

## SFHRenLD3

# Introduce the prospective living donor and their family to the assessment programme



---

### Overview

This standard is about helping a would-be donor and their family find out just what is involved in the programme of assessment that leads up to the donation process itself. The competence takes into account that donors are a special case: people who are well, volunteering to undergo a surgical procedure and other risks.

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

## SFHRenLD3

### Introduce the prospective living donor and their family to the assessment programme

---

#### Performance criteria

*You must be able to:*

- P1 identify the donor's goals, aspirations and lifestyle and any issues which they would like addressed in the assessment
- P2 explain clearly to the donor:
  - P2.1 your own role, responsibilities, accountability and scope of practice
  - P2.2 the information that is needed from the assessment and who might have access to it
  - P2.3 the timescale, what affects it and the fact that medical screening can be a stressful process
- P3 enable the donor to understand the role of the assessment in deciding whether or not they can donate to the recipient
- P4 enable the prospective donor to understand that clinical tests might reveal new information about their medical condition and discuss possible implications and support that could be made available
- P5 acknowledge and respect the donor's rights to discontinue the clinical testing process at any stage or to have specialist psychological support
- P6 encourage the prospective donor to find out about their family medical history
- P7 advise the donor that they can withdraw at any stage
- P8 promote the donor's rights and wishes throughout the assessment
- P9 assess whether the donor has the motivation, fully informed and free from pressure, to continue with the assessment process
- P10 explain the assessment process and the next steps to family members on their behalf if they wish you to do so

## SFHRenLD3

### Introduce the prospective living donor and their family to the assessment programme

---

#### 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 how to present to audiences of donors, recipients and families to explain and to promote live donation
- K12 how to facilitate discussions among potential and past donors, recipients and families
- K13 legal requirements for transplantation (e.g. Human Organ Transplants Act 1989, The Human Organ Transplants [Unrelated Persons] Regulations, 1989)
- K14 best practice guidelines (e.g. British Transplantation Society)
- K15 boundaries that must be observed by members of the team in keeping the interests of donor and recipient separate
- K16 current evidence and evidence-based practice for the whole donation process
- K17 how to interpret a donor's physical and psychological health, using your own and others' observation, discussion and technical assessment methods
- K18 the assessment process and its requirements of donors and members of the multidisciplinary team
- K19 commissioning tests and interpreting results (e.g. histocompatibility, cross matching, blood group, screening for antibodies)
- K20 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)

## SFHRenLD3

### Introduce the prospective living donor and their family to the assessment programme

---

- K21 family relationships and ways of exploring them through observation, individual and group interviews and discussions
- K22 investigation and interpretation of donor motivation, its sustainability and risks associated with different types of motivation
- K23 types of coercion and reward applied to donors and how they may be revealed
- K24 how to assess the potential donor's motivation (e.g. free from inducement, coercion or threat)
- K25 how to act on behalf of the donor to convey difficult messages (e.g. withdrawing from donation, a revealed medical condition)
- K26 procedures, protocols and guidelines for the organisation and for links with receiving or referring units
- K27 statistics for renal transplantation locally
- K28 patient and living donor information, education and support opportunities
- K29 roles of other members of the multidisciplinary team
- K30 methods of communicating sensitive information to individuals
- K31 how information obtained from individuals should be recorded and stored
- K32 how to adapt communication styles in ways which are appropriate to different people (e.g. culture, language or special needs)
- K33 the importance of establishing rapport and how to do so
- K34 how to ask questions, listen carefully and summarise back
- K35 the importance of encouraging individuals to ask questions and how to do so
- K36 the religious beliefs of different cultures
- K37 the effects of different cultures and religions on care management and effects on family dynamics
- K38 the principle of confidentiality and what information may be given to whom
- K39 the importance of involving individuals in discussions, and how to do so
- K40 how to negotiate effectively with individuals, families and other professionals
- K41 the principles of evidence-based practice, and how to apply them

## SFHRenLD3

Introduce the prospective living donor and their family to the assessment programme

---

### Additional Information

#### External links

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

Dimension: Core 1 Communication

## SFHRenLD3

Introduce the prospective living donor and their family to the assessment programme

---

<b>Developed by</b>	Skills for Health
---------------------	-------------------

---

<b>Version number</b>	1
-----------------------	---

---

<b>Date approved</b>	June 2010
----------------------	-----------

---

<b>Indicative review date</b>	June 2012
-------------------------------	-----------

---

<b>Validity</b>	Current
-----------------	---------

---

<b>Status</b>	Original
---------------	----------

---

<b>Originating organisation</b>	Skills for Health
---------------------------------	-------------------

---

<b>Original URN</b>	RenLD3
---------------------	--------

---

<b>Relevant occupations</b>	Health, Public Services and Care; Health Professionals; Healthcare and Related Personal Services
-----------------------------	--

---

<b>Suite</b>	Renal
--------------	-------

---

<b>Key words</b>	kidney, kidneys, donation, diabetes, donor, renal, transplant
------------------	---

---