

## SCDHSC0426

### Empower families, carers and others to support individuals



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#### Overview

This standard identifies the requirements when working with families, carers and others to encourage and enable them to support individuals. The requirements include promoting the contribution of families, carers and others to supporting individuals, working with them to achieve positive goals and enabling them to review the effectiveness of the support they provide.

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### Performance criteria

#### Promote the contribution of families, carers and key people to supporting individuals

*You must be able to:*

- P1 encourage **family members** and **friends** to participate in aspects of the **individual's** care as agreed by the individual
- P2 provide **carers** and family members with information about the support required by the individual
- P3 ensure the information you provide is consistent with the individual's wishes as to who should be involved in their care and what information they should be given
- P4 ensure your actions recognise the individual's rights to make their own decisions in the **context** of their lives and respect their right to change their mind
- P5 support carers and family members to express their own views about the support they can provide for the individual
- P6 give carers and families sufficient time, opportunity and support to discuss their feelings, concerns and the care or support programme
- P7 respond to the feelings, needs and concerns of carers and family members in a manner which accepts their rights of expression and which supports them as individuals
- P8 refer carers and family members to an appropriate member of the care team when they wish to discuss feelings, concerns and aspects of the care or support programme which are outside your responsibility
- P9 provide carers and family members with information about support services and facilities which may be useful to them, consistent with the care or support programme for the individual

#### Work with families, carers and others to achieve positive goals for individuals

*You must be able to:*

- P10 identify the **positive goals** for the individual to which carers and family members could contribute
- P11 agree with carers and family members the roles that they, yourself and others could play in achieving these positive goals
- P12 provide carers and family members with the support and information they need to work towards these positive goals
- P13 support carers and family members in developing the skills necessary to provide care for the individual which is consistent with the care or support programme
- P14 provide support to carers and family members in a manner which is likely to make them feel valued and respected

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- P15 give appropriate support to the individual, carers and family members to help them to maintain relationships which are suitable for effective care or support
- P16 exchange information with the individual, carers, family members and others on progress that the individual is making towards positive goals
- P17 give information to the individual, carers and family members in a manner, and at a level and pace, appropriate to them and that covers any practical difficulties which may occur, including how to get help
- P18 encourage carers and family members to seek clarification and ask questions when they are concerned and need help
- P19 support carers and family members in discussing any problems and identifying potential solutions when you become aware of or suspect that they are having difficulty in achieving positive goals
- P20 pass complete and accurate information to a responsible member of the care team without delay where there are signs of a **failure to care** appropriately for the individual

#### **Enable families, carers and others to review the effectiveness of the support they provide**

*You must be able to:*

- P21 encourage all involved to participate fully in reviewing the effect of the support provided
- P22 assist the individual and their carers and family members to evaluate the effectiveness of their own roles and the roles of yourself and others in the team
- P23 agree adjustments to these roles in the light of the evaluation where necessary
- P24 acknowledge the contribution that carers and family members are making towards the achievement of positive outcomes in a way that will reinforce their commitment
- P25 keep a record of what has been achieved and identify any lessons for future work with carers and family members
- P26 ensure that the results of the **review process** are communicated clearly to all those who have a right and need to receive them

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### Knowledge and understanding

*You need to know and understand:*

#### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting individuals' rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of individuals
- K4 how to deal with and challenge discrimination
- K5 the rights that individuals have to make complaints and be supported to do so
- K6 conflicts and dilemmas that may arise in relation to rights and how to address them

*You need to know and understand:*

#### Your practice

- K7 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K8 your own background, experiences and beliefs that may have an impact on your practice
- K9 your own roles, responsibilities and accountabilities with their limits and boundaries
- K10 the roles, responsibilities and accountabilities of others with whom you work
- K11 how to access and work to procedures and agreed ways of working
- K12 the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual
- K13 the prime importance of the interests and well-being of the individual
- K14 the individual's cultural and language context
- K15 how to build trust and rapport in a relationship
- K16 how your power and influence as a worker can impact on relationships
- K17 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences
- K18 how to work in partnership with individuals, key people and others
- K19 how to manage ethical conflicts and dilemmas in your work
- K20 how to challenge poor practice

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- K21 how and when to seek support in situations beyond your experience and expertise

### Theory for practice

*You need to know and understand:*

- K22 the nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K23 theories underpinning our understanding of human development and factors that affect it

### Personal and professional development

*You need to know and understand:*

- K24 principles of reflective practice and why it is important
- K25 your role in developing the professional knowledge and practice of others
- K26 how to promote evidence based practice

### Communication

*You need to know and understand:*

- K27 factors that can affect communication and language skills and their development in children, young people adults
- K28 methods to promote effective communication and enable individuals to communicate their needs, views and preferences

### Health and Safety

*You need to know and understand:*

- K29 legal and statutory requirements for health and safety
- K30 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K31 practices for the prevention and control of infection in the context of this standard

### Safe-guarding

*You need to know and understand:*

- K32 legislation and national policy relating to the safe-guarding and protection of children, young people and adults
- K33 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K34 indicators of potential harm or abuse
- K35 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K36 what to do if you have reported concerns but no action is taken to

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address them

- K37 local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse

### Multi-disciplinary working

*You need to know and understand:*

- K38 the purpose of working with other professionals and agencies
- K39 the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work

### Handling information

*You need to know and understand:*

- K40 legal requirements, policies and procedures for the security and confidentiality of information
- K41 legal and work setting requirements for recording information and producing reports
- K42 principles of confidentiality and when to pass on otherwise confidential information
- K43 how to record written information with accuracy, clarity, relevance and an appropriate level of detail
- K44 how and where electronic communications can and should be used for communicating, recording and reporting

### Leading practice

*You need to know and understand:*

- K45 theories about leadership
- K46 standards of practice, service standards and guidance relating to the work setting
- K47 national and local initiatives to promote the well-being of individuals
- K48 lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions
- K49 methods of supporting others to work with and support individuals, key people and others
- K50 how to contribute to the development of systems, practices, policies and procedures
- K51 techniques for problem solving and innovative thinking

### Risk management

*You need to know and understand:*

- K52 principles of risk assessment and risk management

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K53 principles of positive risk-taking

*You need to know and understand:*

### Specific to this NOS

- K54 the types of support available to carers and families such as self-help groups, counselling, respite and how to access these
- K55 what the purpose and priorities are of the service provider and how these influence the kinds of support offered to carers, families and others
- K56 the importance of ensuring that carers and families are actively involved in the development and review of care programmes
- K57 the positive goals of care programmes to which carers and families can contribute
- K58 the importance of establishing an effective working relationship with families, carers and others and methods you can use to maintain contact with carers and families
- K59 why it is important to establish that the family and friends are willing to work with you to develop their effectiveness as carers and to acknowledge the contributions that carers, families and others are making
- K60 the types of information that you should obtain from families, carers and others
- K61 the techniques you should use to obtain information from families, carers and others
- K62 aspects of carer and family relationships with individuals that may help or hinder the achievement of positive goals
- K63 the roles carers, families and others can play in helping to achieve positive outcomes for the individual
- K64 why it is important to agree aims, objectives and respective roles with carers, families and colleagues
- K65 the types of information that carers, families and others will need if they are going to work towards agreed positive outcomes for the individual
- K66 the types of support that carers, families and others may need in helping to achieve positive goals
- K67 why it is important to review progress with carers, families and colleagues
- K68 how to facilitate carer/family participation in the review process
- K69 why it is important to evaluate the effectiveness of the various roles that carers, families, others, colleagues and you are playing
- K70 the importance for the individual's care programme and family support services of reflecting and noting outcomes and preferences for future actions and ways of working

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### Additional Information

#### Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Note: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

**Context** includes the socio-economic context (disposable income, relative income, housing); and the personal context (personal beliefs and preferences, support systems, gender, sexual orientation, age, abilities)

**Carers** are those who provide unpaid support and could include family members, partners, neighbours or friends

**Failure to care** may be indicated by signs of possible abuse, apparent neglect or persistent problems in caring

**Family members** are people who are legally related to the individual and those who through relationships have become an accepted part of their family  
The **individual** is the adult, child or young person you support or care for in your work

**Key people** are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

**Positive goals** for the individual may be in relation to standards of care; mental health; general health and well-being; personal development; social development

**Review process** may be in relation to an interim review during the course of a care or support programme; an outcome review at the conclusion of a programme



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### Scope/range related to knowledge and understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

**All knowledge statements must be applied in the context of this standard.**

**Factors that may affect the health, wellbeing and development of individuals** may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

### Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

To be treated as an individual

To be treated equally and not be discriminated against

To be respected

To have privacy

To be treated in a dignified way

To be protected from danger and harm

To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them

To communicate using their preferred methods of communication and language

To access information about themselves

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