

HSC332 Support the social, emotional and identity needs of individuals

Elements of Competence

- HSC332a** Work with individuals to identify their social, emotional and identity needs
- HSC332b** Support individuals to develop and maintain self esteem and a positive self image
- HSC332c** Support individuals to address changing social, emotional and developmental needs

About this unit¹

For this unit you need to identify the social, emotional and developmental needs of individuals and in partnership with them, other workers and organisations, develop a plan that addresses the immediate, short and where appropriate, medium and longer term needs of individuals.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: the individual's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement², the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC35 in your practice and through your knowledge.

¹ The term 'unit' is used in this report to refer to each separate standard within the NOS suite

² The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support	Working in a way that recognises that people have a right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter
Key people	Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being
Others	Are other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to: <ul style="list-style-type: none">• be respected• be treated equally and not be discriminated against• be treated as an individual• be treated in a dignified way• privacy• be protected from danger and harm• be cared for in a way they choose• access information about themselves• communicate using their preferred methods of communication and language

HSC332a Work with individuals to identify their social, emotional and identity needs

Performance Criteria

You need to show that,

1. you support **individuals** to identify and communicate:
 - aspects of their lives that are positive
 - aspects that they feel are negative to their self-esteem and sense of identity

- aspects of their lives, history and culture that are important to their self-esteem and self-image
 - interests, experiences and expertise that are important to their social, emotional and identity needs
2. you support individuals and **key people** to highlight concerns about the individuals' social and emotional well-being and identity
 3. you work with individuals and **others** to understand and express their preferences about approaches, methods and activities to:
 - promoting the individual's sense of identity
 - meet the individual's developmental, social, emotional and identity needs
 4. you work with individuals to identify the support required to enable their preferences to be met

HSC332b Support individuals to develop and maintain self-esteem and a positive self-image

Performance Criteria

You need to show that,

1. you work with individuals to identify aspects of their lives:
 - that can be built upon to develop their self-esteem and contribute to their self-image
 - that they can change to enable them develop and maintain their self-esteem and a positive self-image
2. you support individuals to identify aspects of their lives, their condition and circumstances that affect their self-esteem and self-image and how they can manage these
3. you work with individuals in ways that positively recognise and build upon their experiences, expertise and abilities
4. you use naturally occurring opportunities to explore how individuals can develop and maintain their identity, self-image and self-esteem
5. where you identify signs of extremely low self-image and self-esteem and negative identity, you seek advice and support to help resolve these
6. you explore and agree with individuals the sort of support that might make them better able maintain their identity, self-esteem and self-image

HSC332c Support individuals to address changing social, emotional and developmental needs

Performance Criteria

You need to show that,

1. you observe and assess changes in individuals' needs and circumstances that may affect their social, emotional and developmental needs

2. you access information and advice about the individuals' needs, circumstances and conditions and how these might:
 - change in short, medium and long term
 - affect their social, emotional and developmental needs
3. you work with individuals and key people to agree and plan how the short, medium and long term social, emotional and developmental needs of the individuals can be met and resourced
4. you support individuals, key people and others to identify:
 - how any plans and activities will be reviewed
 - who will be involved in the review
 - the roles individuals and others will play in the review
5. you seek additional support where the changing needs of individuals are outside your competence to deal with
6. you work with individuals to:
 - build upon positive aspects of their lives
 - find ways and activities to help them to address their changing social, emotional and developmental needs
7. you report and record on actions, processes and outcomes to appropriate people and organisations within confidentiality agreements and according to organisational and legal requirements

Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in for the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

1. legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information on supporting individuals' social, emotional and identity needs
2. how to provide **active support** and place the preferences and best interest of individuals at the centre of everything you do, whilst enabling them to take responsibility (as far as they are able and within any restrictions placed upon them) and make and communicate their own decisions about their lives and actions to support their social, emotional and identity needs
3. dilemmas between the individuals' rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities in supporting individuals' social, emotional and identity needs
4. stereotypical assumptions based on gender, race, culture, disability, educational experience etc. and how these, unchallenged, can limit the development of positive self-image, self-esteem and identity

Legislation and organisational policy and procedures

5. codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals' social, emotional and identity needs
6. current local, UK legislation and organisational requirements, procedures and practices for:
 - data protection, including recording, reporting, storage, security and sharing of information
 - risk assessment and management related to self-harm and abuse that might arise from low self-esteem and self-image
 - protecting individuals from danger, harm and abuse
 - supporting individuals' social, emotional and identity needs
 - working with others to provide integrated services
7. practice and service standards relevant to your work setting and for supporting individuals' social, emotional and identity needs
8. how to access records and information on individuals' social, emotional and identity needs
9. the purpose of, and arrangements for your supervision to support you when dealing with distressing and stressful encounters and interactions

Theories and practice

10. how and where to access information and support that can inform your practice about supporting individuals' social, emotional and identity needs
11. government reports, inquiries and research reports relevant to supporting individuals' social, emotional and identity needs
12. theories relevant to the individuals with whom you work, about:
 - identity, self-esteem and self-image
 - aspects of human growth and development and how these can affect and be affected by the individuals' identity, their self-image and self-esteem
13. the ways in which identity, self-image and self-esteem may positively and negatively affect the well-being of individuals
14. how to support the individuals with whom you work to develop a positive sense of identity, self-image and self-esteem taking account of their needs and circumstances and any changes that are still likely to occur
15. how power and influence can be used and abused when supporting individuals' social, emotional and identity needs
16. how individuals with a low sense of identity, self-image and self-esteem can be exploited and ways that such exploitation can be prevented
17. how to work in partnership with individuals, key people and those within and outside your organisation to enable the individuals' social, emotional and identity needs to be supported
18. social and psychological factors that can affect the social, emotional and identity needs of individuals