

## **H5VH 04 (SFHM H18) — Identify the Physical Health Needs of Individuals With Mental Health Needs**

### **Overview**

This standard covers identifying an individual's physical health needs and their capability, or that of their carer, to address these needs within the limitations and risks of the individual's mental health needs.

This standard applies to anyone responsible for identifying the physical health needs of individuals with mental health needs and determining appropriate courses of action to promote their physical health.

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

## **Additional Information**

### **Links to other NOS**

This National Occupational Standard also appears as HSC364 in the Health and Social Care National Occupational Standards (2004)

### **External Links**

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

Dimension: HWB2 Assessment and Care Planning to Meet Health and Wellbeing

## Performance Criteria — What you do in your job

You must provide evidence to meet all the 20 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.

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Maintain and update your knowledge about physical health and wellbeing as and when required.	
2	Encourage and support individuals and significant others to contribute to the identification of the individual's physical health needs.	
3	Obtain appropriate and necessary background information about the individual's physical health needs.	
4	Work with individuals and significant others to identify the individual's physical health needs and their particular requirements.	
5	Ensure your assessment of the individual's physical health needs provides a balanced picture, taking full and appropriate account of:  5.1 their mental health needs.  5.2 their ability to undertake their own health care.  5.3 the capability of significant others to meet the individual's health care needs.  5.4 any risk to the individual, their carer, family, community or care practitioners.	

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
6	Seek advice and support from an appropriate source when the needs of the individual and the complexity of the case are beyond your role and capability.	
7	Use information on the individual's physical and mental health needs as a whole to inform subsequent action.	
8	Explain the agency and legislative requirements for sharing information with others.	
9	Negotiate agreement with the individual and significant others on the information which will need to be shared, and with whom.	
10	Maintain complete, accurate and legible records of your assessments in a format which allows other practitioners to use them easily.	
11	Communicate records of assessments only to those authorised to see them in accordance with organisational, professional and legal requirements for confidentiality of personal information.	
12	Communicate with individuals and significant others in a manner that emphasises the two way nature and role of the individual as an informed equal partner in the process.	
13	Explain the outcomes of the assessment to individuals in an appropriate manner, level and pace.	

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
14	<p>Agree the subsequent action to be taken with the individual, based on:</p> <p>14.1 the consent and wishes of the individual.</p> <p>14.2 the information gained from the assessment of the individual's physical health needs.</p> <p>14.3 input received from different professional roles.</p> <p>14.4 an evaluation of the level of risk inherent in each option.</p> <p>14.5 the resources available to meet the individual's physical health needs.</p> <p>14.6 the priorities of the services involved.</p>	
15	<p>If required, agree the need to refer to another practitioner with the individual and give them appropriate support to understand and cooperate with the decision.</p>	
16	<p>Comply with agreed referral criteria and provide all necessary information when a referral to another practitioner is required.</p>	
17	<p>Provide appropriate advice and guidance when it is agreed that the individual and/or significant others are capable of undertaking the individual's health care.</p>	
18	<p>Agree a course of action with the individual and significant others which achieves a balance between the interests of the individual, any inherent risks and the legal duty of care.</p>	
19	<p>Maintain accurate, legible and complete records of agreements reached with individuals and the resulting action to be taken.</p>	

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
20	Communicate agreements and decisions about meeting the physical health needs of individuals with all those involved in implementing or monitoring the required actions, ensuring consistency with legal and organisational policies on confidentiality.	

## 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 37 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.

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge point has been met</b>
1	Relevant individual and mental health specific legislation and how this should inform and guide the assessment of need (such as The Mental Health Act, The Children Act, etc).	
2	The principles of needs-led assessment and person-centred planning.	
3	How an individuals' physical and mental health needs may be linked and impact on one another and why it is important to be aware of this (eg chest infection in an older person could present as acute anxiety).	
4	How routine ageing processes can influence physical health and the impact this can have on mental health needs.	
5	The importance of acknowledging your own values and assumptions when carrying out an assessment, and strategies for dealing with these.	
6	Why the individual's views of their own needs should be listened to and due weight given to individual preferences and choices.	
7	Your legal and organisational status and your powers and responsibilities in relation to decision-making and resource-holding.	

	<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>
8	How the legislative framework affects agency policy, assessment strategies used and information gathered.	
9	The data protection act and its implications for the recording and storing of information.	
10	The importance of recognising and valuing difference and diversity.	
11	Why it is important to record situations in which preferred options are not feasible due to agency policy or resource constraints.	
12	The policy and procedures to follow in situations where informed consent cannot be obtained.	
13	The background information which is necessary for the assessment to proceed effectively.	
14	How to integrate and synthesise all of the information about an individual's physical and mental health needs so that they can be considered as a whole and what to do with pieces of information which seem inconsistent with the rest.	
15	How to determine the subsequent actions which may be necessary depending on the outcomes from the assessment of individuals' physical health needs.	
16	How to structure assessment records so that they contain all of the necessary information and are suitable for others to use.	
17	Who has the right of access to information held on records.	
18	The risks which there may be in various courses of action for the individual and how to assess these realistically.	



	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
19	How to balance risks, assess individuals' needs, resource availability and service priorities.	
20	The purpose of agreeing with individuals if a referral to another practitioner is required and how to provide them with sufficient and relevant information for them to give their informed consent.	
21	The purpose of recording agreements reached with individuals and how to do this effectively.	
22	Methods of communicating assessment information to others balancing the duty of confidentiality, any agreements made with the individual, risks and duty of care.	
23	The resources which are available to meet the individual's needs within your own and other services, including specific provision catering for older people.	
24	The priorities of the services for different groups and how these affect the services you are able to provide or refer to.	
25	How to determine whether the individual's needs should be met even if resourcing of the service makes this difficult and what to do in these situations.	
26	The arrangements which may need to be put into place for further assessment or interventions and the capacity of the service to provide these.	
27	The roles, structures and functions of the different agencies to whom referrals may be made.	
28	How to determine whether a referral is appropriate to services provided by the agency concerned.	

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
29	The rights of practitioners to refuse referrals and the reasons why this might be done (eg contract requirements, the assessment may put the individual at risk or not be for their benefit, insufficient resources).	
30	The quality, quantity and type of information which needs to be provided when making referrals and any differences that arise as a consequence of the information systems used by an agency.	
31	How the nature of the relationship between the significant other(s) and the individual may alter the extent to which you ask them to be involved, or the individual would wish for them to be involved.	
32	How to interpret signs from the individual as to their wishes, although they may not make these explicit.	
33	How to encourage individuals and their significant others to assess their own needs and the reasons for doing this.	
34	Methods of explaining clearly to individuals and their significant others the outcomes of the assessment	
35	The different fears and concerns which individuals and their significant others will have about the assessment and its outcomes and how to recognise and respect these whilst at the same time being open and honest with those concerned.	
36	How to encourage significant others to support the individual.	
37	How to interpret the information provided by individuals and their significant others and feed this into the assessment process.	

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>	