
Overview

As would-be donors learn more about what will happen, they may develop doubts about their commitment, they may fail to understand the implications for their family and work or the pressures of the work-up and they may require considerable support.

Users of this standard will need to ensure that practice reflects up to date information and policies.

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Provide emotional support to a potential living donor

Performance criteria

You must be able to:

- P1 detect from words and behaviour areas of difficulty from the donation work-up process or from family pressures to donate or not donate
- P2 identify any history of adverse reaction to stress or high emotional intensity
- P3 encourage the donor to recognise their feelings as common to people in their position
- P4 encourage the donor to voice their feelings and anxieties
- P5 encourage the donor to recognise you as someone who represents their point of view, not that of the recipient
- P6 provide information about the time and stages of the work-up process and call on other members of the multidisciplinary team for advice or to work with the donor
- P7 help the donor to find coping mechanisms based on an understanding of their own feelings and evidence about the pressures that the work-up and family intensity create
- P8 refer the donor for psychological support if they wish it
- P9 provide opportunities for follow-up and interim contact if the donor needs it

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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 psychological care skills (e.g. counselling)
- K4 valid consent for assessment and continuing in the transplant programme
- K5 how to create a safe environment to allow a donor to withdraw from the programme, revoking consent
- K6 what renal patients can expect with and without transplantation
- K7 the assessment process and its requirements of donors and members of the multidisciplinary team
- K8 implications of test results for the donor and their family (e.g. people may not be related in the way they thought they were, medical conditions revealed)
- K9 current evidence of the effects of the donation programme on potential donors and how to minimise adverse reactions
- K10 resources available to the assessment process and how to access them (e.g. laboratory services, psychological assessment, specialist counselling)
- K11 best practice guidelines (e.g. British Transplantation Society)
- K12 boundaries that must be observed by members of the team in keeping the interests of donor and recipient separate
- K13 current evidence and evidence-based practice for the whole donation process
- K14 interpreting results (e.g. histocompatibility, cross matching, blood group, screening for antibodies)
- K15 how to interpret a donor's physical and psychological health, using your own and others' observation, discussion and technical assessment methods
- K16 family relationships and ways of exploring them through observation, individual and group interviews and discussions
- K17 investigation and interpretation of donor motivation, its sustainability and risks associated with different types of motivation
- K18 types of coercion and reward applied to donors and how they may be revealed
- K19 how to assess the potential donor's motivation (e.g. free from inducement, coercion or threat)
- K20 how to act on behalf of the donor to convey difficult messages (e.g. withdrawing from donation, a revealed medical condition)
- K21 statistics for renal transplantation locally
- K22 patient and living donor information, education and support opportunities
- K23 roles of other members of the multidisciplinary team

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- K24 methods of communicating sensitive information to individuals
- K25 how information obtained from individuals should be recorded and stored
- K26 the principle of confidentiality and what information may be given to whom
- K27 how to adapt communication styles in ways which are appropriate to different people (e.g. culture, language or special needs)
- K28 the importance of establishing rapport and how to do so
- K29 how to ask questions, listen carefully and summarise back
- K30 the importance of encouraging individuals to ask questions and how to do so
- K31 the religious beliefs of different cultures
- K32 the effects of different cultures and religions on care management and effects on family dynamics
- K33 the importance of involving individuals in discussions, and how to do so
- K34 the principles of evidence-based practice, and how to apply them

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Additional Information

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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Developed by	Skills for Health
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Version number	1
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Date approved	June 2010
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Indicative review date	June 2012
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Validity	Current
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Status	Original
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Originating organisation	Skills for Health
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Original URN	RenLD11
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Relevant occupations	Health, Public Services and Care; Health Professionals; Healthcare and Related Personal Services
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Suite	Renal
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Key words	kidney, kidneys, donation, diabetes, donor, renal, transplant
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