

Support children and young people to cope with changes that impact on their health and well-being

Overview

This standard is about the practitioner helping children and young people to cope with changes that impact on their health and well-being. These changes can be anything from coping with a change in practitioner attending to them, or the complete breakdown of in the relationship of those involved in their care . Health and well-being includes the physical, mental and emotional well-being of the child or young person. The practitioner needs to build on their relationship with the child or young person in order to explore the impact of the changes on them. The child or young person should be encouraged to consider the situation they are in, and to seek help to cope with it if required. Users of this standard will need to ensure that practice reflects up to date information and policies.

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Performance criteria

You must be able to:

1. communicate with the child or young person and those involved in their care in a way that is appropriate to their age, understanding, developmental capacity and preferences
2. identify and respect the child's or young person's privacy, confidentiality, rights and wishes
3. clarify and confirm with the child or young person and those involved in their care, the information which may need to be shared with others within the boundaries of confidentiality
4. explore with the child or young person and those involved in their care the nature of the changes and discuss how they are feeling about it
5. explain clearly to the child or young person and those involved in their care the reasons for the changes and the consequences arising from them
6. encourage the child or young person and those involved in their care to ask questions and seek clarification on any implications for their care
7. provide support to the child or young person as necessary to enable them to take an active part in decisions affecting them
8. respond sensitively to any issues raised, and refer any issues that cannot be resolved to the appropriate people
9. explore what type of assistance the child or young person and those involved in their care require to manage the changes
10. assist the child or young person and those involved in their care to establish coping strategies to manage the change process
11. support the child or young person to find ways to manage the changes positively and encourage them to recognise and focus on their strengths and build towards the future
12. recognise when you or the child or young person need additional or specialist support and take the necessary action to arrange this in line with organisational requirements
13. ensure that all the relevant agencies are provided with the information they need to help the child or young person and those involved in their care manage the change process
14. monitor the actions that are being taken to assist the child or young person and those involved in their care to manage the changes, and identify any areas where assistance can be improved
15. ensure that all relevant people are encouraged to provide feedback on the way the child or young person and those involved in their care are coping with the changes

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16. produce records and reports that are clear, comprehensive, and accurate, and maintain the security and confidentiality of information

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Knowledge and understanding

You need to know and understand:

1. legal, organisational and policy requirements relevant to your role and the activities being carried out
2. the nature, extent and boundaries of your work role and its relationship to others in your own and other organisations
3. the roles of other practitioners working with children, young people and families and how they relate between and across agencies
4. the importance of effective multi-agency working
5. the ethical issues, legal requirements and good practice guidelines on consent, including capacity issues and consent for children and young people
6. the principle of confidentiality and the implications for your practice
7. how to recognise and respond to the signs of injury, abuse or neglect and your responsibility in relation to raising concerns with the appropriate person or agency
8. local systems, procedures and protocols for safeguarding children, young people and vulnerable adults
9. the principles of equality, diversity and anti-discriminatory practice and how they are applied
10. the duty to report any acts or omissions in care that could be detrimental to the child or young person
11. the rights of children and young people to make decisions for themselves and to take risks in the context of their own lives, taking into account issues of capacity and your professional responsibility
12. how to engage with and communicate effectively with children and young people, and those involved in their care
13. the need for communication to be modified for different contexts and cultures, including the age, vulnerability, understanding, developmental capacity and communication needs and preferences of the child or young person and those involved in their care
14. the ways in which children and young people communicate non-verbally and through behaviour, as well as through language, and how different forms of behaviour can be interpreted
15. the type of communication and relationship difficulties that can occur, and what to do to overcome communication and relationship difficulties
16. the importance of adopting a child/young person centred approach
17. the information and guidance that is available for children and young people and those involved in their care, and how to access this
18. the conditions and issues affecting children and young people in your area

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of practice and how they can inter-relate

19. child and young people's development, including emotional, physical, and social how they affect one another
20. how the behaviour needs of children and young people may affect others
21. the effect of parenting capacity, family, environment and cultural influences on the health and wellbeing of children and young people
22. the factors that contribute to the risk of harm to children and young people
23. the guidance that is available for your own practice and where to access this
24. current issues, research and evidence based practice relevant to your role
25. local sources of health and well-being information, advice and support for children and young people, and those involved in their care
26. referral processes and pathways within children's services
27. the patterns of change and transition from children to adults
28. how young people can be influenced by peer groups
29. the fears and concerns which children and young people and those close to them may have about the changes
30. the importance of encouraging children and young people to express their feelings about changes to their situation
31. how the impact of culture, religion, personal beliefs, stage of development and previous experiences may affect a child or young person's approach to the changes
32. the information which it may be necessary to share with others as a result of monitoring health and well-being and how to make sure that the child or young person and those involved in their care are clear about this
33. methods of providing support to help children and young people and those close to them to manage change
34. the importance of keeping full and accurate records, and how to do so in line with organisational requirements

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External Links

This standard links with the following dimension within the NHS

Knowledge and Skills Framework (October 2004):

Dimension: HWB4 Enablement to address health and wellbeing needs

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