SCDHSC0426
Empower families, carers and others to support individuals

Overview

This standard identifies the requirements when working with families, carers and others to encourage and enable them to support individuals. The requirements include promoting the contribution of families, carers and others to supporting individuals, working with them to achieve positive goals and enabling them to review the effectiveness of the support they provide.

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Performance criteria

Promote the contribution of families, carers and key people to supporting individuals

You must be able to:

P1 encourage **family members** and **friends** to participate in aspects of the **individual**'s care as agreed by the individual

P2 provide **carers** and family members with information about the support required by the individual

P3 ensure the information you provide is consistent with the individual's wishes as to who should be involved in their care and what information they should be given

P4 ensure your actions recognise the individual's rights to make their own decisions in the **context** of their lives and respect their right to change their mind

P5 support carers and family members to express their own views about the support they can provide for the individual

P6 give carers and families sufficient time, opportunity and support to discuss their feelings, concerns and the care or support programme

P7 respond to the feelings, needs and concerns of carers and family members in a manner which accepts their rights of expression and which supports them as individuals

P8 refer carers and family members to an appropriate member of the care team when they wish to discuss feelings, concerns and aspects of the care or support programme which are outside your responsibility

P9 provide carers and family members with information about support services and facilities which may be useful to them, consistent with the care or support programme for the individual

Work with families, carers and others to achieve positive goals for individuals

You must be able to:

P10 identify the **positive goals** for the individual to which carers and family members could contribute

P11 agree with carers and family members the roles that they, yourself and **others** could play in achieving these positive goals

P12 provide carers and family members with the support and information they need to work towards these positive goals

P13 support carers and family members in developing the skills necessary to provide care for the individual which is consistent with the care or support programme

P14 provide support to carers and family members in a manner which is likely to make them feel valued and respected

P15 give appropriate support to the individual, carers and family

P16   members to help them to maintain relationships which are suitable for effective care or support

P16   exchange information with the individual, carers, family members and others on progress that the individual is making towards positive goals

P17   give information to the individual, carers and family members in a manner, and at a level and pace, appropriate to them and that covers any practical difficulties which may occur, including how to get help

P18   encourage carers and family members to seek clarification and ask questions when they are concerned and need help

P19   support carers and family members in discussing any problems and identifying potential solutions when you become aware of or suspect that they are having difficulty in achieving positive goals

P20   pass complete and accurate information to a responsible member of the care team without delay where there are signs of a **failure to care** appropriately for the individual

Enable families, carers and others to review the effectiveness of the support they provide

You must be able to:

P21   encourage all involved to participate fully in reviewing the effect of the support provided

P22   assist the individual and their carers and family members to evaluate the effectiveness of their own roles and the roles of yourself and others in the team

P23   agree adjustments to these roles in the light of the evaluation where necessary

P24   acknowledge the contribution that carers and family members are making towards the achievement of positive outcomes in a way that will reinforce their commitment

P25   keep a record of what has been achieved and identify any lessons for future work with carers and family members

P26   ensure that the results of the **review process** are communicated clearly to all those who have a right and need to receive them

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Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

K5   the rights that individuals have to make complaints and be supported to do so

K6   conflicts and dilemmas that may arise in relation to rights and how to address them

Your practice

K7   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K8   your own background, experiences and beliefs that may have an impact on your practice

K9   your own roles, responsibilities and accountabilities with their limits and boundaries

K10   the roles, responsibilities and accountabilities of others with whom you work

K11   how to access and work to procedures and agreed ways of working

K12   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K13   the prime importance of the interests and well-being of the individual

K14   the individual's cultural and language context

K15   how to build trust and rapport in a relationship

K16   how your power and influence as a worker can impact on relationships

K17   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K18   how to work in partnership with individuals, key people and others

K19   how to manage ethical conflicts and dilemmas in your work

K20   how to challenge poor practice

K21   how and when to seek support in situations beyond your experience and expertise

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Theory for practice

K22   the nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support

K23   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K24   principles of reflective practice and why it is important

K25   your role in developing the professional knowledge and practice of others

K26   how to promote evidence based practice

Communication

K27   factors that can affect communication and language skills and their development in children, young people adults

K28   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K29   legal and statutory requirements for health and safety

K30   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K31   practices for the prevention and control of infection in the context of this standard

Safe-guarding

K32   legislation and national policy relating to the safe-guarding and protection of children, young people and adults

K33   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K34   indicators of potential harm or abuse

K35   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K36   what to do if you have reported concerns but no action is taken to address them

K37   local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse

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Multi-disciplinary working

K38   the purpose of working with other professionals and agencies

K39   the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work

Handling information

K40   legal requirements, policies and procedures for the security and confidentiality of information

K41   legal and work setting requirements for recording information and producing reports

K42   principles of confidentiality and when to pass on otherwise confidential information

K43   how to record written information with accuracy, clarity, relevance and an appropriate level of detail

K44   how and where electronic communications can and should be used for communicating, recording and reporting

Leading practice

K45   theories about leadership

K46   standards of practice, service standards and guidance relating to the work setting

K47   national and local initiatives to promote the well-being of individuals

K48   lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions

K49   methods of supporting others to work with and support individuals, key people and others

K50   how to contribute to the development of systems, practices, policies and procedures

K51   techniques for problem solving and innovative thinking

Risk management

K52   principles of risk assessment and risk management

K53   principles of positive risk-taking

Specific to this NOS

K54   the types of support available to carers and families such as self-help groups, counselling, respite and how to access these

K55   what the purpose and priorities are of the service provider and how

these influence the kinds of support offered to carers, families and others

K56 the importance of ensuring that carers and families are actively involved in the development and review of care programmes

K57 the positive goals of care programmes to which carers and families can contribute

K58 the importance of establishing an effective working relationship with families, carers and others and methods you can use to maintain contact with carers and families

K59 why it is important to establish that the family and friends are willing to work with you to develop their effectiveness as carers and to acknowledge the contributions that carers, families and others are making

K60 the types of information that you should obtain from families, carers and others

K61 the techniques you should use to obtain information from families, carers and others

K62 aspects of carer and family relationships with individuals that may help or hinder the achievement of positive goals

K63 the roles carers, families and others can play in helping to achieve positive outcomes for the individual

K64 why it is important to agree aims, objectives and respective roles with carers, families and colleagues

K65 the types of information that carers, families and others will need if they are going to work towards agreed positive outcomes for the individual

K66 the types of support that carers, families and others may need in helping to achieve positive goals

K67 why it is important to review progress with carers, families and colleagues

K68 how to facilitate carer/family participation in the review process

K69 why it is important to evaluate the effectiveness of the various roles that carers, families, others, colleagues and you are playing

K70 the importance for the individual's care programme and family support services of reflecting and noting outcomes and preferences for future actions and ways of working

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Additional Information

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Note: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Context includes the socio-economic context (disposable income, relative income, housing); and the personal context (personal beliefs and preferences, support systems, gender, sexual orientation, age, abilities)

Carers are those who provide unpaid support and could include family members, partners, neighbours or friends

Failure to care may be indicated by signs of possible abuse, apparent neglect or persistent problems in caring

Family members are people who are legally related to the individual and those who through relationships have become an accepted part of their family

The **individual** is the adult, child or young person you support or care for in your work

Key people are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

Others are your colleagues and other professionals whose work contributes to the individual's well

Positive goals for the individual may be in relation to standards of care; mental health; general health and well-being; personal development; social development

Review process may be in relation to an interim review during the course of a care or support programme; an outcome review at the conclusion of a programme

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Scope/range related to knowledge and understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:
To be treated as an individual
To be treated equally and not be discriminated against
To be respected
To have privacy
To be treated in a dignified way
To be protected from danger and harm
To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
To communicate using their preferred methods of communication and language
To access information about themselves

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