

Specification of Competency Standards
for the Elderly Care Service Industry
Unit of Competency

Functional Area - Clinical Care

Title	Conduct Reality Orientation Therapy
Code	106100L3
Range	This unit of competency is applicable to employees in the elderly care services industry who provide rehabilitation services to elderlies. This Competency involves the ability of analysis and making judgment. Employees are required to understand the cognitive ability, conduct reality orientation therapy to elderlies according to the instructions by healthcare professionals, monitor and document elderlies' performance properly, in order to help elderlies grasp information related to time, places and people.
Level	3
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on reality orientation therapy</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the definition and principles of reality orientation therapy, and the ways to perform reality orientation therapy • Understand the goals and efficacy of reality orientation therapy • Understand the indications and contraindications of reality orientation therapy • Understand the content of providing reality orientation therapy, such as <ul style="list-style-type: none"> ○ Perform the therapy in a suitable environment ○ Perform the therapy at appropriate time and in the right frequency ○ Procedures and regulations in performing the therapy • Understand the tools commonly used in reality orientation therapy, such as reality orientation boards, pictures and clothes of different seasons • Understand the instructions from healthcare professionals regarding reality orientation therapy • Understand the skills and attitudes when performing group reality orientation therapy, such as <ul style="list-style-type: none"> ○ Master good communication skills ○ Facilitate the therapy via encouraging elderlies to participate and creating a relaxing atmosphere ○ Incorporate games into the therapy ○ Conduct therapy in appropriate attitudes, such as being patient, flexible and willing to try • Understand the ways to apply orientating techniques, such as <ul style="list-style-type: none"> ○ Display oversized clocks and calendar in the room ○ Mark the environment with clear references • Understand the cognitive abilities of elderlies, and whether they are suitable for group therapy <p>2. Conduct reality orientation therapy</p> <p>Be able to</p> <ul style="list-style-type: none"> • Choose the appropriate theme for the reality orientation therapy according to the cognitive ability of elderlies, and healthcare professionals' instructions • Prepare the required tools for reality orientation therapy, and conduct the therapy in a suitable environment • Encourage group members to introduce themselves and greet each other before the therapy begins to help them know each other better and make them more willing to interact with each other.

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	<ul style="list-style-type: none"> • Conduct reality orientation therapy using appropriate techniques and skills, according to the cognitive ability of elderlies, such as <ul style="list-style-type: none"> ○ Explain to elderlies the theme of the session ○ Use tools for reality orientation therapy appropriately ○ Provide sufficient instructions and explanations ○ Create an interactive environment to encourage the participation of elderlies • Provide appropriate assistance and intervention if required, such as <ul style="list-style-type: none"> ○ Allow adequate time for elderlies and never rush them ○ Prevent arguments between elderlies and take immediate actions should argument arises; provide clear instructions to resolve • Summarize the therapy after finishing the group session, for example <ul style="list-style-type: none"> ○ Praise elderlies for their performance ○ Thank them for their participation ○ Tell them the schedule for the next session, etc. • Report elderlies' performance to healthcare professionals, including their ability to concentrate, their level of participation, and their mood. Document the relevant details properly. • Decorate the venue appropriately according to environment orientation method • Update the reality orientation board daily so as to help elderlies orientate themselves correctly in daily life. <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Monitor the responses of elderlies when performing reality orientation therapy; offer assistance if appropriate • Keep instilling correct orientation information during day-to-day care work
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to conduct reality orientation therapy according to the cognitive ability of elderlies and healthcare professionals' suggestions; select an appropriate theme; prepare the required tools, facilities and environment for the therapy; • Ability to apply appropriate skills to conduct reality orientation group therapy according to relevant prescribed procedures; • Ability to monitor elderlies' responses and performance and offer assistance if needed; document and report the relevant details to healthcare professionals; and • Ability to suitably decorate the venue according to reality situations so as to instil correct orientation information among elderlies.
Remark	