

## CHS229 Assess individuals' needs and circumstances and evaluate the risk of abuse, failure to protect and harm to self and others

### OVERVIEW

This standard covers identifying the needs and circumstances of the individual in relation to the possibility of harm being suffered or caused. This standard is one in which multi-disciplinary and inter-agency working may be a feature, particularly with regard to the exchange of information to support identification of needs and assessments and in communicating the results of assessments. This applies to qualified staff who work with individuals to assess how they function in everyday life and any related risks to the individual or others which would call for interventions. 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. relevant legislation and national guidelines and how this should inform and guide the assessment of need and related risk
2. the principles of needs-led assessment and person-centred planning
3. procedures for recording, storing and sharing information and the legislation and protocols related to this
4. the range of factors that need to be taken into account when making an assessment, including economic and social factors, any illnesses which the individual may have, the restrictions which may be placed upon them under legislation
5. individual perspectives on the assessment and review process, as identified in current debates and research strategies for empowering individuals
6. how to decide the relevance and importance of information gathered for an assessment and how to evaluate and prioritise different aspects of need
7. why it is essential to verify information once it has been received
8. the importance of recognising and valuing difference and diversity
9. the importance of acknowledging your values and assumptions when carrying out an assessment, and strategies for dealing with these including ensuring personal belief and prejudice do not have an impact on the evaluation of risk
10. how to minimise discriminatory or oppressive assessment practices
11. sources of prejudice and the differing forms this may take in relation to allegations of abuse, harm or failure to protect
12. how to distinguish between prejudice and opinions that are backed by evidence

- 13.how statutory frameworks define your rights, powers and duties to identify potential risk of harm, abuse and failure to protect
- 14.how statutory frameworks affect the significance of the evidence included in the decision making process, inform and guide the evaluation of the evidence, the level and pace of the intervention and inter-organisation communications
- 15.how the legislative framework affects agency policy, assessment strategies used and information gathered
- 16.the importance of ensuring clarity regarding your role, rights and powers and that of others in the individual's network
- 17.why it is important for all workers involved to be clear about their lines of accountability in relation to this type of work
- 18.how you can deal with the emotional impact on yourself and others in the individual's network
- 19.information requirements for different types of assessment
- 20.factors relevant to different kinds of assessment of risks, rights, strengths and sources of support
- 21.how to take into account social, economic and physical circumstances experienced by individuals, their families and friends in making a comprehensive assessment of needs
- 22.how to prioritise needs, including those of the individual and others involved, within assessments
- 23.how to identify possible connections between needs and the presence of risk
- 24.how to evaluate when specialist assessment is required
- 25.the ways in which the physical environment can influence the participation of individuals, their families and friends
- 26.how to facilitate individuals' participation in the assessment process
- 27.why the individual's views of their own needs should be listened to and due weight given to individual preferences and choices
- 28.methods of giving feedback
- 29.research findings relating to risk factors
- 30.individuals' rights to know that a risk assessment is taking place, what information is being collected and why under statute or organisational policies
- 31.prioritising risk, the likelihood and degree of risk, acceptable and unacceptable risk, the range and source of risk and its potential impact on individuals and others significant to them
- 32.the different types and patterns of social and emotional behaviours which might result in harm, abuse or failure to protect
- 33.signs and symptoms of harm, abuse and failure to protect
- 34.signs and symptoms of common health disorders
- 35.how harm, abuse and failure to protect might negatively affect the individual's personal growth and development
- 36.indicators of the potential for change and improvement within the situation
- 37.the impact of societal factors on the likelihood of risk, abuse, harm or failure to protect
- 38.how to collect, collate and evaluate different types of information
- 39.how to distinguish between directly observed evidence, evidence from reliable sources and hearsay
- 40.organisational policy and procedures for undertaking a risk assessment
- 41.how to prepare for and make presentations
- 42.why it is important to record situations in which preferred options are not feasible due to agency policy or resource constraints
- 43.how to write reports

## PERFORMANCE CRITERIA

You must be able to do the following:

1. correctly identify the purpose and focus of the assessment and the issues giving rise to it and explain this to individuals, their families and friends
2. arrange the physical environment and conduct the assessment to facilitate effective participation of individuals and other appropriate people
3. ensure your assessment identifies key aspects of individuals' needs and circumstances fully and accurately
4. establish the potential significance of individuals' needs and circumstances with individuals and other relevant people
5. offer assistance to individuals who need support in presenting their needs and circumstances in a way that maximises their independence
6. arrange advocacy promptly for individuals who are unable to represent their own interests
7. check, attempt to verify, and agree the accuracy of information with the relevant people
8. evaluate the significance of any gaps in information
9. clarify and explain:
  1. the liaison with others that will be needed as part of the assessment process and the legislative framework that surrounds this
  2. the purpose of collecting and compiling information accurately to people who need to know, in a manner appropriate to their needs and understanding
10. negotiate agreement on the information which will need to be shared, and with whom, with the individual and other relevant people
11. ensure your methods of collecting information are appropriate to the purpose of the assessment and consistent with organisational procedures
12. collect comprehensive information concerning the individual's condition and behaviour
13. check and confirm the accuracy and validity of the information and the reliability of the sources
14. evaluate and record the significance of any gaps in information
15. accurately and clearly distinguish between directly observed evidence, reliable information and opinion
16. evaluate information about risk systematically and in line with national and local policy and guidance
17. assess and record any tensions or disagreement with information relating to the level of risk in line with service procedures
18. carry out a risk assessment using a clear and systematic process, and identify the antecedents of violence in line with service policy and guidance
19. identify any statutory responsibilities you may have with regard to potential risk including the need to:
  1. promote life opportunities and promote independent living
  2. protect the people involved from the likelihood of harm being caused or suffered
20. communicate information about the risk to individuals to other colleagues, using agreed procedures, in order to inform the care planning process
21. ensure your records:
  1. are a complete record of relevant and required information
  2. include all significant gaps
  3. are complete, accurate and up-to-date
  4. conform to statutory and organisational guidelines
  5. are stored in a safe manner and place

## ADDITIONAL INFORMATION

This National Occupational Standard was developed by Skills for Health. This standard replaced MH16. This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004): Dimension: HWB2 Assessment and care planning to meet people's health and wellbeing needs