

## CS14.2015 Evaluate interventions with children and young people, and those involved in their care

### OVERVIEW

This standard is about evaluating interventions in partnership with children and young people and those involved in their care. Those involved in their care may be families, carers, services, agencies or other professionals. The interventions may be preventative or therapeutic. They will be delivered as part of the child's or young person's individualised care plan to meet agreed health and well-being goals. Users of this standard will need to ensure that practice reflects up to date information and policies. Version No 2

### KNOWLEDGE AND UNDERSTANDING

You will need to know and understand:

1. legal, organisational and policy requirements relevant to your role and the activities being carried out
2. the nature, extent and boundaries of your work role and its relationship to others in your own and other organisations
3. the roles of other practitioners working with children, young people and families and how they relate between and across agencies
4. the importance of effective multi-agency working
5. the ethical issues, legal requirements and good practice guidelines on consent, including capacity issues and consent for children and young people
6. the principle of confidentiality and the implications for your practice
7. how to recognise and respond to the signs of injury, abuse or neglect and your responsibility in relation to raising concerns with the appropriate person or agency
8. local systems, procedures and protocols for safeguarding children, young people and vulnerable adults
9. the principles of equality, diversity and anti-discriminatory practice and how they are applied
10. the duty to report any acts or omissions in care that could be detrimental to the child or young person
11. the rights of children and young people to make decisions for themselves and to take risks in the context of their own lives, taking into account issues of capacity and your professional responsibility
12. how to engage with and communicate effectively with children and young people, and those involved in their care
13. the need for communication to be modified for different contexts and cultures,

- including the age, vulnerability, understanding, developmental capacity and communication needs and preferences of the child or young person and those involved in their care
- 14.the ways in which children and young people communicate non-verbally and through behaviour, as well as through language, and how different forms of behaviour can be interpreted
  - 15.the importance of adopting a child/young person centred approach
  - 16.the conditions and issues affecting children and young people in your area of practice and how they can inter-relate
  - 17.child and young people's development, including emotional, physical, and social how they affect one another
  - 18.how the behaviour needs of children and young people may affect others
  - 19.the effect of parenting capacity, family, environment and cultural influences on the health and wellbeing of children and young people
  - 20.the factors that contribute to the risk of harm to children and young people
  - 21.the guidance that is available for your own practice and where to access this
  - 22.current issues, research and evidence based practice relevant to your role
  - 23.local sources of health and well-being information, advice and support for children and young people, and those involved in their care
  - 24.the opportunities for interventions to improve the quality of life and outcomes for children and young people
  - 25.the medication and/or interventions which are used to manage conditions and symptoms in your area of practice, and the effects of these on the overall health and well-being of the child or young person
  - 26.the purpose, use, benefits and risks of interventions in your area of practice when working with children and young people
  - 27.methods of implementing different interventions within your area of practice
  - 28.the particular risks which specific interventions may have
  - 29.how to monitor the effect of specific interventions on the child or young person and evaluate its efficacy
  - 30.the purpose, uses and mechanisms for measuring outcomes in relation to working with children and young people
  - 31.methods of encouraging the child or young person and those involved in their care to take a full and active part in the evaluation process and to offer their views as equal partners in the process
  - 32.the subsequent actions that might follow an intervention to meet the needs of the child or young person
  - 33.how interventions may be modified in order to achieve a successful outcome
  - 34.methods of establishing when interventions should be halted
  - 35.when and how to refer children and young people for further assessment or specialist treatment or care
  - 36.the importance of keeping full and accurate records, and how to do so in line with organisational requirements

## PERFORMANCE CRITERIA

You must be able to do the following:

1. communicate with the child or young person and those involved in their care in a way that is appropriate to their age, understanding, developmental capacity and preferences
2. identify and respect the child's or young person's privacy, confidentiality, rights and wishes
3. provide support to the child or young person to enable them to take an active part in decisions affecting them
4. recognise any problems with delivering and maintaining the intervention and identify any reasons for obstacles to delivery of the intervention
5. enable the child or young person and those involved in their care to offer their opinions on their experience of the intervention, and to make suggestions for improving its effectiveness
6. assess the intervention outcomes in relation to the goals as specified in the child's or young person's care plan/LI>
7. review the intervention outcomes and other relevant factors, and agree with the child or young person and those involved in their care what subsequent action should be taken
8. make any necessary arrangements in relation to the agreed subsequent action to meet the needs of the child or young person and those involved in their care
9. produce records and reports that are clear, comprehensive, and accurate, and maintain the security and confidentiality of information

## **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: HWB5 Provision of care to meet health and wellbeing needs