

## **H5NM 04 (SCDHSC0212) — Support Individuals During Therapy Sessions**

### **Overview**

This standard identifies the requirements when you support individuals during therapy sessions. This includes supporting individuals during sessions, carrying out observations at the time and contributing to consideration of how effective the sessions are in meeting outcomes. It also includes preparing the environment and materials before therapy sessions and tidying them afterwards.

## 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.

**Active participation** is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

The **individual** is the 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 wellbeing. 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 wellbeing and who enable you to carry out your role.

## **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

## Performance Criteria — What you do in your job

You must provide evidence to meet all the 23 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

### Make preparations for therapy sessions

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	With the support of <b>others</b> , identify how the environment and materials need to be prepared before and tidied after a therapy session.	
2	Identify your role and responsibilities in relation to the actions required.	
3	Prepare yourself, the environment and materials as instructed and to address safety requirements.	
4	Work with the <b>individual</b> to identify their preferences, concerns and issues about participating in the therapy session.	
5	Agree with the individual and others how to address any special requirements identified.	
6	Re-assure the individual about the nature and content of the therapy session.	
7	Highlight to the therapist any concerns and issues you are unable to resolve.	

### Support the individual during therapy sessions

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
8	Follow precisely the therapist's directions when carrying out activities that are delegated to you in relation to the therapy session.	
9	Support the individual's <b>active participation</b> within the therapy session, taking account of their preferences and needs.	
10	Take appropriate action if the individual has any difficulties or you observe any significant changes.	
11	Agree any adjustments needed to maximise the individual's participation and the effectiveness of the therapy sessions.	
12	Implement any adjustments that are within your role.	

### Carry out observations in relation to therapy sessions

13	Agree with the individual and others the observations that need to be made and the scope of your responsibility.	
14	Follow agreed arrangements for observing the individual before, during and after the therapy session.	
15	Check your observations with appropriate people and against agreed outcomes.	

### Contribute to reviewing the effectiveness of therapy sessions

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
16	Work with the individual to identify the effectiveness of the therapy sessions on their health and social wellbeing.	
17	Work with the individual, <b>key people</b> and others to identify any issues or problems identified through feedback from the individual or from observations.	
18	Work with the individual, key people and others to identify and agree changes needed to therapy sessions.	
19	Record and report on therapy sessions within confidentiality agreements and according to legal and work setting requirements.	

### Tidy the environment and materials after therapy sessions

20	Following therapy sessions, restore the environment according to legal, work setting and safety requirements.	
21	Clean materials according to legal, work setting and safety procedures and agreements.	
22	Store materials according to legal, work setting and safety procedures and agreements.	
23	Report any damage to materials, equipment or in the environment immediately and according to work setting procedures and practices.	

## Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 51 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

### Rights

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge</b> <b>point has been met</b>
1	Work setting requirements on equality, diversity, discrimination and rights.	
2	Your role supporting rights, choices, wellbeing and active participation.	
3	Your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights.	
4	The actions to take if you have concerns about discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	

## How you carry out your work

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
6	Codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard.	
7	The main items of legislation that relate to the content of this standard within your work role.	
8	Your own background, experiences and beliefs that may affect the way you work.	
9	Your own roles and responsibilities with their limits and boundaries.	
10	Who you must report to at work.	
11	The roles and responsibilities of other people with whom you work.	
12	How to find out about procedures and agreed ways of working in your work setting.	
13	How to make sure you follow procedures and agreed ways of working.	
14	The meaning of person centred working and the importance of knowing and respecting each person as an individual.	
15	The prime importance of the interests and wellbeing of the individual.	
16	The individual's cultural and language context.	
17	How to work in ways that build trust with people.	
18	How to work in ways that support the active participation of individuals in their own care and support.	
19	How to work in ways that respect individuals' dignity, personal beliefs and preferences.	



### How you carry out your work (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
20	How to work in partnership with people.	
21	What you should do when there are conflicts and dilemmas in your work.	
22	How and when you should seek support in situations beyond your experience and expertise.	

### Theory for practice

23	The <b>factors that may affect the health, wellbeing and development of individuals</b> you care for or support.	
24	How these affect individuals and how they may affect different individuals differently.	
25	The main stages of human development.	

### Communication

26	Factors that can have a positive or negative effect on the way people communicate.	
27	Different methods of communicating.	

### Personal and professional development

28	Why it is important to reflect on how you do your work.	
29	How to use your reflections to improve the way you work.	

## Health and Safety

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
30	Your work setting policies and practices for health, safety and security.	
31	Practices that help to prevent and control infection in the context of this standard.	

## Safe-guarding

32	The duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
33	Signs and symptoms of harm or abuse.	
34	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
35	What to do if you have reported concerns but no action is taken to address them.	

## Handling information

36	Legal requirements, policies and procedures for the security and confidentiality of information.	
37	Work setting requirements for recording information and producing reports including the use of electronic communication.	
38	What confidentiality means.	
39	How to maintain confidentiality in your work.	
40	When and how to pass on information.	

## Knowledge that is Specific to this NOS

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
41	Key changes that may occur in individuals with whom you work and what you should do if a key change occurs.	
42	The impact of stress and fear on behaviour and individuals' ability to take part in and use therapy sessions effectively.	
43	The conditions and impairments that the therapy is addressing.	
44	The benefits and problems that might occur prior to, during and after therapy sessions.	
45	The outcomes that therapy sessions aim to achieve for individuals.	
46	The best ways of supporting individuals through therapy sessions.	
47	How to form a supportive relationship with individuals to enable them to benefit as much as possible from the therapy.	
48	How to observe and record observations to support therapy sessions.	
49	The key signs of problems and difficulties that need to be reported to the therapist.	
50	How to involve individuals in collecting information about their experience of the therapy and its outcomes.	
51	The risks, dangers and difficulties associated with different equipment and materials and in relation to specific individuals.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

**Unit assessed as being complete**

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

**Internal Verification**

To be completed in accordance with centre's internal verifier (IV) strategy.

<b>Evidence for this Unit was sampled on the following date/s</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

**Unit completion confirmed**

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	