

PE5 Develop relationships with individuals that support them in addressing their health needs

OVERVIEW

This standard is about developing a supportive relationship with individuals to support self-management of their defined condition. It will include discussions with the individuals and use of appropriate tools to determine their needs, concerns, and expectations, level of understanding and knowledge, and provision of information, advice and support. Users of this standard will need to ensure that practice reflects up to date information and policies. Version No 1

KNOWLEDGE AND UNDERSTANDING

You will need to know and understand:

- 1.the legislation that relates to working with individuals, carers and families to support management of defined health conditions
- 2.how to interpret and apply legislation in the working context
- 3.the professional standards and codes of practice for your area of work and how to interpret these
- 4.how to balance your responsibilities as a professional with organisational and contractual requirements
- 5.the nature, aims, objectives, values, policies and systems of the organisation in which you work
- 6.the contractual arrangements relating to the services you offer through your organisation
- 7.the nature, extent and boundaries of your work role and its relationship to others in the organisation
- 8.the roles of other health and social care practitioners and how they relate between and across agencies
- 9.the extent of your own role and responsibilities in relation to working with individuals with defined health care needs
- 10.the ethics concerning consent and confidentiality, and the tensions which may exist between an individual's rights and the organisation's responsibility to individuals
- 11.the legal framework regarding consent, including where carers and family are required to give consent for patients who are unable to do so for themselves
- 12.the importance of gaining assent from children and young people who lack capacity to consent
- 13.the situations when consent may not be required

14. how to deal with issues of confidentiality and who has the right of access to information that has been recorded
15. the key issues, debates and government policies regarding patient education and support
16. the guidance that is available for your own practice, and the sources of this guidance
17. evidence based practice and its role in improving services
18. how to identify and prioritise the factors that influence agreement of the learning and development needs of individuals
19. how education can enable individuals to improve their health, well-being and management of a defined health condition
20. existing structures, systems and methods for providing patient education, their capabilities and limitations
21. how to propose changes in existing structures, systems and methods to improve patient education
22. how to identify, use and evaluate criteria for success
23. the specific condition(s) that has been diagnosed for individuals and groups including its effects on health, lifestyle, expectations and needs for care support
24. requirements for medication, aids, support or other facilities related to the individual's condition
25. the range, type and likely effectiveness of aids, support groups and interventions to assist the individual in managing their condition
26. the knowledge and skills required by individuals to ensure their effective self-management of their condition
27. the difference between misinformation and alternative views of practice
28. holistic concepts and approaches to health and social well-being
29. how to communicate effectively with individuals
30. the effects of environments and contexts on communication
31. the need for and requirements relating to patient confidentiality

PERFORMANCE CRITERIA

You must be able to do the following:

1. communicate with individuals in a way that is appropriate to their age, understanding and personal preference
2. introduce yourself to individuals and explain your role in relation to their care
3. encourage and support individuals to feel comfortable and to express their personal needs, concerns and expectations
4. explore and acknowledge the personal context for individuals
5. respect the privacy and confidentiality of individuals and respond with sensitivity to their comments and concerns
6. comply with all relevant legal, professional and organisational requirements in your contact with individuals
7. encourage individuals to ask questions and seek clarification on any issues discussed with yourself or others
8. respect the experience, knowledge and background of individuals
9. provide factual and honest information to individuals, focusing on addressing their

needs and concerns and adding additional information to address gaps in their knowledge and skill

10.explore all options for action, outlining clear and correct information on the benefits and implications of choices for management of the individual's health condition

11.ensure that individuals have sufficient information, including contact details to obtain further support as and when needed

ADDITIONAL INFORMATION

This National Occupational Standard was developed by Skills for Health. This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004): Dimension: HWB10 Protection of health and well being