

## SFHRenAT13

Enable the patient to assess the risks and benefits of the organ available and obtain their consent



### Overview

This standard sets out what the practitioner has to do to ensure that the donor is validly informed of risks and benefits. They often have to do this in the face of considerable enthusiasm of a patient who has been waiting for a deceased donation. Sometimes the patient is inappropriately pessimistic. Sometimes the practitioner has to return to this decision in the case of a living donation. There are also rare cases of clinically urgent donations where the urgency overtakes the quality of the match.

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:*

- P1 encourage the patient to express their feelings, and judge their emotional and psychological state regarding the transplantation (e.g. wanting it at all costs, uncertain, reluctant, fearful)
- P2 identify what the patient already understands about the factors influencing the suitability of a kidney and use this to modify your explanation
- P3 describe the risks and benefits of the kidney that is available, providing information about the donor and their circumstances as far as it helps the patient in making their decision or they request it (e.g. past medical history, drugs, creatinine levels, urea, FBC and time retrieved)
- P4 discuss the risks and benefits of staying on dialysis rather than accepting the kidney
- P5 ensure that a patient who is highly enthusiastic about the prospect of transplantation understands the risks associated with the kidney
- P6 ensure that a patient who is uncertain, reluctant or fearful understands the benefits of transplantation generally and the particular kidney, without underplaying the risks (includes clinical urgency when the patient is unable to dialyse any longer)
- P7 support the patient in their decision
- P8 formally obtain the patient's valid consent when they are fully informed, taking into account their emotional and psychological bias towards one decision or another (including understanding: the risks of the procedure, the likely short-, medium- and long-term survival, morbidity and quality-of-life prospects, alternatives to transplantation, assessment of capacity and voluntary nature of their decision)

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### Knowledge and understanding

*You need to know and understand:*

- K1 anatomy and physiology of the human body
- K2 anatomy and physiology of the renal system
- K3 the immune system
- K4 psychological care skills
- K5 what patients can expect with and without transplantation
- K6 the nature and risks and benefits of forms of renal replacement therapy for patients in different medical circumstances (dialysis, various and transplantation)
- K7 effects of renal replacement therapy on mood and motivation
- K8 patterns of relationship between prospective living donors and recipients
- K9 clinical, physiological and psychological characteristics of the patient pathway before and after transplantation – what happens, when, why and how (e.g. how a transplant operation is performed)
- K10 how organs are obtained (e.g. living donation, deceased heart beating and non heart beating donation)
- K11 how organs are selected and matched (living and deceased donors)
- K12 risks and benefits of transplantation (e.g. enhanced life prospects and lifestyle, side effects of immunosuppression, rejection, psychological issues, cancer, cardiovascular disease, viral infections and rejection)
- K13 objections to transplantation and how to probe underlying thinking and how to counter it
- K14 evidence of beliefs about transplantation among informed and uninformed religious and cultural groups (e.g. typical mistaken beliefs that a religion opposes transplantation, religious pronouncements such as Muslim fatwa in favour of transplantation)
- K15 statistics for renal transplantation locally
- K16 patient and living donor information, education and support opportunities
- K17 roles of other members of the multidisciplinary team
- K18 how to adapt communication styles in ways which are appropriate to different people (e.g. culture, language or special needs)
- K19 the importance of establishing rapport and how to do so
- K20 how to ask questions, listen carefully and summarise back
- K21 the importance of encouraging individuals to ask questions and how to do so
- K22 the religious beliefs of different cultures
- K23 the effects of different cultures and religions on care management and effects on family dynamics
- K24 the principle of confidentiality and what information may be given to whom
- K25 the importance of involving individuals in discussions, and how to do so

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- K26 how to negotiate effectively with individuals, families and other professionals
- K27 the principles of evidence-based practice, and how to apply them
- K28 coaching skills

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### Additional Information

#### External links

This standard has indicative links with the following dimension within the NHS Knowledge and Skills Framework (October 2004):

Dimension: HWB6 Assessment and treatment planning

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