

H5T5 04 (SCDHSC0390) — Support Families in Maintaining Relationships in Their Wider Social Structures and Environments

Overview

This standard identifies the requirements when promoting social inclusion through supporting families to maintain relationships within their community. The requirements include promoting the use of local community services and supporting families to maintain social contacts in their community, while challenging misconceptions about those requiring health and care services.

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.

Barriers may be physical (eg distance or accessibility); social/cultural; emotional/attitudinal.

Family members are people who are legally related to the individual and those who through relationships have become an accepted part of their family.

Problems may include physical issues (eg access arrangements); emotional/attitudinal factors; ignorance about mental health issues.

Services may include social/cultural opportunities (eg restaurants, transport, cinemas, clubs, shops); educational opportunities (eg libraries, play groups); general health facilities (eg optician, dental, GP services, baby clinics); mental health services (eg community drop-in centres and other neighbourhood inclusion schemes).

Social contacts may be members of groups within the community (eg members of clubs, religious groups, neighbourhood groups); or individuals within the wider social structure (eg librarians, general health and care service contacts).

Support and assistance may include those for mobility and access; to enable effective communication; providing information; emotional and psychological support.

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 13 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 use of community services by the families of individuals

	Performance Criteria	Evidence Number where this criteria has been met
1	Encourage family members to identify and find out about services within their community.	
2	Support the family to identify any barriers to accessing services in the community.	
3	Work with the family to minimise any barriers they have identified.	
4	Provide support and assistance to enable the family to make full use of available services in their community.	
5	Support the family in challenging any discrimination and barriers within services in their community.	
6	Support the family in making transitions when services become unavailable or inappropriate for their needs.	

Support families to maintain social contacts

	Performance Criteria	Evidence Number where this criteria has been met
7	Encourage the family to express their needs for, and interests in, maintaining social contacts within their wider social structure.	
8	Provide opportunities for the family to discuss their experience of maintaining relationships with social contacts and to raise any difficulties experienced.	
9	Encourage the family to seek opportunities for positive interactions with social contacts.	
10	Support the family to pursue opportunities for positive interactions with social contacts.	
11	Provide the family with information and support to enable them to recognise ignorance and assumptions they may encounter about those who require health and care services.	
12	Support the family to deal constructively with ignorance and assumptions about those requiring health and care services.	
13	Assist the family to deal with any problems they experience in maintaining social contacts, in line with work setting policies and values.	

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

	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.	
----	--	--

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	The assumptions which can lead to discrimination against those requiring health and care services.	
36	The forms which discrimination may take, the behaviours which may be expressions of these and how they may differ between different groups and in different settings.	
37	Why social contacts are important and should be encouraged in the families of people requiring health and care services.	
38	The effects of isolation on families and their relationships with social contacts.	
39	Methods of encouraging individuals to maintain an interest in and engage with contacts in their wider social structures.	
40	The types of support and assistance which people may need and how to access these.	
41	Sources of information on social structures and opportunities for social contact in the families' environment.	
42	Factors which may exclude people from accessing wider social structures and how to deal with these.	
43	Additional support mechanisms which may be needed and how to access them.	

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	