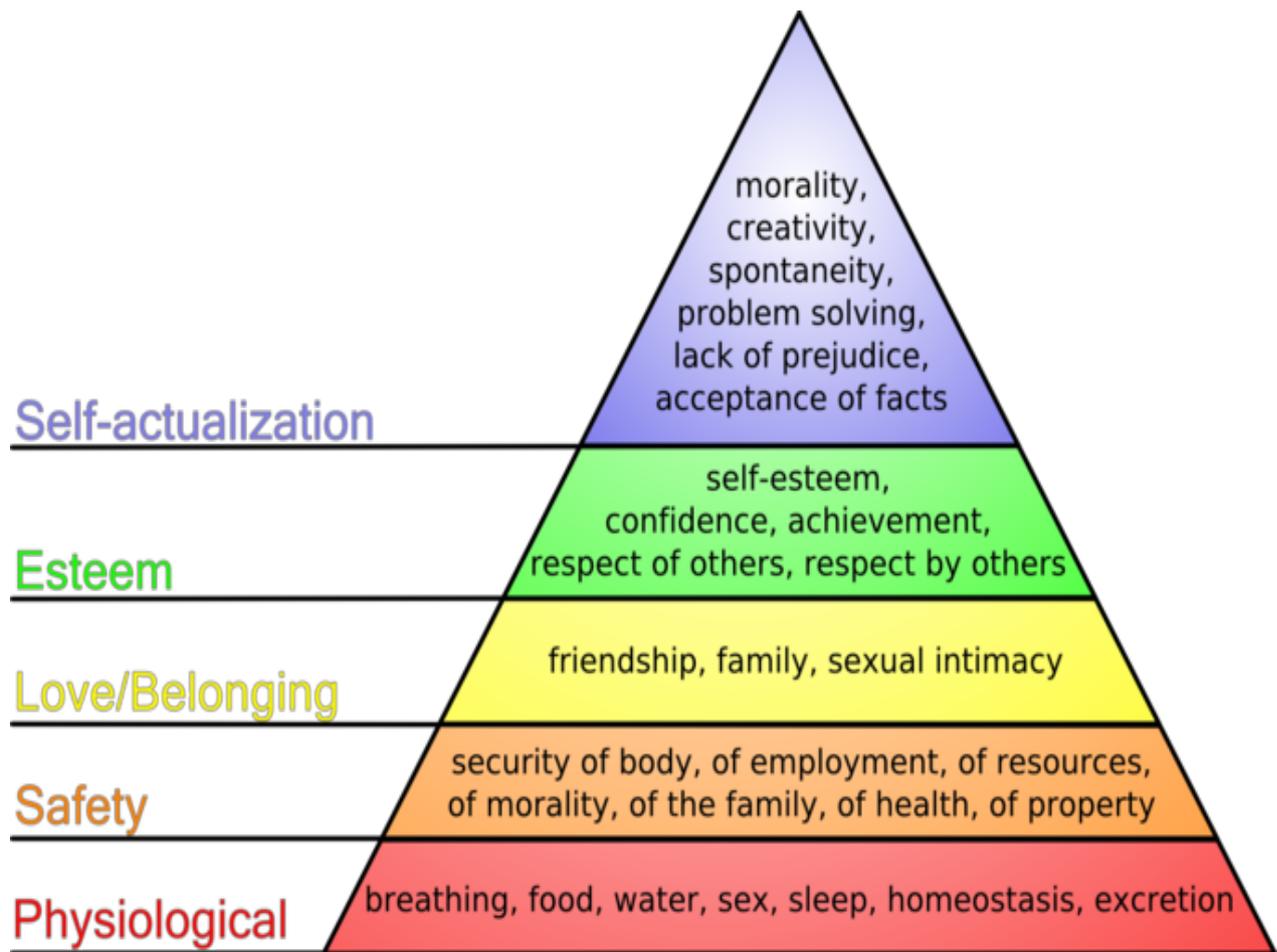
The content of section one should take approximately one day to undertake. Guidance for classroom interaction is listed below.

Maslow's Hierarchy of needs. 1943.

In 1943, the US psychologist Abraham Maslow published a paper called *A Theory of Human Motivation*, in which he said that people had five sets of needs, which come in a particular order. As each level of needs is satisfied, the desire to fulfil the next set kicks in.

Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often illustrated as hierarchical levels within a pyramid (McLEOD 2017).

View PowerPoint presentation (online or face to face) – Person centred care.



Maslow's Hierarchy of Needs.svg .2009, This file is licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license.https://commons.wikimedia.org/wiki/File:Maslow%27s_Hierarchy_of_Needs.sv

Activity.

Using Maslow's Hierarchy of Need Model (1943) consider the types of ALT which can be used to promote independence and improve health and well-being for the person with long-term conditions. Refer to your chosen scenario. Complete the word grid.

Example

Maslow	Need	ALT Example	Outcome
Self-Actualisation	Living with complex needs	IPAD Access to key worker	Enhanced self-care skills
Esteem	Unemployment due to ill health	Digital participation, learning, socialising,	Increased confidence, pride, and possible alternative

		working	employment
Love / Belonging	Social isolation	Online social forum	Developing wider social network
Safety	Falls	Fall detector	Early intervention
Physiological	Dyspnoea	Telemedicine. online consultation	Improved health outcomes, reduced number of exacerbations

Maslow	Need	ALT Example	Outcome
Self-Actualisation			
Esteem			
Love / Belonging			
Safety			
Physiological			

Activity.

You will need to access the internet to complete this activity. Right click on the hyperlink you will then be directed to an online resource.

A one-page profile

A one-page profile captures all the important information about a person on a single sheet of paper under three simple headings:

What people appreciate about me, what's important to me and how best to support me (Helen Sanderson associates.co.uk 2017).

Access <http://helensandersonassociates.co.uk/person-centred-practice/one-page-profiles/one-page-profile-templates/> , select and download a one page profile template . Complete the form inputting your own information.

Person Centred Thinking Tools.

A variety of person centred thinking tools are available from <http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/sorting-important-tofor/> . Click on the link and explore the tools that you might find useful in your working practice. Watch the video “sorting important TO /FOR.”

Consider the following,

1. What are the benefits to the service user of a person-centred approach to care?
2. What are the benefits to the health and social care worker?

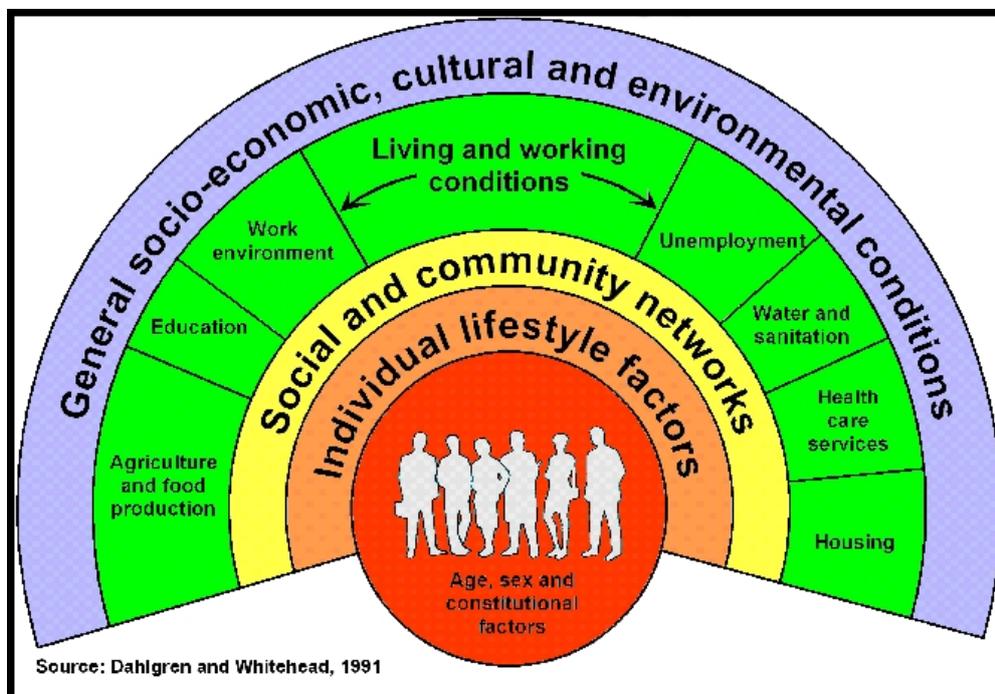
Individual Activity

Important to	Important for

1. Consider a service user that you have been supporting in your area of work, note down the factors/matters that are important to and for them.
2. How would these matters influence their choice of ALT?
3. What is your role in promoting a person-centred care?

Individual Activity

With reference to the model -The wider determinants of Health Dahlgren and Whitehead (1991). Policies and strategies to promote social equity in health.



1. Identify your own wider determinants of health e.g. individual, social, cultural and economic factors.
2. Are you able to modify any of these?
3. Are there any barriers to making a change?
3. What do you need to do to make a positive change?
4. Reflect upon a service user, apply the same questions.

	Strengths	Needs
The individual		
Family		
Significant carers		
Environment		

Group Activity

Select one of the video case studies, identify the potential barriers and enablers identified within the video that could impact upon the use of assistive living technology.

(The videos are to be found within the separate presentation, entitled-Edgehill Interviews)

Individual Activity

Reflect upon a user of ALT that you are supporting in your area of work, consider the following areas:

1. In choosing to use assistive technology what factors were taken into consideration before a decision was made?
2. Where needs identified, what was done to meet the needs of the individual?

Economic		

In pairs select 3 examples of Assistive living technology.

1. ALT to enhance communication
2. ALT to promote personal safety
3. ALT to promote health and wellbeing.

With reference to each of the examples, identify the potential merits or limitations of each.

Example	Merits	Limitations
Communication		
Personal Safety		
Health & Wellbeing		

Section 3. Introduction to Legal, Ethical Frameworks and Regulatory Requirements.

The content of section one should take approximately one day to undertake. Guidance for classroom interaction is listed below.

Regulatory frameworks differ in different countries and vary across

Europe. This content has therefore been adapted for the host country.

View PowerPoint Presentation (online face to face) -Introduction to Current Legislation, Ethical Frameworks and Regulatory Requirements.

Group Activity Definition Quiz

Students are asked to match key terms to the correct definition.

This may be done using **Quizlet** or a card game format.

Term	Match the terms	Definition
Consent		Permission for something to happen or agreement to do something.
Confidentiality		The state of keeping or being kept secret or private.
Justice		A concern for justice, peace, and genuine respect for people
Fidelity		Faithfulness to a person, cause, or belief, demonstrated by continuing loyalty and support.
Autonomy		Freedom from external control or influence; independence.
Accountability		The fact or condition of being accountable; responsibility.
Ethics		Moral principles that govern a person's behaviour or the conducting of an activity.
veracity		Conformity to facts; accuracy, Habitual truthfulness.
Respect		Due regard for the feelings, wishes, or rights of others
Dignity		The state or quality of being worthy of honour or respect.
DoLS		Deprivation of liberty safeguards
Mental Capacity		'Mental capacity 'means being able to make your own decisions.

		<p>Someone lacking capacity - because of an illness or disability such as a mental health problem, dementia or a learning disability - cannot do one or more of the following four things:</p> <ul style="list-style-type: none"> ▪ Understand information given to them about a particular decision ▪ Retain that information long enough to be able to make the decision ▪ Weigh up the information available to make the decision ▪ Communicate their decision
Beneficence		Helping people and to do good acts
Nonmaleficence		<p>Nonmaleficence is an ethical principle that obliges one to not inflict intentional harm.</p> <p>Nonmaleficence requires four things:</p> <ol style="list-style-type: none"> 1.An act is not intrinsically wrong 2.A good effect is intended 3.The good effect isn't a by-product of a bad effect 4.The good outweighs the bad
Advocacy		<p>Advocacy in all its forms seeks to ensure that people, particularly those who are most vulnerable in society, can:</p> <ul style="list-style-type: none"> •Have their voice heard on issues that are important to them. •Defend and safeguard their rights. •Have their views and wishes genuinely considered when decisions are being made about their lives.

Individual Activity: UK based.

Article. Read the following article located on the social care institute for excellence website. Consider the use of ethical principles and potential ethical dilemmas in relation to Telecare.

Scie (2010) *At a glance 24: Ethical issues in the use of telecare* online Available <https://www.scie.org.uk/publications/ataglance/ataglance24.asp> [Accessed 30 10 17]

Group Activity.

Ethics & Telecare.

Consider your own area of work, within your small group answer the following questions. Record your findings on a poster and share with the larger group. (Findings may also be posted on the ALT Blog within the VLE).

1. What are the potential benefits to individual users of Telecare? (these may include safety and independence.)
2. Give an example of how the use of telecare could potentially threaten the privacy, autonomy and control of the individual. Provide reasons to support your example.

3. What are the **key ethical issues** that need to be considered before, during and after installation of a telecare Service?

3. What kind of information must be provided to people who are self-funders or who have a personal budget so they can decide what type of telecare service would best suit their needs?

4. How does your organisation collect, store and share personal data? Which local and national policies relate to data protection?

Group Ethical Debate: UK based.

Read the following online news article, entitled “What is the best way to track someone with dementia?” Scofield J. 26.01.17.

<https://www.theguardian.com/technology/askjack/2017/jan/26/what-is-the-best-way-to-track-someone-with-dementia>

In groups consider and explore the ethical issues of using a GPS personal tracker to monitor someone with dementia.

You may consider the ethical principles, best interests.

Key practice points

- Tagging is useful for dementia sufferers who wander but more difficult for severe cases because of issues of consent.
- When patient consent is difficult to obtain the provisions of the Mental Capacity Act 2005 should be followed.
- Tagging is suitable for people in their own home and sometimes those in a residential care setting provided there is someone to respond to problems.
- GPS can only minimise risk, never eliminate it because of the inevitable response time lag. Therefore, it should not replace formal care arrangements.

(Pitt, 2010)

Read more about the issue at

<http://www.communitycare.co.uk/2010/02/26/gps-dementia-tagging-is-it-too-demeaning/>

APPENDIX

Learning Resources

DAHLGREN, G, WHITEHEAD M. 1991. Policies and Strategies to Promote Social Equity in Health. Stockholm, Sweden: Institute for Futures Studies.

MASLOW, A. H. 1943. A theory of human motivation. *Psychological review*, 50(4), 370.

McLEOD ,S. 2017. Maslow's Hierarchy of needs .Simple Psychology. [online] Available from : <https://www.simplypsychology.org/maslow.html> . [Accessed 1 December 2017].

PITT,V 2010 .*Tagging and the freedom of movement* .[online] Available from:<http://www.communitycare.co.uk/2010/02/26/gps-dementia-tagging-is-it-too-demeaning/>. [Accessed 1 December 2017].

SfC AND SKILLS FOR HEALTH (2008), Common Core Principles to Support Self Care: a guide to support implementation. Leeds/Bristol: Skills for Care & Skills for Health.

SOLER Framework in: STICKLEY, T., 2011 From SOLER to SURETY for effective non-verbal communication. *Nurse Education in Practice*. 11 (6), pp 395-398.

SURETY Framework in: STICKLEY, T., 2011 From SOLER to SURETY for effective non-verbal communication. *Nurse Education in Practice*. 11 (6), pp 395-398.

Useful Websites.

TECHNOLOGY STRATEGY BOARD (2011), DALLAS: Delivering Assisted Living Lifestyles at Scale, SBRI Competition for development contracts. Swindon: Technology Strategy Board.

Useful Websites

https://www.sheffield.ac.uk/polopoly_fs/1.546413!/file/Workforce-Development-for-ALT.pdf

<http://www.inclusive.co.uk/articles/communication-aids-a274>

<https://www.sense.org.uk/get-support/information-and-advice/communication/communication-aids/>

<https://www.sense.org.uk/get-support/information-and-advice/technology/alternative-and-augmentative-communication/>

<https://www.liberator.co.uk/products/communication-aids>

<https://www.enhancedvision.co.uk/low-vision-product-line/merlin-ultra-full-hd-desktop-video-magnifier.html>

<https://www.independentliving.co.uk/il-editorials/low-tech-communication-aids/>

<http://www.mndscotland.org.uk/how-we-can-help/communications-aids/types-of-communication-aids/>

<http://www.dlf.org.uk/factsheets/telecare>

Journals

Journal of Telemedicine and Telecare

Journal of Enabling Technologies

Assistive Technology: The Official Journal of RESNA

Disability and rehabilitation: Assistive Technology

Assistive Technology

Technology and Disability

