

## SCDHSC0352

### Support individuals to continue therapies



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#### Overview

This standard identifies the requirements when you support individuals to continue therapies under the direction of a therapist. This includes working with therapists and individuals to agree how therapies will be supported to continue and supporting individuals to complete specified activities. It also includes contributing to evaluation of the effects of therapies on the individuals.

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### Performance criteria

#### Work with individuals and therapists to agree how therapies will be supported to continue

*You must be able to:*

- P1 clarify with the therapist and the individual the intended outcomes of continuing a specific **therapy**
- P2 discuss with the therapist your role and responsibilities in helping the **individual** to continue the therapy
- P3 identify with the therapist the skills and abilities you require to support the individual to continue the therapy
- P4 with the individual and the therapist, review the skills and abilities that individuals and **key people** need to carry out the activities and procedures
- P5 work with the therapist and the individual to identify the level and type of support you could provide to enable the individual to participate fully in the therapy
- P6 work with the therapist to identify extra support the individual may need to enable them to continue the therapy
- P7 agree with all involved their preferred options for support
- P8 contribute to negotiating agreement on options and how they will be implemented
- P9 complete records and reports about actions, procedures and outcomes, within confidentiality agreements and according to legal and work setting requirements

#### Support individuals to complete activities identified by therapists

*You must be able to:*

- P10 identify with the therapist and **others** the activities the individual needs to continue
- P11 confirm how the activities should be carried out and the support the individual and key people will be able to have
- P12 support the individual to understand the nature of the therapy and the benefits of continuing and completing it
- P13 support the individual to access additional information they require to benefit from the therapy
- P14 undertake agreed support activities with the individual and key people in ways that promote **active participation**
- P15 identify with the individual any difficulties or concerns they have during therapy activities and take appropriate actions to deal with these
- P16 stop the therapy session where the individual shows signs of pain or distress
- P17 take appropriate action to address difficulties, pain and distress
- P18 seek additional support from the therapist when you are not

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- competent to deal with problems and difficulties
- P19 encourage the individual to continue therapy activities by acknowledging success and supporting them when they are having difficulties
- P20 support the individual and key people to continue the therapy activities themselves
- P21 review the support you are providing to identify with the individual any changes needed to make your support more effective

#### **Contribute to evaluating the effects of therapies on individuals**

*You must be able to:*

- P22 agree with all involved the observations for which you are responsible
- P23 observe accurately the individual's progress and problems, difficulties or concerns that arise during therapy sessions
- P24 check your observations to establish where they are the same as those of the individual, key people and others
- P25 identify the reasons for any differences between observations
- P26 contribute your observations to the overall evaluation of the effectiveness of the therapy
- P27 contribute to agreeing changes that need to be made to the therapy and therapy sessions in the light of limited progress or changes in the needs and circumstance of the individual
- P28 provide feedback in an accessible form to the individual, key people and others
- P29 ensure that decisions, judgements, explanations and recommendations are accurately documented
- P30 provide records, reports and feedback as agreed within the therapy programme, according to confidentiality agreements and taking account of legal and work setting requirements

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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

#### Your practice

*You need to know and understand:*

- K6 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs that may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual
- K12 the prime importance of the interests and well-being of the individual
- K13 the individual's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with individuals, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

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*You need to know and understand:*

### Theory

- K21 the nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K22 theories underpinning our understanding of human development and factors that affect it

*You need to know and understand:*

### Personal and professional development

- K23 principles of reflective practice and why it is important

*You need to know and understand:*

### Communication

- K24 factors that can affect communication and language skills and their development in children, young people adults
- K25 methods to promote effective communication and enable individuals to communicate their needs, views and preferences

*You need to know and understand:*

### Health and Safety

- K26 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K27 practices for the prevention and control of infection in the context of this standard

*You need to know and understand:*

### Safe-guarding

- K28 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K29 indicators of potential harm or abuse
- K30 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K31 what to do if you have reported concerns but no action is taken to address them

*You need to know and understand:*

### Handling information

- K32 legal requirements, policies and procedures for the security and confidentiality of information
- K33 legal and work setting requirements for recording information and producing reports
- K34 principles of confidentiality and when to pass on otherwise confidential information

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#### Specific to this NOS

*You need to know and understand:*

- K35 how and where to access information and support that can inform your practice about therapies and continuing them in the absence of the therapist
- K36 how you can access, review and evaluate information about the therapies being used
- K37 how aspects of human growth and development can affect and be affected by the therapies being used
- K38 identity, self-esteem and self-image, and how these can be affected by individuals continuing specified therapeutic activities
- K39 how to use your relationship with individuals to promote their well-being through therapeutic activities
- K40 the conditions and impairments therapies are addressing
- K41 how to set up the environment and set up and use any equipment and materials needed for the therapy
- K42 the outcomes that the therapy aims to achieve for the individuals
- K43 the impact of stress and fear on behaviour and the individuals' ability to use the therapy
- K44 the role of active participation and encouragement in enabling individuals to use the therapy
- K45 the most effective ways of supporting the individuals to use the therapy to support their health and well-being
- K46 how to form a supportive relationship with individuals to enable them to benefit as much as possible from the therapy
- K47 how to observe the individuals using the therapy
- K48 the key signs of problems and difficulties that need to be reported to the therapist and others
- K49 how to involve the individual in collecting information about their experience of the therapy and its outcomes
- K50 what information and observations you contribute to evaluations

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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.

**Active participation** is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible

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.

**Others** are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

The **therapy** may refer to occupational therapy; physiotherapy; behavioural therapy; other therapeutic programmes.

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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 are to 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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<b>Developed by</b>	Skills for Care & Development
<b>Version number</b>	1
<b>Date approved</b>	March 2012
<b>Indicative review date</b>	August 2014
<b>Validity</b>	Current
<b>Status</b>	Original
<b>Originating organisation</b>	Skills for Care & Development
<b>Original URN</b>	HSC352
<b>Relevant occupations</b>	Health, Public Services and Care; Health and Social Care; Associate Professionals and Technical Occupations; Health and Social Services Officers; Health Associate Professionals; Personal Service Occupations; Healthcare and Related Personal Services;
<b>Suite</b>	Health and Social Care
<b>Key words</b>	support, programmes, therapies