

## **H5T0 04 (SCDHSC0384) — Support Individuals Through Bereavements**

### **Overview**

This standard identifies the requirements when you support individuals through bereavement. This includes supporting individuals when they first learn of their loss, supporting them during the time of bereavement and supporting them to manage changes resulting from the bereavement.

## Additional Information

### Scope/range related to Performance Criteria

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

**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.

To **communicate** 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.

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.

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage and destruction to the environment and goods; the possibility of injury and harm to people.

## **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 25 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.

### Support individuals when they learn of a bereavement

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Access information and support to help you understand and manage the likely impact on the <b>individual</b> when they are told of a bereavement.	
2	Contribute to identifying the most suitable time and place to tell the individual about the bereavement, within your own role and responsibility.	
3	Take action to ensure that the individual is in an appropriate place which allows them privacy when they first hear about the bereavement.	
4	Support the individual to understand as clearly as possible the information about the bereavement and the procedures that will follow, clarifying and repeating information as necessary.	
5	Support the individual to prepare to deal with procedures that will follow the bereavement.	
6	Access additional support for the individual where you are unable to provide appropriate support.	

## Support individuals during bereavement

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
7	Allow the individual private time to adjust to the bereavement, taking account of any <b>risks</b> to the individual.	
8	Work with <b>others</b> to ensure that support is available for <b>key people</b> to help them adjust to and support the individual's bereavement.	
9	Support the individual to <b>communicate</b> their thoughts, feelings and concerns about their bereavement and mourning.	
10	Reflect on the thoughts and feelings expressed to you by the individual, to enable you to understand their experience of bereavement and loss.	
11	Support the individual to carry out their normal daily functions according to your role and responsibilities.	
12	Support the individual when they become distressed.	
13	Observe changes in the individual which may give cause for concern and which may indicate a response to bereavement outside that expected during mourning.	
14	Seek additional support for yourself where you are unable to support the individual.	
15	Work with the individual, key people and others to identify the need for additional or specialist support for the individual.	
16	Work with the individual, key people and others to access additional or specialist support where needed.	

## Support individuals to manage changes following bereavement

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
17	Work in ways and at a pace that are sensitive to the individual's distress, grief and mourning.	
18	Support the individual to manage conflicting emotions, indecision and fear of the future.	
19	Support the individual to identify and understand changes that need to be made because of the bereavement.	
20	Support the individual to identify their preferences and needs regarding options for change.	
21	Support the individual to take a positive view of changes and how they will help build towards the future.	
22	Encourage the individual to recognise and focus on their strengths when considering changes.	
23	Check the individual's understanding of the changes that need to be made including the effect on themselves, key people and others.	
24	Deal sensitively with any conflicts between those involved in or affected by the changes.	
25	Support the individual to access additional and specialist support where needed.	

## 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 43 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

	<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>
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

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
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)

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

### Theory

21	The nature and impact of <b>factors that may affect the health, wellbeing and development of individuals</b> 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

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
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

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
35	How the impact of culture, religion, personal beliefs, preferences, stage of development and previous experiences of loss may affect an individual's approach to bereavement.	
36	The purpose of, and arrangements for your supervision when working with and supporting individuals through bereavement.	
37	How and where to access information and support that can inform your practice about supporting individuals who are bereaved.	
38	How you can access, review and evaluate information about dealing with bereavement generally, and for the specific individuals with whom you are working.	
39	Theories about grief, bereavement and mourning relevant to the individuals with whom you work.	
40	How to work with the individual's family and friends to address practical issues and how they may be affected by the individual's loss.	
41	How to support individuals and key people through the process of grieving and mourning for the deceased person.	
42	How to support individuals and key people to manage the likely impact of the bereavement on their lives and to deal with issues that are likely to arise.	
43	The role of specialist agencies in supporting people who are bereaved and how to recognise when specialist support is required.	

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>	