

# Navigate a course

## Entering a course

- Below is an example of a course page. Scroll to the bottom of the page to see the units (red and grey boxes). You can access any of these units by simply clicking on the coloured boxes. The course will flow better if you start at Unit One and work your way through in order.

**Dignity and Respect Learning Module**

**Introduction**

Dignity and respect are key factors in ensuring good practice underpins all aspects of your work and life in general. Dignity has become an important part of government policy and underpins the regulations outlined by the Care Quality Commission (CQC).

This course aims to give you an overview of the importance of dignity and respect and how you can ensure you apply them in all of your dealings with others.

**The Common Core Principles of Dignity**

- Principle 1: Value the uniqueness of every individual.
- Principle 2: Uphold the responsibility to shape care services around each individual.
- Principle 3: Value communicating with individuals in ways that are meaningful to them.
- Principle 4: Recognise and respect how an individual's dignity may be affected when supported with their personal care.
- Principle 5: Recognise that an individual's surroundings and environments are important to their sense of dignity.
- Principle 6: Value workplace cultures that actively promote the dignity of everybody.
- Principle 7: Recognise the need to challenge care that may reduce the dignity of the individual.

**Learning Outcomes**

- Understand how the people you support might feel when they are not treated with dignity and respect.
- Identify best practice when providing services with dignity and respect.
- Recognise why inappropriate staff attitudes and practices must be challenged.
- Understand the ten key aspects of the Department of Health's Dignity Challenge.

Click or tap on the blocks below to find out more

**Unit One - Defining Dignity and Respect**

**Unit Two - Barriers to Providing Dignity and Respect**

**Unit Three - Good Practice in Promoting Dignity and Respect**

**Unit Four - The Dignity Challenge**

- This white bar moves along to indicate progress through each unit. Complete each unit before you can access the 'Assessment'.

## Progress through a course

eBox courses have interactive content that will require an action. Examples of this could be a mouse click to reveal further information, watching video content or re-ordering lists to make them accurate.

- Each interaction progresses you through the course and your progress is indicated by the red bar at the top of the page.

**Unit One - Causes and Triggers of Epilepsy**

**The Brain**

The four main areas of the brain are Frontal lobe, Parietal lobe, Occipital lobe and Temporal lobe. What happens in someone during a seizure will depend on where in their brain the seizure is happening.

The only true way to determine which area the epilepsy is attributed to is by carrying out a brain scan. Sometimes the epilepsy can spread from one area of the brain to another and this may change the symptoms of the epilepsy. This means that each person with epilepsy may react differently and this is why it is important to treat the individual when preparing a care and treatment plan.

Click on the plus to view the descriptions.

**Causes**

There are various reasons why an individual may develop epilepsy. It may not always be possible to say why a client has it. The causes of epilepsy fall into three main groups as follows:

Monitor your progress bars as they will highlight missed content and may give you a clue as to why you can't access the Assessment.

## Navigation

**The Right to Make Decisions**

Remember that each client has the right to make decisions and take actions for themselves, even if those actions may carry a risk. You can't force people to do what is best, you can only educate and encourage.

A client, for example, chooses to drink alcohol to excess. You can make them aware of the possible dangers and encourage them to drink less but you cannot use this reason alone to stop them drinking at all.

If you believe that a client lacks capacity to make decisions or take actions for themselves you must assess them under the terms of the Mental Capacity Act. For further information on this you can refer to Redcrier's learning module Mental Capacity Act 2005 Deprivation of Liberty Safeguards Awareness.

**Navigation:**

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- 5: Beginning of module
- 6: Save & exit
- 7: Next module
- 8: Beginning of course