

## CHS230 Assess the need for intervention and present assessments of individuals' needs and related risks

### OVERVIEW

This standard covers assessing the need for intervention to manage risk to the individual or others and presenting assessment of individuals' needs and related risks. Interventions can take a variety of forms with therapeutic outcomes leading to recovery. 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 standard 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 No1

### 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 intervene to prevent and reduce risk, including research findings on the effectiveness of different approaches and the potential positive and negative effects of intervention
42. critical legal precedents that influence the legitimacy and possibility of intervention

- 43.the range of options for intervention
- 44.the unintended consequences which may result from intervention, such as when the intervention may reduce one form of abuse only to introduce new or different risks
- 45.how to empower those with a rightful say to participate fully in the evaluation of risk and the evidence for intervention and why it is important to take into account all relevant views
- 46.how and why risk factors may change with time and how to manage risks to accommodate this
- 47.how to prepare for and make presentations
- 48.why it is important to record situations in which preferred options are not feasible due to agency policy or resource constraints
- 49.how to write reports

## PERFORMANCE CRITERIA

You must be able to do the following:

- 1.assess the potential impact of harm, failure to protect and harm to self and others according to degree, likelihood and effect on individuals
- 2.prioritise identified needs and level of risk according to organisational and statutory requirements
- 3.take action without delay and consistent with organisational and statutory requirements to protect individuals considered to be in immediate danger
- 4.ensure your assessment achieves a balance between all factors relevant to the individual's situation and meet any statutory or agency requirements
- 5.identify and use legal and organisational procedures when balancing the rights and responsibilities of individuals with associated risk
- 6.base decisions to intervene on an accurate and fair assessment of the information available and the views from all others involved with the individual, and incorporate your own knowledge of the source and level of risk
- 7.acknowledge and record any disagreement concerning the source and level of risk
- 8.balance the possible effects of intervention against the individual's vulnerability to risk
- 9.take account of the possibility of change in the factors affecting risk and the implications of this for intervention
- 10.fully inform all those involved of the possible outcomes of intervention, in line with agreed procedures and confidentiality boundaries
- 11.ensure your assessment complies with national, organisational and legislative requirements and is consistent with anti-discriminatory and inclusive practice
- 12.clearly present assessments to those who need to receive them
- 13.present possible options for action which meet the:
  - 1.the individual's right to independence and self-determination
  - 2.the purpose of the assessment
  - 3.agency and statutory requirements
- 14.evaluate and present the strengths and weaknesses of the different options
- 15.identify and record instances where preferred options for action are not consistent with organisational priorities and make recommendations to the appropriate authorities
- 16.take effective action within an appropriate timescale to arrange a more specialist

assessment if required  
17.ensure your records of assessments are legible, accurate and complete and meet agency and legal requirements

### **ADDITIONAL INFORMATION**

This National Occupational Standard was developed by Skills for Health. This standard replaced MH17. This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004): Dimension: HWB2 Assessment and Care Planning to Meet Health and Wellbeing Needs