

H5V0 04 (SCDHSC3122) — Support Individuals to Use Medication in Social Care Settings

Overview

This standard applies to social care workers and identifies the requirements when supporting individuals to use medication in social care settings. This involves promoting individuals' independence and rights while supporting them to use medication. The standard covers preparing for and supporting the use of medication, as well as implementing safe practices to ensure medication supplies are received, stored and disposed of safely.

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.

To **communicate** may include using the individual's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non-verbal forms of communication, human and technological aids to communication.

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

Information may be located in the individual's care or support plan; in a medication record; in a patient information leaflet, in the prescription details on the medication container.

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.

Medication may be either prescribed or bought 'over the counter'.

Medication is used correctly when the individual has the correct medication, in the correct dose, by the correct route, at the correct time.

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

Practical difficulties may include spilt medication, difficulty in taking the medication, choosing not to take the medication, vomiting after swallowing the medication, adverse changes that may be reactions to the medication.

Special requirements for when and how the medication must be used may include time of day, frequency, interval since the previous dose, before/with/after food, in a particular form, via a particular route.

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 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.

Promote the rights of individuals when using medication

	Performance Criteria	Evidence Number where this criteria has been met
1	Communicate with the individual in their preferred ways when supporting the use of medication .	
2	Support the individual to understand the benefits of active participation when using medication, including self-medication where possible.	
3	Support the individual to understand the risks and benefits of using specific medication, taking account of possible adverse reactions and contra-indications.	
4	Confirm that the individual's consent to use of the medication has been established.	
5	Work with the individual, key people and others to identify any risks associated with the individual managing their own medication.	
6	Use risk assessments to maximise the individual's independence in using medication while minimising risks.	
7	Ensure that details of the individual's medication and health condition are kept private while remaining as accessible as possible to the individual.	
8	Work with the individual, key people and others to resolve any ethical issues that may arise in relation to medication.	

Support individuals to implement safe practices when receiving, storing and disposing of medication supplies

	Performance Criteria	Evidence Number where this criteria has been met
9	Access information about the individual's medication.	
10	Support the individual to understand safe practices in relation to their medication supplies.	
11	Support the individual to access supplies of medication they require.	
12	Support the individual to store their medication securely in ways required for the specific medication.	
13	Support the individual to check that medication is in date and rotate supplies where necessary.	
14	Support the individual to dispose of unused or out of date medication in line with legal, work setting and any other requirements.	
15	Complete records and reports about medication supplies in accordance with legal and work setting requirements.	

Prepare for the use of medication

16	Confirm with the individual the level and type of support they require when using medication.	
17	Support the individual to understand information about how the medication is to be used.	
18	Clarify with appropriate people any discrepancies, conflicting instructions or missing medication, in accordance with work setting requirements.	
19	Address any anxieties or uncertainties the individual may express in relation to the use of medication.	

Prepare for the use of medication (cont)

	Performance Criteria	Evidence Number where this criteria has been met
20	Confirm that the individual understands the reason for hygiene precautions and any protective clothing needed.	
21	Confirm that any special requirements for use of the medication have been or can be fulfilled.	
22	Ensure the medication is available in the form the individual prefers or requires and that any necessary equipment is to hand.	
23	Confirm with the individual that the environment provides the level of privacy they prefer.	

Support individuals to use medication

24	Carry out your agreed role to support the individual to use medication in ways that promote their active participation, dignity, hygiene and safety.	
25	Check that the medication is used correctly .	
26	Observe use of the medication to identify any practical difficulties that may arise.	
27	Offer appropriate reassurance and encouragement to the individual.	
28	Address any practical difficulties that arise in accordance with work setting requirements.	
29	Access further information and support about the use of medication and any difficulties associated with it.	
30	Complete records and reports about the individual's use of medication in accordance with 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 47 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 human 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 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	Legislation that governs the use of medication in social care settings.	
36	The importance of the individual giving consent to medication.	
37	The legal classification system for medication and implications for use in social care settings.	
38	The roles and responsibilities of those involved in prescribing, dispensing and supporting the use of medication.	
39	Common types of medication and their general uses.	
40	Requirements for storing and disposing of specific medications.	
41	Practices for maintaining hygiene and preventing cross infection and contamination while handling medication.	
42	The routes by which medication can be taken into the body.	
43	Different forms in which medication can be presented.	
44	Materials and equipment that can assist in administering medication.	
45	Changes to an individual's physical or mental state that may indicate an adverse reaction to medication.	
46	Legal and work setting requirements for recording the use of medication.	
47	Where responsibilities lie in relation to use of 'over the counter' remedies in social care settings.	

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	