

H5T9 04 (SCDHSC0393) — Promote Participation in Agreed Therapeutic Group Activities

Overview

This standard identifies the requirements when you promote participation in agreed therapeutic group activities. This includes planning and preparing the activities in ways that will promote the participation of individuals, preparing and supporting individuals through the activities and contributing to the evaluation of the agreed therapeutic group activities.

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.

Harm and abuse could include neglect, physical, emotional and sexual abuse, financial abuse, bullying, self-harm, reckless behaviour.

The **individual** is the adult, child or young person you support or care for in your work.

Others are your colleagues and other professionals whose work contributes to the individual's wellbeing and who enable you to carry out your role.

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or destruction to the environment and goods; the possibility of injury and harm to people including self-harm, bullying, abuse, reckless behaviour.

Support needs may include support for individuals with disabilities or specific communication needs; this may include using the individual's preferred spoken language, the use of signs, symbols, pictures, writing, objects of reference, communication passports, other non-verbal forms of communication; human and technological aids to communication, mobility and independence.

Therapeutic group activities may relate to home, work, leisure, education, relationships; they may include reminiscence therapy, relaxation and anxiety management; activities to promote self-awareness and self-esteem; remedial games; social skills training; communication groups; creative therapy; work-related therapy; health-related therapy.

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 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 29 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.

Plan agreed therapeutic group activities to ensure participation

	Performance Criteria	Evidence Number where this criteria has been met
1	Agree with individuals in the group, the group as a whole and others the purpose of therapeutic group activities .	
2	Agree with all involved the nature and goals of the specific therapeutic group activity.	
3	Obtain information to ensure that you are able to carry out the activity safely and in accordance with instructions from any specialists involved.	
4	Work with individuals and the group as a whole to ensure the activity is consistent with any programme of care or support for individual participants.	
5	Ensure plans are in place to deal with any risks associated with the proposed activity.	
6	Seek advice on how to deal with any areas where you believe there might be problems and conflicts.	
7	Work with the group and others in planning to ensure the activity is inclusive of all participants.	
8	Seek specific help for individuals with particular support needs .	
9	Work with the group and others to make any special arrangements needed to enable individuals with particular support needs to participate.	

Plan agreed therapeutic group activities to ensure participation (cont)

	Performance Criteria	Evidence Number where this criteria has been met
10	Arrange the environment, materials and equipment in ways that encourage the full and safe participation of all group members.	

Promote individuals' participation in agreed therapeutic group activities

11	Support each individual to understand the benefits that may be achieved from the therapeutic group activity.	
12	Work with each individual to confirm they understand and agree to take part in the activity.	
13	Ensure that the environment, the group and the individuals are safe from any danger, harm and abuse .	
14	Use risk assessment to ensure that any chosen risks can be undertaken as safely as possible rather than avoided.	
15	Support individuals and the group in ways that encourage their participation and co-operation.	
16	Observe the group and individual members during the activity.	
17	Praise successes of individuals and the group.	
18	Give constructive feedback to help individuals to learn and develop.	
19	Make modifications that are within the scope of your role where the activity is having an adverse effect on individuals or the group.	
20	Seek appropriate help from others where issues, conflicts or disagreements occur that you are unable to deal with.	
21	Complete records and reports about activities, processes and outcomes in accordance with legal and work setting requirements.	

Evaluate agreed therapeutic group activities

	Performance Criteria	Evidence Number where this criteria has been met
22	Agree with individuals in the group, the group as a whole and others the methods of evaluating the therapeutic group activity and the participation of those involved.	
23	Support individuals to give feedback on of the activity and its benefits to themselves and the group.	
24	Review with individuals, the group and other appropriate people the learning, development and other benefits that have been achieved.	
25	Identify with individuals and others where goals were found to be unrealistic.	
26	Discuss with individuals and others any different ways of approaching existing activities to maximise benefits and participation.	
27	Make suggestions to relevant people for new activities or modifications where activities are having an adverse effect on individuals or the group and the changes are beyond your remit.	
28	Agree proposals for revised activities with appropriate people before introducing changes.	
29	Make appropriate changes to improve the group activities as agreed with individuals and others.	

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 45 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 for practice

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 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 therapeutic group activities.	
36	How therapeutic group activities can contribute positively to the health, wellbeing, behaviour, skills, abilities and development of individuals.	
37	Conditions and impairments that specific therapeutic group activities are designed to address.	
38	Specific outcomes that therapeutic group activities aim to achieve for the group members and the group.	
39	The purpose of using therapeutic groups activities to promote the health and wellbeing of individuals and for the promotion of the group.	
40	The range of therapeutic activities, their appropriateness to the groups with whom you work and how to adapt them to meet individual and group needs.	
41	Methods of observing group activities generally, and specifically for the therapeutic group activities you are using.	
42	The importance of giving support and providing activities that are consistent with the individuals' abilities, development, skills, preferences and condition.	
43	The type of criteria and methods to be used when evaluating the effectiveness of therapeutic group activities.	
44	The philosophy and approach of the therapeutic group activities undertaken.	

Knowledge 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
45	How to set up the environment and set up and use any equipment and materials needed for the therapeutic group activities.	

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	