PHP42 Enable people to improve others' health and wellbeing

OVERVIEW

This standard covers enabling people to improve the health and wellbeing of others. The practitioner will have an important role in enabling people to develop an insight into health and wellbeing. 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 social construction of health and illness and how this affects people's perceptions
2. the kinds of misinformation which people receive about health and wellbeing and how this can be counteracted
3. stressors to health and wellbeing: biological; chemical; physical; social; psychosocial
4. the health needs including those which may remain hidden, why needs related to health and wellbeing may not be known (eg domestic violence)
5. inequality and discrimination and their impact on health and wellbeing: how to recognise and address inequality and discrimination
6. health conditions - their nature, diagnosis and prognosis; effect on individuals and the people that are significant to them; ways of managing the condition; agencies and practitioners
7. the concept of the 'expert patient' and how this should affect practice when working with people with specific health conditions
8. the range and forms which communication takes; the role which communication plays in maintaining identity
9. the ways in which it is necessary to alter communication when working with different individuals, communities and agencies
10. the significance of power and power relationships (within groups), and how to develop community based strategies for empowerment
11. community support groups: the range of support groups and services available locally and sources of further information about them and what they do; where to access further information about the range of support mechanisms that are available; agency procedures for accessing support and resources provided by other agencies/organisations (such as counselling services, social care services)
12. forms of injustice, discrimination and social exclusion globally, nationally and locally and the impact these have on the lives of individuals and communities and their

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relationships with others

13. positive aspects, experiences, perspectives and impact of diversity and difference
14. adult learning styles and how to tailor training and support to individual/group needs
15. theories and models of experiential learning
16. methods of encouraging reflection on experience
17. group work learning processes
18. barriers to learning and strategies to overcome them
19. how to identify and use learning opportunities for individuals, community groups, networks and communities which promote problem solving and experimentation
20. the importance and value of evaluation and accurate and balanced feedback in the learning process
21. the difficulties of identifying cause-and-effect relationships in issues to do with health
22. strategies for encouraging people to explore issues and needs related to their health and wellbeing
23. the specific legislation, guidelines of good practice, charters and service standards that relate to the work being undertaken and the impact of these on the work
24. how to monitor, analyse and assess the implication of, and changes in, legislation and the regulatory environment and interpret and apply them to the work being undertaken
25. the services, policies and priorities of the worker's agency and how it relates to other agencies in the sector
26. own role and responsibilities and from whom assistance and advice should be sought if necessary
27. reasoning processes to determine approach and methodology
28. how to apply the principles of equality, diversity and anti-discriminatory practice to work
29. methods of evaluating their own competence, determining when further support and expertise are needed and the measures taken to improve own competence in this area of work
30. evidence-based practice; methods for monitoring and evaluating practice; why it is important to share and reflect on information about successes and failures.

PERFORMANCE CRITERIA

You must be able to do the following:

1. approach those people who are potentially best placed and able to work with individuals and discuss fully with them the role they may have and the benefits this may bring
2. communicate with people in a manner that
    1. is appropriate to them
    2. encourages an open and frank exchange of views
    3. minimises any constraints
    4. is free from discrimination and oppression
3. enable people to understand the factors that have contributed to the individual's health and wellbeing
4. evaluate
    1. people's willingness and ability to work with the individual

   2.possible risks

   3.the likelihood of the individual being willing to work in this way

  5.discuss and agree with people

   1.why individuals might need support

   2.the potential risks of supporting individuals

   3.how they might support individuals

   4.how risks could be managed

   5.their prospective contribution if they wish to proceed

   6.the support they would like from the worker

   7.how their role interacts with the roles of others

  6.make clear and accurate records of discussions and agreements and share them with the people concerned

  7.provide initial training and information appropriate to the needs of those supporting individuals

  8.encourage people to seek further advice and support when they need it

  9.maintain ongoing contact with people and the individuals they are supporting

 10.actively monitor

   1.the health and wellbeing of the individuals who are being supported

   2.the health and wellbeing of the people who are supporting them

   3.the overall outcomes that are being achieved

 11.take the appropriate action in response to any concerns

 12.encourage the people working with individuals to offer feedback on

   1.the progress the individual is making

   2.the effectiveness of their work with the individuals

   3.their feelings about their contribution

 13.identify issues with the work and use these to inform discussions with people on the way forward

 14.discuss and agree with people how their work with individuals might need to change based on

   1.the wishes of the people involved

   2.information gained from monitoring

   3.risk assessment

 15.make clear and accurate records of discussions and agreements and share them with the people concerned.

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: HWB4 Enablement to address health and wellbeing needsThis standard has replaced PH07.06