

H5SJ 04 (SCDHSC0350) — Support the Spiritual Well-being of Individuals

Overview

This standard outlines the requirements when you promote, recognise, respect and support individuals' spiritual wellbeing. This includes identifying ways to support individuals' spiritual wellbeing and providing opportunities that facilitate and support this. It also includes evaluating and reporting on work that relates to spiritual wellbeing.

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.

A **care or support plan** is a formal plan that must be developed and agreed with the individual and/or those who are able to represent the individual's best interests. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care or support plan must underpin the individual's care and support within any health or social care setting.

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.

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.

Spiritual needs encompass hope, a quest for meaning and inner peace, a need to be valued and to receive assistance to cope with anxieties and fears.

Spiritual wellbeing is a state of wholeness, when every aspect of life is in balance and the person feels confident, creative, fulfilled and integrated, both inwardly and in relation to other people. It is a process of growth and development that gives to the individual meaning, purpose, direction and value in daily life.

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 19 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.

Identify ways to support individuals' spiritual wellbeing

	Performance Criteria	Evidence Number where this criteria has been met
1	Clarify your understanding of spiritual wellbeing and the individual's right to have their spiritual needs met.	
2	Support the individual and key people to communicate aspects of the individual's life that affect their spiritual wellbeing.	
3	Communicate with the individual about their spiritual experience and wellbeing at a level and pace appropriate to their preferences and needs.	
4	Support the individual to identify how and by whom their spiritual needs can be addressed.	
5	Ensure you do not impose your own values and beliefs when communicating about the individual's spiritual wellbeing.	
6	Take action to ensure that the individual's spiritual wellbeing is taken account of appropriately in their care or support plan and day to day life.	

Provide opportunities that facilitate and support spiritual wellbeing

	Performance Criteria	Evidence Number where this criteria has been met
7	Work with the individual, key people and others to create an environment that enables individuals to express aspects of their spiritual wellbeing.	
8	Access resources and information to support the individual's spiritual wellbeing and your own understanding of this.	
9	Contribute to liaising with people and groups in the community who can contribute to the individual's spiritual wellbeing.	
10	Support the individual to take opportunities for exploring and expressing their spiritual life and wellbeing.	
11	Support the individual to participate in ceremonies, traditions and practices that support their spiritual wellbeing without imposing their views and beliefs on other people.	
12	Support the individual and others to be involved in on-going learning in relation to the individual's spiritual wellbeing.	
13	Support the individual to have time, space and privacy for personal reflection.	

Evaluate work that relates to spiritual wellbeing

	Performance Criteria	Evidence Number where this criteria has been met
14	Work with the individual, key people and others to evaluate how well the environment, activities and opportunities contribute to the individual's spiritual wellbeing.	
15	Support the individual key people and others to explore ways in which aspects of the environment, activities and opportunities could be further improved to meet the individual's spiritual wellbeing.	
16	Work with the individual, key people and others to make agreed adjustments.	
17	Access any additional expertise required to better meet the individual's spiritual needs.	
18	Reflect on the effects on yourself and your own beliefs and values when meeting the spiritual needs of others.	
19	Complete records and reports about your work in relation to the spiritual wellbeing of individuals 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 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

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 individuals' spiritual needs and wellbeing.	
36	What is meant by and can be included in a definition of spiritual wellbeing.	
37	Ways in which people communicate about feelings and experiences that may be associated with spiritual wellbeing.	
38	The complexity of decisions people make about their spiritual lives.	
39	Ways of enabling people to identify factors that contribute to their own spiritual wellbeing.	
40	The range of activities and experiences through which people develop and maintain their spiritual wellbeing.	
41	How to work with people when they have experienced or are experiencing spiritual distress.	
42	How to work with people to encourage them to respect and understand perspectives and beliefs they may not share.	
43	How to incorporate consideration of spiritual wellbeing into the process of care planning, implementation and review.	
44	How to use professional relationships to support and/or promote the individuals' spiritual wellbeing.	
45	The range of factors and beliefs, including religious beliefs, that can contribute to spiritual wellbeing.	

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	