

H5SL 04 (SCDHSC0352) — Support Individuals to Continue Therapies

Overview

This standard identifies the requirements when you support individuals to continue therapies under the direction of a therapist. This includes working with therapists and individuals to agree how therapies will be supported to continue and supporting individuals to complete specified activities. It also includes contributing to evaluation of the effects of therapies on the individuals.

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 adult, child or young 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.

The **therapy** may refer to occupational therapy; physiotherapy; behavioural therapy; other therapeutic programmes.

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 are to 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 30 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.

Work with individuals and therapists to agree how therapies will be supported to continue

	Performance Criteria	Evidence Number where this criteria has been met
1	Clarify with the therapist and the individual the intended outcomes of continuing a specific therapy .	
2	Discuss with the therapist your role and responsibilities in helping the individual to continue the therapy.	
3	Identify with the therapist the skills and abilities you require to support the individual to continue the therapy.	
4	With the individual and the therapist, review the skills and abilities that individuals and key people need to carry out the activities and procedures.	
5	Work with the therapist and the individual to identify the level and type of support you could provide to enable the individual to participate fully in the therapy.	
6	Work with the therapist to identify extra support the individual may need to enable them to continue the therapy.	
7	Agree with all involved their preferred options for support.	
8	Contribute to negotiating agreement on options and how they will be implemented.	

Work with individuals and therapists to agree how therapies will be supported to continue (cont)

	Performance Criteria	Evidence Number where this criteria has been met
9	Complete records and reports about actions, procedures and outcomes, within confidentiality agreements and according to legal and work setting requirements.	

Support individuals to complete activities identified by therapists

10	Identify with the therapist and others the activities the individual needs to continue.	
11	Confirm how the activities should be carried out and the support the individual and key people will be able to have.	
12	Support the individual to understand the nature of the therapy and the benefits of continuing and completing it.	
13	Support the individual to access additional information they require to benefit from the therapy.	
14	Undertake agreed support activities with the individual and key people in ways that promote active participation .	
15	Identify with the individual any difficulties or concerns they have during therapy activities and take appropriate actions to deal with these.	
16	Stop the therapy session where the individual shows signs of pain or distress.	
17	Take appropriate action to address difficulties, pain and distress.	
18	Seek additional support from the therapist when you are not competent to deal with problems and difficulties.	

Support individuals to complete activities identified by therapists (cont)

	Performance Criteria	Evidence Number where this criteria has been met
19	Encourage the individual to continue therapy activities by acknowledging success and supporting them when they are having difficulties.	
20	Support the individual and key people to continue the therapy activities themselves.	
21	Review the support you are providing to identify with the individual any changes needed to make your support more effective.	

Contribute to evaluating the effects of therapies on individuals

22	Agree with all involved the observations for which you are responsible.	
23	Observe accurately the individual's progress and problems, difficulties or concerns that arise during therapy sessions.	
24	Check your observations to establish where they are the same as those of the individual, key people and others.	
25	Identify the reasons for any differences between observations.	
26	Contribute your observations to the overall evaluation of the effectiveness of the therapy.	
27	Contribute to agreeing changes that need to be made to the therapy and therapy sessions in the light of limited progress or changes in the needs and circumstance of the individual.	
28	Provide feedback in an accessible form to the individual, key people and others.	
29	Ensure that decisions, judgements, explanations and recommendations are accurately documented.	

Contribute to evaluating the effects of therapies on individuals (cont)

	Performance Criteria	Evidence Number where this criteria has been met
30	Provide records, reports and feedback as agreed within the therapy programme, according to confidentiality agreements and taking account of legal and work setting requirements.	

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 50 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

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting individuals' rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of individuals.	
4	How to deal with and challenge discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	Your own background, experiences and beliefs that may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual.	
12	The prime importance of the interests and wellbeing of the individual.	
13	The individual's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with individuals, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	
19	How to challenge poor practice.	

Your practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
20	How and when to seek support in situations beyond your experience and expertise.	

Theory

21	The nature and impact of factors that may affect the health, wellbeing and development of individuals you care for or support.	
22	Theories underpinning our understanding of human development and factors that affect it.	

Personal and professional development

23	Principles of reflective practice and why it is important.	
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Communication

24	Factors that can affect communication and language skills and their development in children, young people adults.	
25	Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	

Health and Safety

26	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
27	Practices for the prevention and control of infection in the context of this standard.	

Safe-guarding

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
28	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
29	Indicators of potential harm or abuse.	
30	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
31	What to do if you have reported concerns but no action is taken to address them.	

Handling information

32	Legal requirements, policies and procedures for the security and confidentiality of information.	
33	Legal and work setting requirements for recording information and producing reports.	
34	Principles of confidentiality and when to pass on otherwise confidential information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
35	How and where to access information and support that can inform your practice about therapies and continuing them in the absence of the therapist.	
36	How you can access, review and evaluate information about the therapies being used.	
37	How aspects of human growth and development can affect and be affected by the therapies being used.	
38	Identity, self-esteem and self-image, and how these can be affected by individuals continuing specified therapeutic activities.	
39	How to use your relationship with individuals to promote their wellbeing through therapeutic activities.	
40	The conditions and impairments therapies are addressing.	
41	How to set up the environment and set up and use any equipment and materials needed for the therapy.	
42	The outcomes that the therapy aims to achieve for the individuals.	
43	The impact of stress and fear on behaviour and the individuals' ability to use the therapy.	
44	The role of active participation and encouragement in enabling individuals to use the therapy.	
45	The most effective ways of supporting the individuals to use the therapy to support their health and wellbeing.	
46	How to form a supportive relationship with individuals to enable them to benefit as much as possible from the therapy.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
47	How to observe the individuals using the therapy.	
48	The key signs of problems and difficulties that need to be reported to the therapist and others.	
49	How to involve the individual in collecting information about their experience of the therapy and its outcomes.	
50	What information and observations you contribute to evaluations.	

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

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

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

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

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

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	